CHAPTER V

IMPLICATION OF THE FINDINGS
AND SUGGESTIONS
FOR FURTHER STUDY
In this chapter an attempt has been made to provide suggestions as to how the findings of this study can be utilized in the education and suggestions for further research have also been given.

The student is an important variable in the educational process. He is both an 'input' and an 'output' of the system. He possesses certain characteristics. The characteristics of student play significant role in the qualitative improvement in the 'output'. Knowledge of student's adjustment and personality traits may help the teachers, guidance workers and counsellors in giving educational and vocational guidance to them.

In this study researcher has tried to find out the answers of the following questions -

(1) Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the adjustment?

(2) Do the general, other backward classes and scheduled castes female students differ among themselves with regard to the personality traits/factors?

(3) Is there any significant relationship between the adjustment and personality traits of female students?

Results obtained are as follows

Researcher has studied the five dimensions of adjustment separately and total adjustment of the female students. On home adjustment, general students differ significantly from other backward classes and scheduled castes at 0.01 level, while on health adjustment, general students differ significantly from other backward classes and scheduled castes at 0.05 and 0.01 respectively. In other dimensions as social, educational and emotional, no significant difference was found. There was no significant difference at any
dimension of adjustment between other backward classes and scheduled castes students.

On the basis of the results researcher perceived that general students' economical and educational conditions are better than other backward classes and scheduled castes students.

This is especially due to female illiteracy, superstitiousness, lack of knowledge among the other backward classes and scheduled castes community. So they have to face many problems in home and health adjustment.

On the basis of above conclusions, it may be said if level of education, economic condition and knowledge of health care of other backward classes and scheduled castes is improved then their adjustment in home and health would be better.

Researcher has comparatively studied general, other backward classes and scheduled castes in the 16 factors. Researcher has studied three categories on the sixteen personality factors. On intelligence trait general students differ significantly from other backward classes at 0.01 level. On emotional maturity general students differ significantly from other backward classes and scheduled castes at 0.05 and 0.01 level. On boldness and shrewdness personality factors of general female students and other backward classes students differ significantly at .01 level, while general and scheduled castes female students differ significantly at .05 level on superego strength and confidence factors. There was no significant difference between other backward classes and scheduled castes on any personality factor.

In the development of personality, heredity, environment, guardians and family members play significant role. In this study on intelligence, emotional maturity, boldness and shrewdness the general students are found better than other backward classes students.

On emotional maturity and super ego strength the general students are better than scheduled castes students. There was no difference in the personality traits of other backward classes and scheduled castes.
On the basis of above findings it may be concluded that better living conditions, good social and physical environment and participation in co-curricular activities should be provided for scheduled castes and other backward classes so that they may perform better on the above traits.

The scheduled castes may become more capable with regard to responsibility and planful working by giving more responsible situations and planful work. Relationship between total adjustment and sixteen personality factors of general, other backward classes and scheduled castes were as follows

(1) There was no significant relationship between warmth, emotional maturity, dominance, impulsivity, superego strength, sensitivity, trust, imagination, confidence, radicalism, self sufficiency, self sentiment, tension personality traits and total adjustment of general female students while there was a significant relationship between intelligence, boldness, shrewdness, confidence and total adjustment.

(2) There was no significant relationship between warmth, intelligence, dominance, impulsivity, superego strength, boldness, sensitivity, trust, imagination, shrewdness, radicalism, self-sufficiency, self-sentiment of personality factors and total adjustment of other backward classes female students while there was a significant relationship between emotional maturity, confidence, tension and total adjustment.

(3) There was no significant relationship between personality factors namely warmth, intelligence, emotional maturity, dominance, impulsivity, superego strength, boldness, sensitivity, imagination, shrewdness, radicalism, self sufficiency, self sentiment, tension and total adjustment of scheduled castes female students while there was found a significant relationship of trust and confidence with total adjustment of these students.

**Implications for the Government**

(1) It has been revealed from the study of adjustment that other backward classes and scheduled castes students perceive themselves poorly adjusted in
comparison to general students. It may especially be due to female illiteracy, superstitiousness and lack of knowledge among other backward classes and scheduled castes students. Government should provide better educational programmes for parents as well as for students of other backward classes and scheduled castes. The government should take urgent steps to eradicate poverty of other backward classes and scheduled castes. And more health care programmes should be provided for better health.

