CHAPTER - V

CONCLUSIONS AND SUGGESTIONS

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PART - 1

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Personality Profiles of the Highest and the Lowest Problems-Achievers of Different Professional Groups
Conclusions
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The present study was undertaken to investigate into the problems of students in the professional courses of Engineering, Law, Medicine and Education in relation to their personality factors. The study was initiated with a view to probe into the significance of difference between the problems and personality factors of the students in different professional courses, also the significance of difference between high and low problem groups on different personality variables, high and low groups of each personality variable on problems of the students of each profession and the extent of relationships between the two variables. The obtained data was analysed by means of suitable statistical techniques and the following findings were obtained:

1. **FINDINGS**

**Description of Different Distributions of Various Variables of the Study**

(i) The distribution of the Probs. scores of the whole sample (No. 800, M = 46.65, SD = 28.59) was found to be very much normal in nature. The distribution was slightly and positively skewed (SKU = 0.59) and slightly
platykurtic \((KU = 0.268)\) (vide Table 9). Thus, larger number of students scored more than the mean and scores were spread over a slightly greater range.

(ii) The mean and SD of the distribution of Pers. Adj. scores were 22.26 and 10.93 respectively. The distribution was almost normal. It was slightly positively skewed \((SKU = 0.285)\) and slightly platykurtic \((SK = 0.273)\) (vide Table 10).

(iii) The mean of the distribution of S.A. scores was 21.67 and SD 7.88. It was very slightly positively skewed \((0.102)\) and very slightly leptokurtic \((0.254)\). Thus, the distribution was almost symmetrical and mesokurtic (vide Table 11) which shows that closeness and spreadness of the cases were of standard form required for normal distribution.

(iv) The mean and SD of the distribution of Goal Discrepancy scores without signs of the whole sample \((No = 800)\) were 6.89 and 4.92 respectively. The distribution was positively skewed \((SKU = 1.0)\) but almost mesokurtic being slightly leptokurtic \((0.248)\) (vide Table 12). Thus, more than two thirds of the cases lie in the middle.

(v) The scores of Goal Discrepancy with signs of the whole sample were almost normally distributed (vide Table 13).

(vi) The scores of Gre. Pot. of the whole sample were found almost normally distributed (vide Table 14) with mean 99.69, SD 31.66, SKU = 0.41, KU = 0.260 with the
distribution being slightly positively skewed and very slightly leptokurtic. Hence larger number of students scored more than the mean and scores were spread over a slightly lesser range than the normal.

Thus, the distribution of different variables was normal and, therefore, it satisfied the required conditions for using the parametric tests.

 PART - 1

(a) Significance of Difference among Means of Different Variables of Different Professional Groups

(i) The Law Group (M = 56.86, SD = 30.58) had significantly more Probs. than Engineering (M = 48.09, SD 24.96), Medical (M = 34.10, SD = 22.18) and Teaching (Education) (M = 48.53, SD = 30.64), Engg. and Teaching had significantly more problems than Medical group while Engg. and Teaching did not differ with regard to Probs. (vide Table 15).

(ii) With regard to Pers. Adj. variable of Engg., Law, Medical and Teaching groups the mean scores were 22.74, 23.50, 19.66 and 22.79 respectively. Medical students were found to be significantly better adjusted than all the remaining three groups which did not significantly differ among themselves (vide Table 16).

(iii) Both Medical and Teaching groups were
significantly lesser self accepting than Engg. and Law groups. Thus, with regard to the variable of S.A. Medical and Teaching were sailing in the same boat and Law and Engg. in another (vide Table 17).

(iv) Medical group was found to command significantly smallest Goal Discrepancy (L.A.) of all the three groups when mean scores on L.A. Cod. Tes., without signs, were compared. Therefore, they were found to be more realistic than the other three groups. On the other hand, Engg., Law and Teaching groups were not found to feel fully satisfied with their present level of achievement (vide Table 18).

Engg. group was found to be more aspiring than the other three groups and Medical to be the least aspiring when mean goal discrepancy scores (with signs) were compared. But Engg. and Law; Law and Medical; Law and Teaching; and Medical and Teaching did not differ significantly between themselves. Moreover, with signs, the respective means came down (vide Table 19).

(v) Medicos significantly surpassed all the trainees of the remaining three groups and Law group lagged behind significantly in comparison to the three groups on Ore. Pot. (vide Table 20).

(vi) On the whole, Medical students were found to have least number of Probs., were the highest on Pers. Adj., least self accepting and least aspiring (realistic and more satisfied with their present achievement) but most
creative. On the other hand, Law students were found to have maximum problems, least adjusted, highly self accepting, highest in aspiration (unrealistic) and least creative. Engg. and Teaching occupied middle position in Pers. Adj. and Cre. Pot., but Engg. group was more aspiring and self accepting than Teaching.

(b) **Significance of Professionwise Difference between High Problems and Low Problems Groups on Different Personality Variables**

(i) The percentage of H.P. cases was significantly the highest in Law (25.71), next highest was Teaching (18.28), then Engg. (11.28) and least in Medical (5.71). While the percentage of L.P. decreased from Medical (24.00) through Teaching (16.21) and Engg. (8.72) to Law (6.42) (vide Table 22).

