CHAPTER-5

RESEARCH ABSTRACT, FINDINGS, IMPLICATION AND SUGGESTIONS

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5.1 Introduction:

In research report, every chapter has its own importance. To get brief information of entire study, summary can become helpful. Moreover, no research is without limitations. And none can know limitations more than researcher, himself. Therefore, mentioning limitations is also an important part, because it gives attention to the limits of research that prevent it in future. A research report includes every aspect right from the statement of the problem to the findings of the study. This requires to be narrated in the form of a brief summary. It is only through this interpretation that the researcher can expose relations and processes that underline the findings. The present study is hypotheses testing study, if hypotheses upheld several times, the researcher may arrive at generalizations.

The main objective of the present investigation was to study the impact of home environment and it’s ten dimensions (controls, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness) on peer pressure and it’s five factor (health risk, relationship peer pressure, risk taking, fear of rejection, entertainment) and behavior problems and it’s ten factor (schizoid, depressed, uncommunicative, obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent, other problems). Moreover, to find out the impact of other independent variables are gender, type of school, educational stream, sibling, birth rank, father’s occupation and mother’s occupation on peer pressure and behavior problems of adolescents.

For this purpose the first section of research was designed. Under the plan of this section ten variables were selected as predictor variables.
They are control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness. Moreover, it was also planned to find out the relative contribution of these ten variables in the variability of peer pressure and behavior problems among adolescents. Separate analysis was carried out sample of peer pressure and behavior problems. The statistical technique of Multiple Regression Analysis was decided to use for searching the predictors of peer pressure and behavior problems of adolescents. Peer pressure and behavior problems were the only criterion variable selected for the study.

In the second section of research, it was decided to check the correlations among health risk, relationship peer pressure, risk taking, fear of rejection, entertainment, schizoid, depressed, uncommunicative, obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems. It was planned to use Karl Pearson Product Moment Correlation test for this purpose.

In the third section of research, it was designed to measure the impact of independent variables like gender, type of school, educational stream, sibling, birth rank, father’s occupation and mother’s occupation on dependent variables peer pressure and behavior problems. To study the impact of gender, type of school and educational stream 2x2x3 factorial design with equal number of subjects in each cell was decided. The levels for the gender were boys and girls, for the type of school were government and private and educational stream were science, commerce and arts. For examining hypotheses framed with reference to factorial design, three way ANOVA was planned. The impact of sibling, birth rank and father’s occupation of adolescence on peer pressure and behavior problems were examined by using the design with one way ANOVA.
Tukey Test was decided to be used as Post ANOVA statistical technique. The three levels of sibling (less, medium, more) was identified by using Q technique, The four levels of birth rank (first rank, middle rank and last rank) and The four levels father’s occupation (government job, private job, business and other work) were considered to classify adolescents and compare them on above mentioned dependent variables. Moreover, to find out the impact of other independent variables like mother’s occupation (housewife and working) on peer pressure and behavior problems the design using t-test was planned.

Main purpose of this study was to investigate the impact of home environment and its dimensions (control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness), gender, type of school and educational stream on peer pressure and behavior problems of adolescents. Considering this purpose, first effort was made to select adolescents from different school of Rajkot city through stratified random sampling method. Therefore, questionnaires were administered to only those subjects who agreed for giving the information. Thus, by making change in original design, selection of subjects was made through purposive sampling method.

By using above mentioned method, total 240 boys and 240 girls were selected in sample for the present study. Again in each group of boys and girls adolescents group120 adolescents had government school and 120 adolescents had private school. Again in each group of 120 adolescents 40 were selected from science and 40 were selected from commerce and 40 were selected from arts. Thus, the whole sample comprised of 480 adolescents with equal number of boys and girls.
5.2 Research Findings:

1. Factors like conformity and deprivation of privileges were found to be significant predictors of peer pressure of adolescents. While control, protectiveness, punishment, social isolation, reward, nurturance, rejection and permissiveness did not come out as significant predictors of peer pressure of adolescents.

