CHAPTER – V

Conclusion

Summary

Application of the research

Limitation

Suggestion for further studies
CHAPTER V

CONCLUSION

This chapter deals with conclusions of overall findings of present research which is cross cultural study on Iranian and Indian students in some clinical variables like psychological normality, rigidity introversion, conservatism, fusion of fear, automatism intolerance and adaptability. Also correlational study between two cultural and two gender groups in respect to mentioned variables. In conclusion the findings are presented on the basis of hypothesizes and in the order of statistical method which has been applied.

a. Analysis of variance has been applied to calculate differences between two cultural and two gender groups in normality as well as rigidity without consideration of rigidity six sub-tests. Major findings are as follows:

1. Two cultural and two gender groups found to be different from each other in respect to level of rigidity.

2. Two cultural groups found to be different from each other in respect to level of rigidity.

3. Male and Female groups did not differ from each other in respect to level of rigidity.

4. Two cultural and two gender groups did not differ from each other in respect to level of rigidity in terms of two way interaction.
5. Two cultural and two gender groups found to be different from each other in respect to rigidity in terms of between groups.

6. Two cultural and two gender groups found to be different from each other in respect to level of normality.

7. Two cultural groups found to be different from each other in respect to level of normality.

8. Male and Female groups did not differ from each other in respect to level of normality.

9. Two cultural and two gender groups found to be different from each other in respect to level of normality in terms of two way interaction.

10. Two cultural and two gender groups found to be different from each other in respect to normality in terms of between groups.

b. **t-test conclusion for rigidity, normality and rigidity six sub-factors**

11. Iranian students found to be less rigid than Indian students.

12. Two groups of male and female students did not differ from each other in respect to level of rigidity.

13. Iranian male and Indian male students did not differ from each other in respect to level of rigidity.

14. Iranian female students found to be less rigid than Indian female students.

15. Indian male students found to be more rigid than Indian female students.

16. Iranian male students found to be more rigid than Iranian female students.

17. Indian students found to be less normal than Iranian students.
18 Two groups male and female did not differ from each other in respect to level of normality.

19 Indian male students found to be less normal than Iranian male students.

20 Iranian female students found to be more normal than Indian female students.

21 Indian male students found to be more normal than Indian female students.

22 Iranian male students and female students did not differ from each other in respect to level of normality.

23 Indian students found to be more introvert than Iranian students.

24 Two groups of male and female did not differ from each other in respect to level of introversion.

25 Iranian male students found to be more introvert than Indian male students.

26 Iranian female students and Indian female students did not differ from each other in respect to level of introversion.

27 Indian male students and female students did not differ from each other in respect to level of introversion.

28 Iranian male students and female students did not differ from each other in respect to level of introversion.

29 Indian students found to be more conservative than Iranian students.

30 Two groups of male and female students did not differ from each other in respect to level of conservatism.

31 Iranian male students and Indian male students did not differ from each other in respect to level of conservatism.
Indian female students found to be more conservative than Iranian female students.

Indian male students and female students did not differ from each other in respect to level of conservatism.

Iranian male students found to be more conservative than Iranian female students.

Indian students found to be more fusion of fear than Iranian students.

Groups of male and female students did not differ from each other in respect to level of fusion of fear.

Iranian male students found to be less fusion of fear than Indian male students.

Iranian female students found to be less fusion of fear than Indian female students.

Indian male students found to be more fusion of fear than Indian male students.

Iranian male students and female students did not differ from each other in respect to fusion of fear.

Iranian students found to be more automatism characteristics than Indian students.

Male students found to be more automatism characteristics than female students.

Iranian male students found to be more automatism characteristics than Indian male students.
Iranian female students and Indian female students did not differ from each other in respect to automatism characteristics.

Indian male and female students did not differ from each other in respect to automatism characteristics.

Iranian male students found to be more automatism characteristic than Iranian female students.

Iranian students and Indian students did not differ from each other in respect to intolerance.

Groups of male and female students did not differ from each other in respect to intolerance.

Iranian male students and Indian male students did not differ from each other in respect to intolerance.

Iranian female and Indian female students did not differ from each other in respect to intolerance.

Indian male students and female students did not differ from each other in respect to intolerance.

Iranian male students and female students did not differ from each other in respect to intolerance.

Iranian students found to be more adaptable than Indian students.

Two groups of male and female students did not differ from each other in respect to adaptability.

Iranian male students and Indian male students did not differ from each other in respect to adaptability.
Iranian female students found to be more adaptable than Indian female students.

Indian male students found to be more adaptable than Indian female students.