(ii) L.P. groups, regardless of the professional courses in which they were studying, were found to be significantly more adjusted than the H.P. groups. Thus, adjustment deteriorated with the increase in Probs. On the basis of these results it is difficult to predict whether low adjustment was resultant or was the cause of high problems. But in the absence of establishing cause and effect relationship, it may be interpreted that low adjustment and high problems go hand in hand and they have circular relationship (vide Table 23).

(iii) S.A. did not seem to be affected by the Probs. All H.P. and L.P. groups did not accept themselves
differently because they did not significantly differ but the trend of the results indicates that H.P. students of all the professions under study possess lower degree of S.A. than L.P. students of the same professions (vide Table 24).

(iv) The mean differences of goal discrepancy scores without or with signs between H.P. and L.P. groups were not found significant among different professions. Thus, H.P. and L.P. groups on all the professions had same L.A. but, on the whole, L.P. group was found to have lower L.A. than H.P. group. Therefore, it may be interpreted that those who were/realistic in their goal setting behaviour had less number of Probs. (vide Table 25 and 26).

(v) On the whole sample L.P. group was found to have significantly more Cre. Pot. than the H.P. group. But within the professions H.P. and L.P. groups did not differ significantly on Cre. Pot. Thus, persons with more Cre. Pot. have less Probs. and vice versa (vide Table 27).

(c) Significance of Professionwise Difference between High and Low Groups of Different Personality Variables on Problems

(i) Medical group commands the highest percentage of H.A. and the lowest percentage of H.M.A. students while the lowest percentage of H.A. was in Law and the highest percentage of H.M.A. was in Engg. group. But Engg. and Law; Engg. and Teaching; and Law and Teaching did not differ
significantly in the percentages of H.M.A. cases. In the percentages of H.A. students Engg. did not significantly differ from any other group. Similarly, Law and Teaching; and Medical and Teaching did not significantly differ from one another (vide Table 28).

(ii) The H.M.A. students had significantly more Probs. than the H.A. students in all the groups as well as in the whole sample (vide Table 30).

(iii) The percentage of H.S.A. (self concept) students was the highest in Engg. and the lowest in Teaching. But Engg. did not significantly differ from Law, both Law and Medical did not differ from one another and from Teaching groups with regard to their percentages of students in H.S.A. groups. On the other hand, the percentages of L.S.A. students were the highest in Medical and lowest in Engg. and only these two groups significantly differed from each other (vide Table 31).

(iv) The H.S.A. groups of all the professions had consistently lesser number of Probs. than the L.S.A. groups except Medical group wherein low acceptance was accompanied by less Probs. and vice versa. But these differences were not significant (vide Table 33).

(v) The percentages of H.As. in Engg. and Law were significantly higher than Medical group in goal discrepancy scores with signs but in Teaching it was little higher than Medical and lower than Engg. and Law but difference was not found to be significant. The Engg. group had the
lowest percentage of L.As. but difference was not significant. The other groups did not exhibit any difference (vide Table 34).

(vi) High aspirants were found to have consistently more Probs. than that of Low aspirants in all professional groups and of the total except Medical group. H.As. of Engg., Law and Teaching professions were found to have significantly more Probs. than the H.As. of Medical group. H.As. of other remaining three groups did not differ on Probs. among themselves while L.As. did not differ on Probs. professionwise (vide Table 36).

(vii) The Medical profession commanded the highest percentage of H.Cre., 69.75 percent belonged to this group and remaining 30.25 percent to the other three groups and the lowest in L.Cre. There was only one (85 percent) L.Cre. student in the Medical group. On the other hand, the Law students commanded the highest percentage in L.Cre, 99.15 percent belonged to this group, and lowest in H.Cre., 1.70 percent (only two) belonged to this group. The middle position was occupied by both Engg. and Teaching groups. Engg. had slightly high percentage in high group and low percentage in low group but both did not significantly differ (vide Table 37).

(viii) L.Cre. had consistently more Probs. than the H.Cre. but significant difference was found only in the case of the total sample and professions individually did not produce significant differences (vide Table 39).
PART - 2

(a) Mean Difference of Areawise Problems among Different Professions

(1) Law students were found to have significantly more Health Probs. than Medical while Engg., Medical and Teaching did not significantly differ among themselves. Therefore, Medical students had the least and Law the highest number of the Health Probs. The students of Teaching were found to be more heterogeneous than Medical students with regard to Health Probs. It indicates that there was a greater variance in the health conditions of Teaching students. A considerably large number had good health and similarly considerably large number had bad health (vide Table 40).

(2) Medical group was found to have significantly lesser Financial Probs. than Engg., Law and Teaching. The Law group had the highest financial Probs. Teaching and Engg. occupied second and third positions respectively. It shows that students in Medical group had come from comparatively higher socio-economic class. It was clear from P-Values that Medical group was significantly more homogeneous than all the three groups separately. In contrast, students in Law and Teaching groups were found to have greater variance in their financial conditions. It shows that larger number of students in these two groups had come from families of both high and low economic status (vide Table 41).
(iii) Law and Engg. students were found to have significantly more Social and Psychological Probs. than that of Medical students. Law group had the maximum and Medical the minimum Probs. in this area and Teaching occupied middle position. It indicates that both Medical and Teaching students tend to have more friendly relations with others than both Engg. and Law students. Hence, they may be considered to be socially more mature. It is probably because there are more opportunities for developing human and social contacts and relationships in Medical and Teaching professions. But the students of all the four professions were equally homogeneous with regard to the Probs. in this area (vide Table 42).

