CONCLUSIONS

On the basis of the obtained, verified and interpreted results in Chapter 4th and 5th, the following conclusions are drawn:

In relation to Ha₁:

1. Adolescents coming from moderately controlled home environment have significantly high problem solving compared to those coming from highly controlled home environment.

2. Adolescents coming from highly protected home environment have significantly high critical thinking, creative thinking, empathy, self awareness, interpersonal relations, effective communication and overall psychosocial competence compared to those coming from low and moderately protected home environment. And those coming from moderately protected home environment have significantly high self awareness, interpersonal relations, effective communication and overall psychosocial competence compared to those coming from low protected home environment.

3. Adolescents belonging to highly punishing home environment groups have significantly high creative thinking than those belonging to low punishing home environment. On the contrary, adolescents coming from low punishing home environment have significantly high coping with stress compared to those coming from highly punishing home environment.

4. Adolescents coming from highly conforming home environment have significantly high creative thinking, self awareness, effective communication and overall psychosocial competence compared to adolescents belonging to low and moderately conforming home environment. Those belonging to high and moderately conforming home environment have
significantly high critical thinking, empathy, interpersonal relations compared to adolescents belonging to low conforming home environment.

5. Adolescents coming from low socially isolated home environment have significantly high problem solving, decision making, creative thinking, empathy, coping with emotions, coping with stress, interpersonal relations, effective communication and overall psychosocial competence compared to adolescents belonging to moderate and high socially isolated home environment. Adolescents coming from low and moderate socially isolated home environment have significantly high decision making, empathy, coping with stress and overall psychosocial competence compared to those coming from high socially isolated home environment. On the other hand, adolescents belonging to moderate socially isolated home environment have significantly high problem solving compared to high socially isolated home environment.

6. Adolescents belonging to high and moderately rewarded home environment have significantly high decision making, critical thinking, creative thinking, self awareness, coping with stress, interpersonal relations, effective communication and overall psychosocial competence compared to adolescents belonging to low rewarded home environment. Adolescents belonging to moderately rewarded home environment have significantly high empathy compared to adolescents belonging to low rewarded home environment. Those coming from highly rewarded home environment have significantly high problem solving, empathy, coping with emotions compared to those coming from low and moderately rewarded home environment.

7. Adolescents coming from low and moderately deprived of privileges home environment have significantly high problem solving, decision making, empathy, coping with emotions,
coping with stress and overall psychosocial competence compared to the adolescents coming from highly deprived of privileges home environment. Those coming from low deprived of privileges have significantly high coping with emotions, coping with stress and overall psychosocial competence compared to those belonging to moderately deprived of privileges home environment. Adolescents coming from low deprived of privileges have significantly high self awareness, effective communication compared to those coming from highly deprived of privileges home environment.

8. Adolescents belonging to moderate and highly nurtured home environment have significantly high critical thinking, creative thinking, self awareness, interpersonal relations, effective communication and overall psychosocial competence compared to adolescents belonging to low nurtured home environment. Those coming from moderately nurtured home environment have significantly high problem solving, decision making compared to adolescents belonging to low nurtured home environment.

9. Adolescents coming from low and moderately rejected home environment have significantly high decision making, empathy, coping with emotions, coping with stress and overall psychosocial competence compared to adolescents belonging to highly rejected home environment. Adolescents belonging to low rejected home environment have significantly high problem solving compared to those coming from highly rejected home environment and they have high interpersonal relations compared to adolescents coming from moderately rejected home environment.

10. Adolescents coming from highly permissive home environment have significantly high coping with stress compared to those belonging to moderate and low permissive home
environment. Further, no significant difference was found in any pairs of comparison of the remaining dimensions of psychosocial competence.

11. Adolescents coming from highly protected home environment have significantly high resilience compared to those coming from low and moderately protected home environment. Those coming from moderately protected home environment have significantly high resilience compared to those coming from low protected home environment.

12. Adolescents belonging to high and moderately conforming home environment have significantly high resilience compared to adolescents belonging to low conforming home environment.

13. Adolescents belonging to high and moderately rewarded home environment have significantly high resilience compared to adolescents belonging to low rewarded home environment.

14. Adolescents belonging to moderate and highly nurtured home environment have significantly high resilience compared to adolescents belonging to low nurtured home environment.

