CHAPTER VII
Summary And Conclusions
Chapter VII

Summary and Conclusions

The present investigator suspects that isolates whose relations in the classroom group are extremely poor, are prone to several kinds of socio-psychological maladjustment and often leave their schools prematurely. The isolates are possibly dangerous not only to themselves in terms of their future development as potential psychotics or misfits but also to society in terms of their drive for social domination to compensate for their lack of social assimilation.

In the present study, an attempt has been made to study the drop-out incidence and maladjustment among pupils in relation to socio-economic status, creativity and social structure of the school.

The data collected and analysed on the subject of 'Incidence of Dropout and Maladjustment among students in relation to creativity and social structure of the school', in the early chapter reveals some interesting facts. It is established that in a school situation the problem of adjustment or socialization results in giving a good drop-out count and its incidence is traced as significantly high. An attempt has been made in this investigation to assess the incidence of drop-outs of middle school level (classes VI to VIII, age-group 11 - 14+) in respect of three independent variables, viz., socio-economic status, sociometric status and
creativity. Again, Adjustment has been assessed with regard to the above mentioned three independent variables. The following tools were used in this investigation:

(1) Demos Dropout Scale (1965) was used to identify the drop-outs for assessing the incidence with regard to the above said three independent variables. In a sample of 887 students involved in this investigation, 274 boys and 146 girls of high dropout incidence and 246 boys and 221 girls of low dropout incidence from six schools (Boys = 4 Girls = 2) were traced.

(2) Two Socio-economic Status Scales of Kapoor (Urban, 1970) and Pareek (Rural, 1964) were used to collect the data on socio-economic background of the sample under study.

(3) For collecting data on sociometric status, Sharma's (1970) sociometric test was administered on the sample. The pupils were categorized into six different sociometric categories on the bronfenbrenner's (1945) fixed frame of reference to know the social structure of the school.

To assess the extent of difference and relationship between drop-out incidence, adjustment and creativity, Mehdi's (1973) verbal Test of Creative Thinking was administered.
Thorpe's (1953) California Test of Personality was used to establish the relationship between Adjustment and the above-said three independent variables. On a sample of 887 students involved in this investigation, 296 boys and 159 girls of high adjustment and 224 boys and 208 girls of low adjustment were traced.

The statistical treatment to the data collected was given as under:

(i) To find out the significance of difference between Means.

(ii) Product Moment Coefficients of Correlation.

(iii) To find out the significance of difference between Percentages (C. R. - class integration with actual dropouts in the school).

Findings of the Study and Conclusions:

The findings of the study are as follows:

High/Low Drop-out Incidence with respect to Socio-economic status:

ScS of the students was found to be significantly related to their drop-out incidence ($Y = .2709$, significant at .01 level). The results revealed that:
(i) Pupils differ significantly in drop-out incidence with respect to SES at .01 level.

(ii) Girls tend to drop-out more than boys. The difference between Means was found significant at .01 level.

(iii) The relationship between the Low SES Group and the high Drop-out Incidence Group was found positive.

High/Low Adjustment with respect to SES:

The analysis of SES in relation to Adjustment revealed that:

(i) SES was found positive and significant in relation to adjustment (Y = .2114, significant at .01 level).

(ii) Pupils differ significantly in their adjustment with respect to SES at .01 level.

(iii) Boys were found having more adjustment difficulties than girls.

(iv) Girls did not differ significantly in high and low adjustment.

(v) Girls were found socially better adjusted than boys.

Relationship of SES with Sociometric Status:

The relationship between the SES and Sociometric Status variables was found positive and significant and the same is
true separately for both boys and girls. The relationship is traced as significant at .01 level.

**Relationship of SES with Creativity:**

The analysis of SES in relation to creativity revealed that a positive relationship exists between the two variables but all the coefficients of correlation of SES with creativity were found significant. However, the results indicated that creativity was positively related to the SES in the case of girls.

**High/Low Drop-out Incidence with respect of Sociometric Status (SMS):**

(i) The relationship between SMS with drop-out incidence was traced as positive ($r = .1735$, significant at .01 level).

(ii) Pupils differ significantly in their drop-out incidence with respect to SMS.

(iii) Girls were found having high drop-out incidence than boys.

(iv) Boys were found having high SMS and low drop-out incidence than girls.

**High/Low Adjustment with respect to SMS:**

The analysis of the SMS with respect to Adjustment was found positive and significant. All the coefficients of correlation were also found significant at .01 level. The results revealed that:
Pupils differ significantly in their adjustment.

Boys were found having more adjustment difficulties in comparison to girls.

Girls were found socially better adjusted than boys.

Pupils with high SMS were found high on adjustment and low SMS pupils with low adjustment.

**SMS and Creativity:**

The SMS of pupils was not found significant either at .05 or .01 levels. However, the SMS was found significantly related to creativity in respect of girls.