(iv) Law and Teaching groups had significantly more Probs. than Engg. and Medical groups in Personal and Psychological relations. Again Law students had the maximum and Medical the minimum Probs. out of all the professional groups and of the total. It indicates that Law and Teaching students may be lesser adjusted with their 'self' than Medical and Engg. students and thus, probably tend to have more personal and psychological Probs. Teaching group was found to be more heterogeneous which means that considerably large number of students in Teaching group had more Probs. and similarly considerably large number had less Probs. (vide Table 43).

(v) Medical group had the minimum and Law the maximum number of Probs. with regard to Sex and Marriage.
The students of both Law and Engg. groups had more Probs. than Medical and Teaching while Engg. did not significantly differ from Law, and Teaching had significantly more Probs. than Medical group. The reason for Medical and Teaching having lesser Probs. regarding Sex and Marriage than Engg. and Law groups may be interpreted that both in Medical and Teaching institutions boys and girls mix up freely with lesser inhibitions and taboos. The number of girls studying in such institutions is also comparatively large. Moreover, both groups have more opportunities for social and human contacts, thus, they may acquire the skill to develop free and friendly interpersonal relations even with members of opposite sex. Hence, lesser Probs. arise with regard to this area (vide Table 44).

(vi) Again Law students had significantly maximum and Medical minimum Probs. in the area of Home and Family, while both Engg. and Teaching had more Probs. than Medical. It is a common observation that most of the students of Medical group come from urban families of comparatively higher socio-cultural and educational status and thus incidence of clashes are reduced with understanding parents and democratic atmosphere in their homes. On the other hand, larger number of students in Law group comes from rural areas and hence there are more opportunities of conflicts of values between them and their parents and hence their Probs. on home front tend to increase. The students of Medical group were found to be more homogeneous than the
other groups with regard to this area of Probs. (vide Table 45).

(vii) Both Law and Engg. had significantly more Moral and Religious Probs. than Medical and Teaching while Medical had the least and Law the highest number of Probs. Both Medical and Teaching professions are based on ethical values which emphasise on the spirit of dedication and service towards their professions. Thus, their moral and religious Probs. are resolved through appreciation and acceptance of these values. The students of all professional groups were found to be equally homogeneous (vide Table 46).

(viii) Medical and Engg. students were found to be better adjusted to their college work than Teaching and Law while Teaching group was again more adjusted than Law. Again Law had maximum and Medical minimum Probs. in this area. Both Medical and Engg., being the prestigious professions, seem to have more personal and professional satisfaction. Thus, they tend to get easily adjusted with their college work. On the test of homogeneity the students of Law were found to be more heterogeneous than Engg. students (vide Table 47).

(ix) Medical group seemed to have least difficult regarding curriculum and Teaching Procedure and Law the most as Medical had minimum and Law maximum Probs. in this area. But Engg. and Teaching occupied the middle position. Thus, Medical students seemed to be most satisfied and Law most dissatisfied with regard to Curricular and Teaching Procedures.
because Medical courses and its teaching programmes are considered to be most relevant to the professional requirement than any of the three professions and Law the least where theoretical aspect of the course is generally dealt with and which is mostly outmoded as well. On the test of homogeneity both Medical and Engg. were found to be significantly more homogeneous than Law group but Teaching was heterogeneous than Engg. (vide Table 48).

(x) Medical group seemed to be least worried regarding their Vocational and Future Plan but Law the most. Both Engg. and Teaching were less worried than Law group because the Probs. of getting suitable employment is acute in Law and least in Medical and in both Engg. and Teaching employment opportunities are comparatively larger than in Law. Medical group was further found to be homogeneous while Law and Teaching were more heterogeneous than Engg. (vide Table 49).

In nutshell, Medical group was found to have consistently lowest Probs. on all the areas and Law the highest. Both Teaching and Engg. occupied middle position with slight variation here and there.

(b) Relationship of Problems with Different Professions

(i) Chi-square test was applied to the Test of Independence of Probs. with regard to different professions (No. 140 in each group). There was found to be significant relationship among the responses on Probs. Chec. and different professions. Thus, Probs. were significantly dependent on
profession.

(ii) Chi-square test was applied to the responses of 140 students in each profession to test equal distribution of Probs. in each area separately.

The obtained Chi-square value (chi-square = 2.67) with df = 3) was not found significant at .05 level. Thus, Health Probs. were almost equal in all professions (vide Table 51).

(iii) The obtained Chi-square value of 19.42 with df = 3 in Financial Problem area was found significantly beyond .01 level. Therefore, financial Probs. differed with respect to different professions. Medical group had the least and Teaching the highest number of Probs. (vide Table 52).

(iv) The Probs. related to Social and Psychological Relations were almost equal in all the groups (vide Table 53).