15. Adolescents belonging to highly protected home environment have significantly high vocational aspiration compared to those belonging to low protected home environment.

16. Adolescents belonging to highly conforming home environment have significantly high vocational aspiration compared to those belonging to low and moderately conforming home environment.

17. Adolescents belonging to highly rewarded home environment have significantly high vocational aspiration compared to those belonging to low rewarded home environment.
18. Adolescents coming from moderately nurtured home environment have significantly high vocational aspiration compared to those belonging to low nurtured home environment.

**In relation to Ha$_2$:**

19. Adolescent boys have significantly lower psychosocial competence compared to adolescent girls.

20. Adolescents having two siblings have significantly lower psychosocial competence compared to adolescents having no siblings and having one sibling.

21. Adolescents belonging to Brahmin caste have significantly higher psychosocial competence compared to adolescents belonging to other castes.

22. Adolescents belonging to age 14 have significantly less resilience compared to adolescents of 15 and 16 years.

23. Adolescents belonging to nuclear family have significantly high resilience than those adolescents coming from joint families.

24. Adolescents having two siblings have significantly lower resilience compared to adolescents having no siblings and having one sibling.

25. Adolescents belonging to middle-lower class have significantly lower resilience compared to upper and upper-middle class adolescents.

26. Adolescents belonging to upper class have significantly higher vocational aspiration compared to middle and lower-middle class adolescents.

27. Adolescents who are only children have significantly higher vocational aspiration compared to those having siblings.

28. Adolescents belonging to Lingayat caste have significantly higher vocational aspiration compared to adolescents belonging to other castes.
6.4 Limitations of the Study

The present study has its share of limitations. These are listed below:

1. This study was done exclusively on an urban sample i.e., adolescents studying in the schools of Dharwad city. Thus psychosocial competence, resilience and vocational aspiration of rural adolescents are not reflected in the study. Hence the findings cannot be generalized.

2. As the study was restricted to one developmental stage, namely, the adolescence, we cannot conclude whether the results obtained can be generalized to other developmental stages as well.

3. Only the students who enrolled in Private schools, studying in English medium with state level syllabus were chosen for the study. Thus, the study findings may not be applicable to those students enrolled in Government schools, studying in other regional languages medium, as well as central syllabus.

4. There was no representation in the study for respondents from a lower socioeconomic status group. The findings of the study are applicable only to the middle and upper class adolescents. Hence, this cannot be generalized to lower class adolescents.

6.5 Suggestions for Future Research

1. A study with a larger sample drawn from a wide geographical area consisting of both urban and rural population is more desirable.

2. It would be quite interesting to find out the impact of home environment on children with a longitudinal study.
3. An intervention study constituting both parents and children to enhance their psychosocial competence, resilience and vocational aspiration may be initiated.

4. It is also desirable to study the impact of home environment on various cognitive functions such as memory, reasoning and thinking ability, attention etc.

5. Even cross-cultural studies also can be carried out to observe the differential impact of home environment on various behavioural variables of adolescents.

6. As the present study focuses only on adolescents’ perception of home environment, it is also desirable to study home environment from parental perspective. The discrepancies, if any, between the parental and adolescents’ perception of their home environment can be observed. Further, this gap can be filled up with proper interventions.

7. As the present study is involving adolescent group, the influence of school, teachers and peers cannot be neglected. Thus studies in this direction are highly suggested.

6.6 Implications of the Study

- The resilience and vocational aspiration of the adolescents were found to be around average and below average in the present study. Hence, there is a felt need to enhance the resilience and vocational aspiration of adolescents which is very essential for their healthy living and achievements.

- It is evident in the study that positive aspects of home environment like protectiveness, reward, conformity and nurturance have yielded higher psychosocial competence, resilience and vocational aspiration. Hence, providing more positive environment to the children would be beneficial for their overall development.
• Parents, teachers and educators should bear in mind that, less usage of negative sanctions like punishment, social isolation, deprivation of privileges and rejection to mould the personalities of the children were found more profitable.

• As parents from the lower strata group are not in a position to provide positive home environment to their children, measures should be taken by the government to educate the parents and get empowered to provide more positive home environment to their offsprings’ full development.

• The study findings imply the necessity of parental education with regard to upbringing children in a healthy manner for building a healthy society. To achieve this, the Women and Child Welfare departments at governmental level can make use of these findings for making their policies for the reformation of the society.