2. Factors like control and reward were found to be significant predictors of behavior problems of adolescents. While protectiveness, punishment, conformity, social isolation, deprivation of privileges, nurturance, rejection and permissiveness did not come out as significant predictors of behavior problems of adolescents.

3. A significant positive correlation of health risk behavior was found with relationship peer pressure, risk taking, fear of rejection, entertainment, schizoid, uncommunicative, hyperactive, aggressive and delinquent. But no significant relation of health risk behavior was observed with depressed, obsessive-compulsive, somatic complaint, social withdrawal and other problems.

4. A significant positive correlation of relationship peer pressure was found with risk taking, fear of rejection, entertainment, schizoid, depressed, uncommunicative, obsessive-compulsive, social withdrawal, hyperactive, aggressive, delinquent and other problems. But no significant relation of relationship peer pressure was observed with somatic complaint.

5. A significant positive correlation of risk taking was found with fear of rejection, entertainment, schizoid, depressed, uncommunicative, obsessive-compulsive, social withdrawal, hyperactive, aggressive, delinquent and other problems. But no significant relation of risk taking was observed with somatic complaint.
6. A significant positive correlation of fear of rejection was found with entertainment, schizoid, depressed, uncommunicative, obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems.

7. A significant positive correlation of entertainment was found with schizoid, depressed, uncommunicative, obsessive-compulsive, social withdrawal, hyperactive, aggressive, delinquent and other problems. But no significant relation of risk taking was observed with somatic complaint.

8. A significant positive correlation of schizoid was found with depressed, uncommunicative, obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems.

9. A significant positive correlation of depressed was found with uncommunicative, obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems.

10. A significant positive correlation of uncommunicative was found with obsessive-compulsive, somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems.

11. A significant positive correlation of obsessive-compulsive was found with somatic complaint, social withdrawal, hyperactive, aggressive, delinquent and other problems.

12. A significant positive correlation of somatic complaint was found with social withdrawal, hyperactive, aggressive, delinquent and other problems.

13. A significant positive correlation of social withdrawal was found with hyperactive, aggressive, delinquent and other problems.

14. A significant positive correlation of hyperactive was found with aggressive, delinquent and other problems.
15. A significant positive correlation of aggressive was found with delinquent and other problems.
16. A significant positive correlation of delinquent was found with other problems.
17. Gender had significant impact on peer pressure of adolescents, where boys experienced high peer pressure than girls.
18. Type of school had significant impact on peer pressure of adolescents, where government school student’s experienced high peer pressure than and private school students.
19. Educational stream had significant impact on peer pressure of adolescents, where arts students experienced high peer pressure than science and commerce students.
20. The interaction between gender and type of school had significant impact on peer pressure of adolescents.
21. The interaction between gender and educational stream did not have any significant impact on peer pressure of adolescents.
22. The interaction between type of school and educational stream had significant impact on peer pressure of adolescents.
23. The interaction among gender, type of school and Educational stream did not have any significant impact on peer pressure of adolescents.
24. Gender did not have any significant impact on behavior problems of adolescents.
25. Type of school did not have any significant impact on behavior problems of adolescents.
26. Educational stream had significant impact on behavior problems of adolescents, where arts students experienced high peer pressure than science and commerce students.
27. The interaction between gender and type of school did not have any significant impact on behavior problems of adolescents.
28. The interaction between gender and educational stream did not have any significant impact on behavior problems of adolescents.
29. The interaction between type of school and educational stream had significant impact on behavior problems of adolescents.
30. The interaction among gender, type of school and Educational stream did not have any significant impact on behavior problems of adolescents.
31. Sibling had significant impact on peer pressure adolescents, where more siblings experienced high peer pressure than moderate siblings and less siblings.
32. Sibling did not have any significant impact on behavior problems adolescents.
33. Birth rank of student did not have any significant impact on peer pressure adolescents.
34. Birth rank of student did not have any significant impact on behavior problems adolescents.
35. Father’s occupation had significant impact on peer pressure adolescents, where other work experienced high peer pressure than government job, privet job and business of father’s occupation.
36. Father’s occupation did not have any significant impact on behavior problems adolescents.
37. Mother’s occupation did not have any significant impact on peer pressure adolescents.
38. Mother’s occupation did not have any significant impact on behavior problems adolescents.
5.3 Limitations of the Present Study:

In the present study in spite of careful attention certain limitations were found. The limitations were as under:

1. Sample selected was from Rajkot city. Naturally broad generalizations of the findings could not be made.
2. In the present study only adolescents were selected.
3. Adolescents were selected only from ongoing school.
4. For the present study adolescents having Gujarati mother tongue were selected.
5. Respondents were bound to reply within the provided alternatives.
6. Adolescents without both parents were not selected in the sample.
7. Remarks made by the respondents while answering were not taken into consideration.

परिस्थितियों और अनुपमाओं की सूची 

1. अनुसंधान सर्वसाधारणतः सम्पूर्ण शहरों के प्रति ध्यान केंद्रित नहीं किया जाता।
2. अनुसंधान में सामान्यतः अंतरगती के अधिकतम पालन-पवन के लिए नहीं केंद्रित रखा गया।
3. अनुसंधान तीर्थदर्शन के लिए जरूरी पाठ्यक्रमों से अलग किया गया।
4. अनुसंधान अनेक प्रधानमंत्री के लिए नहीं प्रस्तुत किया।
5. अनुसंधान अनेक वर्ष से अलग अनुसंधान क्रम में होता।
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adolescents better. There are school and community programmers to help with parenting adolescents and they offer advice too. Put faith, hope and love together, you can raise positive attitude in adolescents in a negative world. Make a family life interesting and provide positive atmosphere to your child which alleviate adolescents feelings of isolation, hopelessness, insecuredness and gets out from the peer pressure. Where they develop, teach their physical and social skills. Give them proper freedom to express their feelings, thoughts and attitudes.

When children move into adolescence, they become more independent from their parents and peer relationships gain in importance. That adolescent misbehavior is deterred by parenting characterized by high levels of monitoring and controlling of children's behavior. Adolescents are less likely to engage in various types of problem behavior. In light of the above view the result of present research depicts that home environment's factors conformity and deprivation of privileges were found to be significant predictors of peer pressure of adolescents. And Factors like control and reward were found to be significant predictors of behavior problems of adolescents. The implication of such a finding is that parents can deter adolescent involvement in problem behavior not only by engaging in behaviors that help them to become more knowledgeable about their
children's lives but also by exercising control over adolescents' activities and associates. The home environment of male adolescents in terms of perceptions of parental control should be improved. The relationship between adolescents and parents changes over the course of development. In early development, children are mainly controlled and regulated by parents. There is a gradual shift toward co-regulation during middle childhood, whereby control is shared by parents and children. Male adolescents perceive more social isolation, deprived of certain privileges, rejection and permissiveness in their homes. These negative perceptions of male adolescents about their home environment may lead to development of undesirable behavior among adolescents. It is a well known fact that adolescents who feel connected to their family are less likely to smoke, drink alcohol, use drugs and report less emotional distress and engage in violence less often. Adolescents with permissive-indifferent parents have the most negative profile of all. A similar set of positive outcomes is also found in families in which parents have a firm, but caring and supportive relationship. Females perceived their home environment to be more protective and rewarding than their male counterparts. More protection in case of female adolescents is a characteristic of Indian society. However, this may lead to the development of a submissive personality loaded with inferiority complex in female adolescents. Instead, the parents should help the female adolescents build
The self-confidence by encouraging their participation in activities of their choice. The findings of this study show that peer pressure are all responsible for various behavioral problems of adolescents. It is therefore important to recommend the following: Parents should give birth to children they can adequately cater for. The communication line between parents and adolescent children should be kept open and effective. Parents should encourage their children to believe in themselves and have high self-confidence. Parents should show interest in the activities that their children are interested in. Parents should understand adolescents’ feelings even make an effort to commend them frequently and appropriately and always don’t approve of their behavior. They should keep the door open on any subject and be an “askable” parent. Parents should encourage adolescents’ to “test” new ideas in conversation by not judging their ideas and opinions, but instead by listening and then offering your own views as plainly and honestly as possible. Love and mutual respect can coexist with differing points of view.