(v) In Personal and Psychological Relations area, Probs. differed with respect to professions (vide Table 54).

(vi) All professional groups significantly differed with regard to the Probs. relating to Sex and Marriage (vide Table 55).

(vii) The Probs. regarding Home and Family again significantly differed with regard to different professions (vide Table 56).

(viii) Moral and Religious Probs. were not found to be equal in all professions (vide Table 57).

(ix) Different professions were found to have
unequal Probs. relating to Adjustment to college work. Medical and Engg. were found to have least Probs., next was Law and the highest was Teaching (vide Table 58);

(x) All professions did not differ with regard to the Probs. 'Curriculum and Teaching Procedure' (vide Table 59).

(xi) Different professions were found to differ greatly with respect to Probs. regarding 'Vocational and Future Plans', Medical students had the lowest and Law the highest (vide Table 60).

Thus, when Chi-square test was applied to test independence of Probs. with regard to different professions they were found to differ significantly with regard to the Probs. of Finance, Personal and Psychological Relations, Sex and Marriage, Home and Family, Moral and Religious, Adjustment to college work and Vocational and Future Plans but did not differ significantly with regard to Health, Social and Psychological Relations and curriculum and Teaching Procedure.

**PART - 3**

**Relationship among Different Variables**

(1) The coefficient of correlation between Probs. and Pers. Adj. \( (N = 100) \) came out to be \(-0.65\) which showed that Probs. were highly but negatively related to Pers. Adj. \( r^2 = 0.4225 \), the coefficient of determination
indicates that more than 42 percent variance in Probs. is predicted by variation in Pers. Adj. and only 58 percent is due to other causes. Thus, to a great extent, Probs. increase as Pers. Adj. decreases or the maladjusted persons tend to have more Probs. than the adjusted (vide Table 61).

(ii) Probs. were found to be positively and moderately related to S.A. \((r = .43\) significant at .01 level). About 19 percent \((r^2 = .1849)\) variability in Probs. is attributed to variability in S.A. which means that higher the S.A., moderately higher the Probs. or vice versa. Thus, higher S.A. tend to increase Probs. moderately (vide Table 61).

(iii) Probs. were again found to be moderately and negatively related to L.A. \((r = -.49)\) which was found to be significant at .01 level. About 25 percent \((r^2 = .2401)\) of variance is explained by the variability in L.A. Thus, Probs. influence L.A. substantially or are influenced by L.A. It means lower the L.A., substantially higher are the Probs. (vide Table 61).

(iv) The coefficient of correlation between Probs. and Ore. was found to be -.44 which was significant at .01 level. About 20 percent \((r = .1936)\) of variance in Probs. is explained by the variability in Ore. Thus, Ore. and Probs. have moderate negative correlation. It shows that Ore. is substantially and negatively influenced by Probs. Thus, H. Ore. tend to have less Probs. than L. Ore. In other words, lesser the Ore. substantially higher are the Probs. (vide Table 61).

(v) The relationship between Pers. Adj. and
S.A. was found to be negatively low but significant ($r = -.24$) but only 5 percent ($r^2 = .0576$) variance in adjustment is attributable to variability in S.A. Thus, lesser the congruence between real self and ideal self the better the adjustment and vice versa or it may be interpreted as better the adjustment slightly lower the S.A. (vide Table 61).

(vi) L.A. seemed to be substantially influenced or influencing Pers. Adj. Their coefficient of correlation was .46 which was significant at .01 level. The coefficient of determination $r^2 = .2116$ indicates that more than 21 percent difference in adjustment can be explained by the variability in L.A. Thus, higher the adjustment, higher the L.A. In other words, high adjusted have substantially higher L.A. and low adjusted comparatively lower L.A. (vide Table 61).

(vii) Adj. and Cre. were found to be negatively but significantly correlated ($-.24$) to each other. Only 8 percent variance is accounted for by Cre. It indicates that creatives tend to be less adjusted and less creatives more adjusted (vide Table 61).

(viii) S.A. and L.A. were found to be slightly and insignificantly related to each other. Thus, they do not go together. The coefficient of correlation between S.A. (self concept) and L.A. came to be -.16 (vide Table 61).

(ix) The coefficient of correlation between S.A. (self concept) and Cre. Pot. was found to be -.39 which was low and negative but significant at .01 level but
only 16 percent of variance ($r^2 = .1521$) in S.A. is attributable to variability in Cre. Thus, it shows that creatives tend to be less self accepting. Higher the Cre., substantially lower the S.A. or vice versa (vide Table 61).

(x) The relationship between Cre. Pot. and L.A. was found to be almost negligible and insignificant because calculated value came to be .12. Thus, both these variables are unrelated (vide Table 61).

**PART - 4**

**Personality Profiles of the Highest and the Lowest Problems-Achievers of Different Professional Groups**

The Personality Profiles of the highest and the lowest achievers of each professional group on Probs. were compared and the following patterns emerged:

(i) In the Profiles of Engg. students the gap between the highest and the lowest Problem-achievers was widest on Pers. Adj., little on L.A. and moderate on Cre. Pot. but no difference was found on S.A. The highest achiever in Engg. tended to be more adjusted, less aspired and more creative than the lowest achiever but equal on S.A.