(2) It has been revealed that from the study of personality factors that other backward classes students perceive themselves less intelligent, emotionally immature and less shrewd in comparison to the general students. It is therefore for the government to facilitates for better environment, social recognition and more opportunities to handle different situations. Scheduled castes also possesses low superego strength, therefore to develop higher superego strength among the scheduled castes students. Government should facilitate different kinds of responsible situations in schools, offices, society and planful work to them.

Implications for teachers

(1) It has been revealed that other backward classes and scheduled castes students perceive themselves poorly adjusted in home and health. It may be suggested for the teachers to give maximum knowledge about better nutrition, health services, reproductive and child health and maintaining better environment at home and their surroundings.

(2) It has been revealed that other backward classes students perceive themselves some what inferior and less intelligent. It may be suggested for the teachers to develop the feeling of superiority by giving more attention towards them. And better environment should be given to other backward classes students in the classrooms and outside the classes.

(3) It has been revealed that other backward classes students perceive themselves suffering from shyness and withdrawing tendencies. It may be suggested that teachers should increase their personal and social contacts.
More and more chances of conversation and more opportunities should be given them to handle different kinds of situations (e.g. offices, schools, social works, industries, etc.) in the society.

(4) It has been revealed that scheduled castes students perceive themselves unsophisticated, sentimental and simple. It may be suggested for teachers to pay more attention towards them. So that they may become practical.

**Implications for Guidance workers**

(1) The findings of this study may be helpful to guidance workers in providing educational and vocational guidance to the college female students.

(2) It has been found that the students of different categories perceive themselves less intelligent and less impulsive. Female students are also more restrained, reticent, introspective, sober and dependable. Bundelkhand is backward region even today, here the female literacy is below the average. It may be suggested for the guidance workers to find out remedies to make them active, talkative, frank and expressive.

**Implications pertaining to Education**

So for the researcher has discussed some of the practical implications of the study pertaining to government, teachers and guidance workers. In this connection it is also important to discuss some on the main theoretical implications of the study which are vital to education. This would enable scholars to plan research studies for further investigation and there by increasing the fund of knowledge in this field.

The findings of the present study reveal that general, other backward classes and scheduled castes differ significantly on one or more dimensions of adjustment and personality traits/factors. It indicates that the social conditions affect the adjustment and personality traits of female college students.

**Suggestions for further Research**

At present there are many problems in the fields of education and society. There is a need of research to understand and solve these
problems. It is difficult to come to a conclusion from a single study. Each researcher has his own limitations. It is impossible for a researcher to reach every corner of the field and to work on each type of sample because the problems of money and time are with him. Present research work has been based upon personality traits/factors and adjustment of general, other backward classes and scheduled castes female students of Bundelkhand region in U.P.. To make the conclusions which are derived from this study the researcher feels that more researches are needed in the following fields-

(1) Researcher has concentrated his mind on the general, other backward classes and scheduled castes students of Bundelkhand region of U.P. only due to the limitations of time and money. Other areas of U.P. and other states should be included in the sample of other studies so that the obtained result may not be confined to a particular region only. Generalisation of results may be drawn, conducting researches by a team of researchers on National level.

(2) The researcher has centralized his study at the female students only, while the further studies should be conducted either on male or female or both, so that the results obtained may be more generalized.

(3) Present study has been conducted on 460 female students. (240 general, 140 other backward classes, 80 scheduled castes). In future further studies may be conducted on the large samples.

(4) In the present sample female students of B.A. final year have been selected. Such studies may be conducted on the students of B.Sc., Medical, Engineering, B.Ed., B. Com. and postgraduate classes too.

(5) Present study has been based on variables, namely, Personality and Adjustment. Other variables like self-concept, values, creativity, attitudes, academic achievement may be included in further studies.

(6) The results of this study reveal that general students are better in home and health adjustment in comparison to other backward classes and scheduled castes students and they also differ in some factors of personality. Researches may be conducted to investigate the reasons of these findings.
(7) Singh and Sinha Adjustment Inventory for measurement of Adjustment and Hindi adaptation of sixteen personality factors of R.B. Cattell for measurement of personality factors have been used in this study. Other inventories may be used in further studies, so that more factors may be included.

(8) Relationship of adjustment and personality factors to the academic achievement of female students of general, other backward classes and scheduled castes should be analysed.

(9) Other cross studies should be done to testify the validity and significance of results of this research.