Chapter - VI

Conclusion
CONCLUSION

As revealed from the results, when school and college students were compared, it was found that:

✓ School students were observed to be more depressed and lonely and more shy as compared to college students.

✓ Incase of gender differences, no gender differences emerged for depression. However boys were more lonely as compared to girls, whereas girls were more sociable and shy compared to boys. It deserves attention as girls are motivated to seek social interactions yet they happen to be anxious about such interactions.

When private and government school students were compared, it was found that:

✓ Government school students were observed to be more lonely and more sociable in comparison to private school students; whereas private school students were more shy as compared to government school students.

✓ Incase of gender differences in school students girls were observed to be more depressed and more shy than boys; however no gender differences were observed in case of loneliness and sociability. Overall, the psychological environment of government schools seems to be better than private schools. It may be due to their overemphasis on academics than social interaction.

✓ It may be attributed to only school environment not to the background factors of the students as only in private schools, girl’s SES was contributing to loneliness, otherwise this impact was null in other sample and variables. It was revealed in regression analysis. Therefore, one’s socioeconomic status is not a potent contributor for depression, loneliness, sociability or shyness.
When depression and loneliness were taken as dependent variable separately, results revealed that:

- For depression as dependent variable, regression revealed shyness and loneliness as significant contributors to depression, whereas sociability had buffering effect.
- For loneliness as dependent variable, regression revealed SES, depression and shyness as significant contributors to loneliness, whereas sociability had buffering effect.

When all the variables were correlated for the overall sample (N = 387), the results revealed that:

- Significant positive relationship existed between loneliness and depression, loneliness and shyness and depression and shyness; whereas significant negative relationship emerged between shyness and sociability, loneliness and sociability, depression and sociability and depression and SES.

When all the variables were correlated for the school sample (N = 210), the results revealed that:

- Significant positive relationship existed between depression and shyness, depression and loneliness and shyness and SES; whereas significant negative relationship emerged between sociability and depression, sociability and loneliness, shyness and sociability and sociability and SES.

On the basis of the findings, it is concluded that school students were more lonely and depressed than college students. In case of gender differences for overall school and college students, boys were observed to be more lonely, whereas girls were more sociable and shy. Education at college level had more positive impact in girls as their depression, loneliness and shyness reduced to a great extent than in boys. However government school students were more lonely and sociable than private school students, whereas private school students were more shy. In case of gender differences for overall
government and private school students, girls were observed to be more depressed and shy than boys. One needs to focus on education in order to promote sociability and this in turn will enhance well being and prevent psychological distress. Also academic curriculum and teaching programmes will be helpful in promoting sociability. Besides this, varied and rich interactions among classmates should be emphasized, so that students become more interactive and sociable in class. Hence, being sociable will serve as an effective tool for overcoming the problems of shyness, loneliness and depression.

IMPLICATIONS AND SUGGESTIONS

Environment and media are playing a dominant role in the 21st century in affecting the lives, culture, behaviour of the society, particularly among the educated youths. Our social system has been traditional since ancient times and social factors like sociability and shyness were considered appreciable components of the social behaviour. They were major concerns of western society, for they were never viewed as a problem for the Indian school system. But during recent years, such factors have emerged as difficult challenges in India, particularly among the educated youth.

Over the last two decades, considerable research efforts are focused on varied dimensions of personality, such as sociability, shyness, loneliness, depression and their inter-relationships or correlations of one personality factor over the other with varying population parameters- age, sex, culture, region, situation, environment, specific social patterns on global level, including India. Keeping in view the growing impact of educational media on society, a serious effort was made to study the effect of sociability and shyness on depression and loneliness among the educated youth, particularly students both at school and college levels.

The significant finding of the research study was that school students were more lonely and depressed than college students. Among students at school level, boys were more lonely whereas girls were less sociable and more shy than boys. Also, at college level, education had more positive impact on girls. As found, their depression, loneliness and shyness showed marked improvement compared to boys. College girls were found more sociable than boys.
This study has lot of implications for the educated youth. To enhance well being or to prevent psychological distress of youth, all efforts should be made to promote sociability and higher education. Policy markers, planners and educationists must put whole-hearted efforts to overcome the problem of depression and loneliness by improving sociability and shyness among educated youth, before they come under the grip of western cultural environment. There must be sustained efforts to involve youth in constructive social programmes, open windows of higher education, both for boys and girls, censor the problems caused by present media, which is plagued by western influence and improve the educational environment through social interactions among youth and academicians. Media programmes should be designed to strengthen a traditional societal value that favours Indian social system. Sociability has to be improved with the emergence of competitive world to dissipate shyness. This again has implication for policy planners to concentrate more on the women while providing funds for projects.

Social skills training is quite effective for developing value relations, ethics, creating friendship network, peer interaction, inter personal exchanges, self confidence, self esteem and overcoming shyness among girls and loneliness among boys. Education and social policy planners should try to tap the potentials of the youth and channelise their energy for establishing an environment that encourages the development of social linkages, contacts or friendships. Sociable youths are influential in altering the environment. They become more interactive, more collaboration, more responsive and more expressive that will lead to subdue the effect of shyness, loneliness and depression. Further research efforts may be made to explore the effects of rural and urban environment on various personality dimensions of educated youths, like sociability, shyness, loneliness, depression, temperament and other related behaviours to provide a sound footing of various inter-relationships among these factors on a global basis.

LIMITATIONS

Every study has its own limitations due to constraints of time and resources available to a researcher. The present study was carried out to understand the relationship between sociability, shyness, loneliness, depression and suggest some suitable measures to
overcome the problems of shyness, loneliness and depression among educated youths. To determine the relationships among personality factors, a representative sample of 387 students was randomly selected with variables in terms of sex (boys and girls) and environments (schools and colleges) located in Delhi. The sample was restricted to Delhi zone only. The sample could have large population, covering many schools and colleges, states and even whole country, but to analyze these relationships to a deeper extent, it was assumed that the study carried out involving large numbers tests was considered sufficient to generalize the results of the study as applicable for the whole population of educated youths of the country. This study could be further strengthened by adopting larger samples of population, addition of more survey techniques (such as observations, interviews, etc of the representative sample) as well as qualitative techniques, e.g., narratives on typical cases, participative action research strategies, etc.

The study was carried out on the basis of data collected during an academic session. However, if data is collected on a longitudinal basis, the study of relationships between different variables may show the extent to which various relationships may vary with time and social support. Further research may be taken up to explore such relationships under various varying environments. Also the transition from school to college could be studied by following the outgoing school sample to college entrants.