(ii) In the Profiles of Law students the gap between the highest and the lowest achievers was again found to be widest on Pers. Adj. but moderate on S.A., little on Cre. Pot. and very slight on L.A. The highest achievers in
Law tended to be comparatively very low on Pers. Adj., very slightly lower on L.A., little lower on Cre. Pot. and moderately lower on S.A.

(iii) The gap between the highest and the lowest achievers of Medical group was found to be widest on Pers. Adj., moderate on S.A. and L.A. and little less on Cre. Pot. The highest achievers tended to be less adjusted but more self accepting and aspiring and possessed slightly more Cre. Pot. than the lowest achiever.

(iv) The gap between the highest and the lowest achievers of Teaching group was widest on Pers. Adj., comparatively less on S.A., lesser on L.A. and least on Cre. Pot. The highest achievers tended to be highly less adjusted but moderately more/self accepting, less aspiring but slightly more creative than the lowest achiever.

2. CONCLUSIONS

The investigator has to be careful about making any hasty generalisations on such a limited sample and also to make any prediction in the complex and dynamic field of Problems and Personality Variables. Moreover, the investigator is also aware of the limitations under which the study was conducted. Thus, conclusions are presented only tentatively which are subject to investigation and verification on the basis of follow up studies. Keeping in view the aims of the study, the conclusions, based upon the above findings of the study, have been drawn which either
accept or reject the hypotheses framed in the light of the objectives of the study. Some of the hypotheses have been found to be totally accepted while others partially accepted in the case of certain professional groups or variables where significant differences or relationships have been found but partially rejected in others where observed differences and relationships were found but they were not significant. Thus, the major conclusions are:

(i) The samples of all the four professions were representative of their respective population with respect to different variables.

(ii) The first hypothesis was that there is a profession-wise significant difference among the students on the variables of Problems, Personality adjustment, Self acceptance, Level of aspiration and Creative Potential. One of the objectives of the study was to test the significance of difference of the above mentioned variables among the different professional groups. The first hypothesis of significant difference in professional groups with regard to Problems and different Personality Variables was accepted in the case of majority of the professional groups. Medical students, in general, have been found to be the highest on Personality adjustment, Creative Potentiality and the lowest on Problems, Self acceptance and Level of aspiration while Law students were found to be the highest on Problems, Self acceptance and Level of aspiration but the lowest on Personality adjustment and
Creative Potentiality. The hypothesis of group difference was rejected in the case of certain professional groups. The following groups did not differ with each other significantly on the variables mentioned against them:

1. Engineering and Teaching on Problems.
2. Engineering and Law on Personality adjustment.
3. Engineering and Teaching on Personality adjustment.
4. Law and Teaching on Personality adjustment.
5. Engineering and Law on Self Acceptance.
6. Medical and Teaching on Self Acceptance.
7. Engineering and Law on Level of Aspiration (without signs).
8. Engineering and Teaching on Level of Aspiration (without signs).
9. Law and Teaching on Level of Aspiration (without signs).
10. Engineering and Law on Level of Aspiration (with signs).
11. Law and Medical on Level of Aspiration (with signs).
12. Law and Teaching on Level of Aspiration (with signs).
13. Medical and Teaching on Level of Aspiration (with signs).
15. Engineering and Teaching on Creative Potentiality.

Thus, this hypothesis of significant differences
in groups on different variables was partially approved and partially disapproved. The corresponding objective was also, thus, achieved.

(iii) The second hypothesis was that there is a profession-wise significant difference among the percentages of students in High and Low groups on Problems and the four Personality variables. Its corresponding objective was to test the significance of difference between the percentages of students of different professions in High and Low groups. This hypothesis was partially accepted with regard to Problems, Personality adjustment, Self acceptance, Level of aspiration and Creative Potentiality. Both Medical and Engg. groups had significantly lesser percentages of High Problems students than Law and Teaching, Medical group had significantly the highest percentage of Low Problems students among all the professional groups and Law the least. Law had significantly lower percentage of Highly adjusted students than both Medical and Teaching groups. Medical had the highest percentage of Highly adjusted students and Law the lowest. Engg., Law and Teaching had significantly higher percentage than Medical with regard to Highly mal-adjusted students. Engg. again had significantly higher percentage of High Self accepting students than both Medical and Teaching. Medical had significantly higher percentage of Low Self accepting students than Engg. Both Engg. and Law groups had higher percentage of High aspiring students than Medical group. Medical had significantly the highest percentage
of High creatives of all the four professions and Law the lowest. On the other hand, Law had significantly the highest percentage and Medical the lowest of Low creatives groups.