**High/Low Drop-out Incidence with respect to Creativity:**

Creativity of the students was not found to be significantly related to their drop-out incidence. However, a positive trend has been noticed. All the coefficients of correlation and 't' values were found insignificant. The lower the creativity the lower the drop-out incidence is observed as the relationship traced is positive. The results indicated that the pupils were not found to differ significantly in the drop-out incidence with respect to creativity. Low drop-out incidence of girls was found related to creativity.

**High/Low Adjustment with respect to Creativity:**

The analysis of data on creativity in relation to adjustment revealed that:
(i) Pupils were not found to differ significantly on adjustment with respect to creativity. However a positive relationship does exist between the two ($r = 0.0785$ which is not significant).

(ii) The positive trend favours the adjustment of girls.

**Actual Drop-outs and Social Structure of Schools:**

After examining the results with regard to the actual drop-outs and social structure of those schools from where they have dropped out, the following conclusions were drawn out by testing the significance of the difference between percentages of drop-outs and social structure of those schools. All the CR were found significant either at .05 or .01 levels except one:

(i) Higher drop-out rate was found in the primary classes than middle classes.

(ii) The estimated average drop-out rate goes to 49% and the minimum drop-out rate is 36%.

(iii) Thirteen classroom groups indicate high social structure wherein the number of isolates and stars ranged from 12% to 25% and fifteen classroom groups indicated poor social structure wherein the number of stars and isolates ranged from 30% to 37%.
It was found that the percentages of drop-outs was high in those schools which were of poor social structure and the schools which were of high social structure, the number of drop-outs in them was low.

The crossback analysis revealed that the pupils low on sociometric status were of high drop-out incidence and those who were having high sociometric status were low on drop-out incidence.

Thus the hypotheses are retained in this investigation.

General Discussion:

Sociometric status was found one of the most important factors contributing to drop-out incidence. The better the SMS the lower is the drop-out rate. Many drop-outs are motivated more by social other than by academic reasons.

Creativity was also found positively related to drop-out incidence and adjustment, but significant differences were not detected. However, creativity among girls was found more closely related to drop-out incidence and adjustment.

Educational implications of the Study:

1. Understanding social structure of the classroom groups: The concept of social adjustment has made the classroom teacher more conscious of the social factors that are largely responsible for the group organisation of a classroom. Findings from small group research have indicated the implications of group structure for the
effective functioning of the group and on the learning and behaviour of individuals. A study of pupil's sociometric responses aids the teacher in identifying the undesirable cliques and cleavages, in locating pupils who are isolated and in discovering other detrimental elements in the classroom structure. The availability of such data enables the teacher to establish a firm base for arranging socially integrative classroom groups and for planning classroom experiences which contribute to improved social relations. It also provides information of such maladjusted cases and hard isolates who need special educational climate.

(2) Understanding how poor-social-relation groups deviate to different undesirable directions:

In order to meet the needs of pupils having varying abilities and coming from different socio-economic backgrounds, a number of special problems have arisen in the school. The teacher has to see how to meet the academic, social, and emotional needs of exceptional children; how to prevent juvenile delinquency among pupils; how to reduce the drop-out rate among pupils; and how to deal effectively with discipline problems in the school. These are some of the challenging and persistent problems faced by the modern school. Many of these problems can be approached by teachers constructively through the use of sociometric measures.
(3) Understanding how sociometric grouping helps in changing the sociometric patterns:

Sociometric grouping not only helps in improving the working effectiveness of groups but it has therapeutic values also. It may also help the pupils in understanding and coping with personal problems of adjustment that are interfering with their ability to relate effectively to others.

(4) Understanding how creative relationships help in fostering creative learning in classroom groups:

It is a long cherished goal of education to help pupils in developing creative thinking abilities. All efforts to establish conditions for creative learning may fail unless classroom teachers are able to establish creative relationships with pupils on the one hand and among pupils on the other hand.

Suggestions For Further Research:

Keeping in view the findings of the present study, the following suggestions are made for further research work in this field:

1. In view of the encouraging results obtained from this study, it will be worthwhile to replicate the study at other grade levels. Work at the high school level will be more useful.

2. It may be more meaningful to develop a new curriculum according to the needs of low sociometric status
pupils so that their social acceptance is improved.

3. Another meaningful study in this area can be to devise guidance and counselling treatment in favour of low sociometric status pupils with special reference to isolates and neglectees.

4. Social structure of the school can be studied in relation to mental ability, intelligence, achievement and personality so that each sociometric category of pupils can be predicted through the influences of these variables.

5. It may be interesting to study the social structure of the school in relation to the authoritarian vs democratic atmosphere in the school.

6. It may be more meaningful to study the causes of premature school leaving of pupils so that a teaching strategy may be designed to reduce their drop-out incidence.

7. It may be interesting to develop certain teaching strategies to foster creativity among low creatives.

8. Sociometric status can be studied in relation to delinquency, truancy, and absenteeism leading to drop-out from school.