Effective parenting, explained (nurturing, supportive parenting that includes clear and consistent discipline), can prevent negative behaviors and also promote prosocial behaviors and values. It also helps children develop various competencies that are also protective. Parental
monitoring and supervision may prevent children from associating with deviant peers. High levels of family conflict and poor communication skills disrupt parenting and family relations, reduce children's emotional security, and reinforce the use of aggression and interpersonal hostility. Family members may model risk behaviors and deviance or effective emotional and social skills, and they may also endow their children with genes that predispose them to certain risks (e.g., substance abuse).

Parents who form warm relationships with their children and have minimal conflict with them, provide adequate monitoring and supervision, and do not provide models of drug use can protect youth from developing substance use disorders.

In the present study it was found that gender, type of school, educational stream, sibling and father's occupation had significant impact on peer pressure of adolescents. Many programs exist to help adolescents resist peer pressure. One of the best known is the DARE (drug abuse resistance education) program which offers strategies for coping with unwanted pressure to become involved in activities that are risky, illegal or self-destructive. There are other ways to avoid peer pressure. Avoid situations that present problems – parties where no adults will be present because it leads to become sexually involved. Say “No” forcefully with eye contact. Anticipate what your friends will say or do.
and decide before how you will react. If you are in a situation where there is conflict, walk away. Know yourself. Know what moods might make you more susceptible to negative peer influence. Know what activities make you feel good about yourself. Know why you are doing whatever you do every day. Be aware of your actions. Make active choices rather than floating along with the crowd. Get involved in positive activities such as sports, volunteering, peer tutoring, or youth clubs. Look for people who share your interests outside of your immediate school friends. Having several different groups of people who accept you give you choices and social outlets rather than making you dependent on one group of friends.

To maintain emotional health, people need to achieve a balance that lets them make decisions based on a combination of values internalized from the family, values derived from thinking independently, and values derived from friends and other role models. Providing clear but fair and flexible value systems, modeling positive patterns of behavior, and encouraging formation of peer groups that engage in positive academic, athletic, artistic, and social activities are ways that families and schools can make peer pressure a positive force.

Helping children cope with peer pressure begins in preschool. Parents who convey a strong, clear (not necessarily rigid) value structure and open avenues of
communication about many topics early in life as children are first being exposed to the group pressures in preschool set a pattern for future positive influences. Parents who are hesitant to discourage their children's independence and individuality often send vague messages or no message at all to the child about their perspective on issues, leaving the child to make decisions based on the opinions of his peers. Voicing parental opinion provides guidance, which children can choose to accept or reject in future situations. In turn, the knowledge that the child is open to being guided on important matters gives parents a sense of confidence when the child succumbs to the numerous small, inconsequential peer pressures concerning interests, toys, or styles of dress throughout grade school.

Two primary areas where schools can discourage negative peer pressure and encourage formation of positive peer groups are in peer leader programs and in collaborative learning practices. Most schools train student peer leaders to participate in counseling, support groups, drug or violence prevention programs, or peer mentoring and tutoring programs. For these programs, students are trained in understanding and empathizing with others, goal setting, problem identification, decision-making and communication skills in order to lead, coach, and support other students. Peer leader programs implicitly combat peer pressure as students act as positive role models for other
teens. Peer pressure peaks during adolescence, but it never entirely disappears. Even adults feel pressure to conform in order to belong to a group whether it is in the workplace, neighborhood, or in the extended family. Finding a rational balance between accepting group beliefs and thinking for oneself is a challenge for everyone. Many people who feel as if this area of their lives is out of balance benefit from seeking professional counseling to help them find a level of belonging and acceptance. That is more comfortable for them.