The second hypothesis was partially rejected as well because some of the professions did not differ in their percentages of both High and Low groups in each variable. In High Problems groups both Engg. and Law did not differ from Medical and Teaching respectively with regard to percentages of High Problems students. Similarly, Engg. and Law did not significantly differ with regard to their percentages in Low Problems groups. In the percentages of Highly adjusted students Engg. did not significantly differ from any other group. Similarly, Law and Teaching, and Medical and Teaching did not significantly differ from one another. On the other hand, in the percentages of Highly maladjusted students Engg. did not differ significantly from Law and Teaching, and Law also did not significantly differ from Teaching. Engg. again did not significantly differ from Law, both Law and Medical did not differ from one another and from Teaching group with regard to their percentages of students in Highly Self accepting groups. On the other hand, all the professional groups did not significantly differ except Engg. and Medical with regard to percentages of Low Self accepting students. In the case of High aspiring groups all the groups except Engg. and Medical, and Law and Medical did not significantly differ, and on the other hand, in Low aspiring groups none of the groups differed significantly.
in their percentages. In the case of both High and Low creatives only Engg. and Teaching groups did not significantly differ in their percentages. Therefore, the second hypothesis was partially accepted and partially rejected and its corresponding objective was, thus, achieved.

(iv) The third hypothesis was that there is a significant difference between High and Low Problems groups of different professions and of the whole sample on the variables of Personality adjustment, Self acceptance, Level of aspiration and Creative Potentiality. The corresponding objective was to test the significance of difference between High and Low Problems groups of different professions on all the four Personality variables. This hypothesis was totally accepted in the case of the variables of Personality adjustment because Low Problems groups of all the professions and of the total were found to be significantly more adjusted than the High Problems groups. Thus, low adjustment and high problems tend to go together and vice versa. This hypothesis was partially accepted with regard to the variables of Level of aspiration and Creative Potentiality because in the total sample Low Problems groups were found to have lower level of aspiration and higher creative potentiality than the High Problems groups but within the professions they did not significantly differ. Thus, on the whole, High Problems students tend to have higher level of aspiration and lower creative potentiality than the Low Problems students and vice versa.
On the other hand, this hypothesis was not accepted on the variable of Self acceptance because High and Low problems groups did not significantly differ with regard to Self acceptance either professionwise or on the Total but only observed difference was found. The High Problems groups of all the professions and the Total were found to be consistently lower self accepting than the Low Problems groups. It has already been discussed that the probable reason for not finding any significant difference may be attributed to the nature of the construct used and its possible less sensitivity in finding out the degree of Self acceptance among adults. Therefore, this hypothesis may not be considered, categorically and totally, rejected on the variable of Self acceptance. Thus, it may be interpreted that with regard to self acceptance the third hypothesis of difference was not accepted as significantly and forcefully as in the case of other three personality variables. There is a probability of finding significant differences among different professions on the variable of Self acceptance by using some other more sensitive construct.

(v) The fourth hypothesis was that there is a professionwise significant difference in the Problems of students of High and Low groups on different Personality variables. The corresponding objective accordingly was to test the significance of difference between High and Low groups on all Personality variables with regard to their
Problems professionwise and of the whole sample. This hypothesis was totally accepted with regard to the variable of Personality adjustment. The Highly maladjusted group had significantly more Problems in all the four professions and in the Total than the Highly adjusted group. Thus, with the decrease in Personality adjustment, Problems tend to increase and vice versa. This hypothesis was partially accepted in the case of Level of aspiration and Creative Potentiality. The high aspirants on the Total were found to have significantly more Problems than the low aspirants. Similarly, the Low creatives had significantly more Problems than the High creatives on the Total but professionwise no significant differences were found both in High and Low groups on these two variables. Thus, Problems tend to increase with the increase in Level of aspiration and decrease with the increase in Creative Potentiality and vice versa.

This hypothesis was not accepted with regard to Self acceptance. All High Self accepting groups did not significantly differ on Problems from Low Self accepting groups but the High Self accepting groups tended to have consistently lesser number of Problems than the Low Self accepting groups except Medical group wherein High Self accepting had more Problems than the Low Self accepting group. As already discussed, with some other construct, significant difference might have been obtained. Thus, on the majority of the variables, the hypothesis of significant difference was accepted and its corresponding objective was, thus, achieved.
(vi) The fifth hypothesis was that different professional groups and the whole sample differ significantly with regard to different types of Problems. The corresponding objective was to determine the significance of difference among different areas of Problems in different Professional groups and the whole sample. This hypothesis was largely accepted. Law group invariably had the highest and Medical the lowest number of problems in all areas. In Health Problems both Medical and Law differed significantly. In Financial Problems Medical had significantly less number of Problems than Engg., Law and Teaching. The Problems increased from Medical through Engg., Teaching and Law. In Social and Psychological Problems Medical had significantly less Problems than Engg. and Law; Law had significantly more Problems than Teaching and the Total. In Personal and Psychological Relations Engg. had significantly less Problems than Teaching and Law; Medical had less Problems than Law, Teaching and Total but Law had significantly more Problems than Total. In Sex and Marriage Problems both Engg. and Law had significantly more Problems than Medical, Teaching and Total but Medical had significantly less Problems than Teaching and Total also. The problems increased from Medical through Teaching, Total, Engg. and Law in this area. In the area of Home and Family Problems Engg. group had significantly more Problems than Medical but less than Law groups. Both Law and Medical had significantly the Highest and the Lowest Problems respectively than all the other Professions and the total.
In Moral and Religious Problems Law group had significantly more Problems than Medical, Teaching and Total but Medical had significantly less problems than Engg., Law, Teaching and the Total and. Teaching also had significantly less Problems than Engg. group. With regard to the Problems in Adjustment to College Work, Medical had significantly less Problems than Engg., Law and Teaching and the Total but Law had significantly more Problems than all the professions and the Total. In the Curriculum and Teaching Procedure area, Engg. had significantly more Problems than Medical but significantly less than Law. Both Law and Medical differed significantly from all the professions and the Total with the highest and the lowest number of Problems respectively. Regarding Vocational and Future Plan all the professional groups differed significantly from one another except Law and Teaching; Engg. and Total, and Teaching and Total. The Problems increased from Medical through Total, Engg., Teaching and Law.