Iranian male students and female students did not differ from each other in respect to adaptability.

c. The correlational studies between rigidity, normality and rigidity six sub-factors. All the variables are positively correlated. The conclusions are as follows:

Normality and rigidity tests was highly correlated.

It concluded that correlations between the normality and rigidity six sub-factors are as follows:

a. Normality and introversion found to be highly correlated.
b. Normality and conservatism found to be correlated.
c. Normality and fusion of fear found to be correlated
d. Normality and automatism found to be correlated.
e. Normality and intolerance found to be correlated.
f. Normality and Adaptability found to be corrected.

It is concluded that correlation between rigidity and rigidity sub-factors are as follows:
a. Rigidity and introversion found to be highly correlated.
b. Rigidity and conservatism found to be highly correlated.
c. Rigidity and fusion of fear found to be highly correlated.
d. Rigidity and automatism found to be highly correlated.
e. Rigidity and intolerance found to be highly correlated.
f. Rigidity and Adaptability found to be highly correlated.

62. It is concluded that correlation between rigidity and six sub-factors are as follows:

a. Introversion and conservatism found to be not correlated.
b. Introversion and fusion of fear found to be not correlated.
c. Introversion and automatism found to be correlated.
d. Introversion and intolerance found to be correlated.
e. Introversion and adaptability found to be not correlated.
f. Conservatism and fusion of fear found to be correlated.
g. Conservatism and automatism found to be not correlated.
h. Conservatism and intolerance found to be not correlated.
i. Conservatism and adaptability found to be not correlated.
j. Fusion of fear and automatism found to be not correlated.
k. Fusion of fear and intolerance found to be correlated.
l. Fusion of fear and adaptability found to be not correlated.
m. Automatism and intolerance found to be correlated.
n. Automatism and adaptability found to be not correlated.
o. Intolerance and adaptability found to be not correlated.
d. Although present research did not aim to study the significant differences between two cultural and two gender groups correlations but as an additional findings the researcher concluded that:

a. Two cultural groups correlations found to be not differ from each other in the sense of scoring the tests. So they have had equal correlations in respect to scoring of tests.

b. Two gender group's correlations found to be slightly differ from each other and it seems that male students had higher correlation in scoring the tests than female students.

The broad observation of research

The above conclusion indicates that cultural differences has affect the level of normality and rigidity and also rigidity sub-factors.

About gender group comparison in over all the finding shows that:

Two gender groups approximately did not differ from each other in all the variables like rigidity, normality and rigidity six sub-factors.

So about gender comparison it can said that may be two gender groups are equal when we comparing two culture female groups versus two culture male groups.

But when comparing gender group within a culture the results are different.

In this research, the broad observation in cultural differences shows that:
Iranian students are less rigid and more normal and less introvert less conservative and bearing less fusion of fear and more adaptable than Indian students. Iranian students are more automatism than Indian students. Both the cultural groups are equal in intolerance.

In gender group comparison the results shows that:
Two groups of male and female did not differ in respect to level of normality, rigidity, introversion, conservatism, fusion of fear, intolerance, and adaptability. They differ in respect to automatism, male students having more automatism than female.

Comparison between two cultural male groups shows that:
Two culture male groups did not differ in rigidity and conservatism and intolerance. But Iranian male students are more normal and having less fusion of fear than Indian male students. Indian students are less introvert and less automatism than Iranian students. Both the male groups or equal in adaptability.

Comparison between two cultural female groups shows that:
Iranian female students found to be less rigid, more normal, less conservatism and having less fusion of fear and more adaptable than Indian female students. They are equal in introversion, automatism and in tolerance.

Comparison between Indian male and female students shows that:
Indian female students found to be more rigid, less normal and having less fusion of fear than male students. Male students found to be more adaptable than female students. Both of the Indian male and female students are equal in introversion, conservatism, automatism and intolerance.

Comparison between Iranian male and female students shows that:
Male students found to be more rigid and more automatism than female students. Female students found to be more conservative than male students. Both of the groups found to be equal in normality, introversion, fusion of fear, intolerance and adaptability.

So about conclusion indicates that cultural differences and social values of two culture are affecting the level of normality, rigidity also other characteristics like level of introversion, conservatism, fusion of fear, automatism, intolerance and adaptability of the students. Also differences found between the two gender groups within a culture. But approximately in over all two gender groups are equal in mentioned variables.

In nut-shell it can be said that for adequate adjustment in various complex life situation an individual should have a blending of both rigidity and normality in moderate form. This form of fusion of rigidity and normality, lead the individual to adjust more effectively and apply appropriate solution to practical life situation.