Finally, theorists have proposed that positive interactions with peers contribute directly to intellectual development and functioning. For example, Piaget (1965) argued that mutual discussion, perspective taking, and conflict resolution with peers can motivate the accommodation of new and more sophisticated approaches to intellectual problem solving. Research has supported his position in that active discussion, problem solving, and elaborative feedback among peers are associated with advances in a range of cognitive competencies, including problem-solving skills, conceptual understanding, and metacognitive reasoning in samples ranging from preschool to high school (Gauvain and Perez, 2007). Of relevance for understanding the influence of friends on cognitive development is research indicating that interactions with friends rather than acquaintances tend to yield more predictable cognitive advances,
presumably because friends have well-established interaction patterns and are sensitive to each other's interests and needs. In this regard, working with friends rather than acquaintances tends to result in positive outcomes for girls more than for boys (Newcomb and Bagwell, 1995).

The result of the present study also revealed that the interaction between type of school and educational stream had a significant impact on behavior problems of adolescents. There can be several types of coping strategies such as cognitive, behavioral, avoidance, social, or spiritual. There is no rule as to who will use a particular type of coping strategy and will not use certain others. Individuals use a mixture of several coping strategies when dealing with stress or any stress-related disorder. Counseling in the time to clear the psychological problems through the counselor to help the students establish a positive attitude towards life and learn to use active coping style.

The reason may be the parent demanded high achievement by pressuring children and this might create anxiety and fear of failure, instead of providing effective motivation to do well in their academic work. The parents need to realize that it is not the amount of encouragement and pressure that matters but the way the encouragement is given that matters. It is recommended that parents need to be aware of the importance of their role in their children...
academic achievement. They may interact with their children studies so that they can provide the necessary facilities at home which help to understand how the peer pressure is affecting their achievement.

A number of parent training programs focus on increasing parents' skills in managing their child's behavior and facilitating social skills development. Research indicates such programs have been positive, resulting in significant changes in parents' and children's behavior. The skills focused on include parents learning to assist in the administration of appropriate reinforcement and disciplinary techniques, effective communication with the child and problem solving and negotiation strategies. A further component of training incorporates behavioral management and involves providing families with simple and effective strategies including behavioral contracting, contingency management, and the ability to facilitate the generalization and maintenance of their new skills, thus encouraging parents' positive interaction with their child. There are other types of programmes which help parents understand their and their child's emotions and behavior and improve communications.

Research has found that parent training programmes result in significant decreases in overall internalizing and externalizing behavior problems.
They also decrease family conflict and stress, the number one identified cause of reduced child wellbeing in McKeown et al.'s 2003 study. Parenting programmes usually last one to two hours a week for between 8 and 22 weeks. And are usually held in groups of between six and ten participants. This may vary somewhat depending on the nature of the problem and the extent/severity of parental need. Training is sometimes delivered on a one to one basis where a parent's needs are too complex for group work. In the UK, parenting programmes are increasingly attached to schools and/or children's centres. This usually facilitates greater engagement and uptake amongst parents. Social or children's services also provide and contract voluntary or private organizations to deliver courses for them. Youth offending teams also provide parenting courses or make them available through voluntary organizations, particularly where children are involved or at risk of involvement in crime or anti-social behavior.

5.5 Suggestions for Future Research: Gudde and Hutt believe that suggestions for future research should not be treated as more formality. Suggestions made by the researcher spread his/her span of research. Through suggestions the investigator indicates his/her limitations faced during the study so that future investigators may be able to overcome these limitations.
The present investigation has certain limitations. The future researchers should try to avoid these limitations.

1. Cross-cultural study on parenting influences and peer pressure can be carried out.
2. Reliable and valid information can be obtained through selecting a large sample from the population.
3. A comparative study of rural and urban areas can be undertaken.
4. A comparative study can be carried out between parenting style and peer attachment central to healthy development, self-esteem, self-image, social competence, and relationships with others.
5. For reviewing the findings of the present study further research can be undertaken.