On the other hand, this hypothesis was not accepted to some extent in the case of certain groups. In Health Problems all the groups except Medical and Law did not differ significantly from one another. In Financial Problems Engg. did not differ from Law and Teaching and Law did not differ from Teaching. In Social and Psychological Relations Engg. did not differ from Law, Teaching and Total and, Medical did not differ from Teaching and Total groups. In Personal and Psychological Relations Engg. did not differ significantly
from Medical and Total and. Law and Teaching groups did not differ from one another. Engg. again did not differ from Law and Total with regard to Sex and Marriage Problems and. from Teaching and Total with regard to the Problems of Home and Family. In the area of Moral and Religious Problems Engg. did not differ from Law and Total and. Medical did not differ from Teaching groups. Engg. again did not differ from Law, Medical and Total with regard to the Problems of Adjustment to College Work. Engg. again did not differ from Teaching and Total regarding the Problems of Curriculum and Teaching Procedure. In the area of Vocational and Future Plans Law did not significantly differ from Teaching group. Thus, fifth hypothesis of significant difference was accepted with regard to the majority of the groups in all the Problems areas but was not accepted in the case of some groups. The corresponding objective was, thus, achieved.

Hence, Law group had the highest number of Problems and Medical the lowest in almost all the ten areas of Problems. Both Engg. and Teaching, occupying middle position, did not significantly differ from one another in all areas except in Personal and Psychological Relations and Vocational and Future Plan area wherein Teaching group had more Problems than Engg. group and in Moral and Religious Problems Engg. students had more Problems than Teaching group.

(vii) The sixth hypothesis was that different types of Problems are not dependent on Professional groups
but have an independent existence. The corresponding
objective was to test whether different types of Problems
were independent of different professional groups. There
was found to be a significant relationship among the responses
on Problems Checklist and different professions as Chi-square
value was significant at .01 level. Thus, this hypothesis
of independence was considered untenable and Problems were
found to be significantly dependent on professions. The
corresponding objective had, thus, been achieved.

(viii) The seventh hypothesis was that there
is a significant correlation between Problems and different
Personality Variables. One of the objectives of the study
was to determine the degree of relationship between Problems
and each of the four Personality Variables. This hypothesis
of significant correlation was accepted as a whole. The
pattern of different correlations was as follows:

(1) Problems were found to have considerably
high and negative correlation with adjustment.

(2) Problems were found to have moderate
negative correlation with both (a) Level of aspiration
and (b) Creative Potentiality.

(3) Problems were found to have moderate
positive correlation with Self acceptance.

All these correlations were significant at
.01 level. It indicates that Problems tend to decrease with:

(a) Considerable increase in Personality Adjustment.
(b) Moderate increase in Level of aspiration and Creative Potentiality and vice versa.

As far as Self acceptance is concerned the correlation pattern is disturbed (with increase in Self acceptance Problems tend to decrease) and the probable causes have already been discussed.

(ix) The eighth hypothesis was that there is a significant intercorrelation among different Personality factors. The corresponding objective was to know whether the four Personality Variables were interrelated. The hypothesis of significant correlation was retained in case of most of the variables. The correlations between Personality adjustment and Self acceptance, and Personality adjustment and Creative Potentiality were found to be low and negative. The correlation between Self acceptance and Creative Potentiality was moderate and positive. All these correlations were significant at .01 level. But hypothesis of intercorrelation was rejected in the case of intercorrelations between Level of aspiration and Self acceptance on one hand and Level of aspiration and Creative Potentiality on the other because the values of these correlations were very low and insignificant. It indicates that these variables are almost independent of each other. The corresponding objective was also, thus, achieved.

Therefore, some of the Personality Variables were either found to be low or insignificantly related with one another whereas problems were highly and significantly
related with all the four Personality Variables. Thus, 'Problems' as a factor was found to be a significant variable related to Personality factors. It indicates that sources of Problems are internal as well which means that Problems tend to increase with Personality conflicts. But the trend was against disturbed in the case of correlation between Problems and Self acceptance.

(x) The highest achievers on Problems of all the professional groups tended to be less adjusted and less creative than the lowest one except Engg. group wherein the highest achiever was found to be more adjusted and more creative. On Self acceptance both the highest and the lowest achievers did not differ in Engg., but the highest achiever was less self accepting in Law and more self accepting in both Medical and Teaching. The highest achievers of all the professional groups were found to be slightly lower on Level of aspiration than the lowest one except Medical group where the highest achiever was moderately higher on Level of aspiration than its counterpart.

In nutshell, the conclusions may be enumerated as follows:

(1) The students in the professions of Engg., Law, Medical and Teaching experienced a large number of Problems in different Problem areas.

(2) The number of Problems varied from profession to profession with Medical having the lowest and Law the highest number of Probs. Engg. and Teaching, in general, occupied the middle position.
(3) Different Professions differed with regard to Personality Variables. Medical students, in general, have been found to be the highest on Personality adjustment, Creative Potentiality and the lowest on Problems, Self acceptance and Level of aspiration. On the other hand, Law students were found to be the highest on Problems, Self acceptance and Level of aspiration but lowest on Personality adjustment and Creative Potentiality.

(4) The Percentages of High and Low number of cases on different variables differed from profession to profession with Medical group having the lowest percentage of High Problems, Highly maladjusted, High aspiring and Low creative students and the highest percentage of Low Problems, Highly adjusted, Low aspiring, Low self accepting and High creative students. The Law group indicates reverse position with regard to most of the variables. Both Engg. and Teaching groups were found to be placed in the middle with slight variation in the case of some variables.

(5) High Problem students, in general, were found to have lower Personality adjustment, High Level of aspiration, lower Creative Potentiality than Low Problem students. In the case of Self acceptance the trend was disturbed (High Problem students had High Self acceptance).

(6) Highly maladjusted, Low accepting, High aspiring and Low creatives were found to have significantly higher number of Problems than Highly adjusted, High accepting, Low aspiring and High creatives.
(7) Problems were found to be negatively correlated with Personality adjustment, Level of aspiration and Creative Potentiality which indicates that Problems tend to increase with (a) considerable decrease in Personality adjustment, (b) moderate decrease in Level of aspiration and Creative Potentiality and vice versa. But the trend was disturbed in the case of Self acceptance where Problems tend to increase with increase in Self acceptance.

(8) All the Personality Variables of Personality adjustment, Self acceptance, Level of aspiration and Creative Potentiality were found to be significantly intercorrelated among themselves except Self acceptance and Level of aspiration and, Level of aspiration and Creative Potentiality. The correlations between Personality adjustment and Self acceptance, and Personality adjustment and Creative Potentiality were found to be low and negative. The correlation between Self acceptance and Creative Potentiality was moderate and negative.

(xi) The results obtained through different tools used in this investigation showed that the students preparing for the four different professions manifested some distinguishing characteristics with regard to Personality Variables and the type and extent of Problems they encountered. These characteristics among different Professional groups are presented separately as under:
(a) Engineering Group

Engg. students, in general, are found to be adults of normal Personality adjustment. They are more adjusted than Law and less adjusted than Medical students. There is a greater number of Highly maladjusted than Highly adjusted students. They are, on the whole, slightly more self accepting than Medical and Teaching groups with the highest percentage of High Self accepting and the lowest percentage of Low Self accepting students. Their Level of aspiration is generally high and also higher than the students of Medical and Teaching groups. The highest percentage of High aspiring and the lowest percentage of Low aspiring students belonged to this group. It shows that, like Law students, they are over-ambitious and unrealistic with regard to their future goal setting behaviour. They have adequate potentiality for creativity but they do not possess as much creative potentiality as Medical students have but it is at par with Teaching students but they are more creative than the Law students. They have less number of Problems than Law students but significantly more Problems than Medical students. The percentages of both High Problem and Low Problem students are quite less.

Thus, most of the students have moderate number of Problems. They have more 'Financial Problems' than the students of Medical but there is not much variance in the financial conditions of these students because they are more or less homogeneous with regard to financial area of the Problems.
They have more Problems in 'Social-Psychological Relations' than in 'Personal-Psychological Relations'. Thus, they donot have satisfactory inter-personal relations but their intra-personal relations are more satisfactory and less problematic. They experience quite a large number of Problems in the two areas of 'Sex and Marriage' on one hand and 'Moral and Religious' on the other. There is found to be a large amount of variability with regard to the Problems of 'Sex and Marriage' and more homogeneity in 'Moral and Religious' area. They donot face much Problems in the area of 'Adjustment to College Work' and 'Curriculum and Teaching Procedure' but they experience comparatively larger number of Problems regarding 'Vocation and Future Plan'. Thus, they are satisfied with their present curricular activities and programmes but still feel insecure about their future career.

(b) Law Students

Law students, as a group, are found to be satisfactorily adjusted. It consisted of the lowest percentage of Highly Adjusted and high percentage of Highly maladjusted students. They donot deviate significantly from Engg. and Teaching groups on Personality adjustment. They are comparatively more self accepting than Medical and Teaching students with higher percentage of High self accepting and lower percentage of Low self accepting students than both Teaching and Law groups. Their Level of aspiration is high with the highest percentage of High aspiring and low percentage of
Low aspiring students. It indicates that though they are self accepting but are over ambitious and unrealistic with regard to their future goal setting behaviour. They possess least creative potentiality of all the three groups. Moreover, they consist of maximum number of less creatives and only two high creatives are found out of a total of 140 students. They have large number of Problems with the highest percentage of High Problem students and the lowest percentage of Low Problem students among the four professional groups. They have the highest number of Financial Problems. There is a greater variance in their financial conditions which means that large number of students are from both high and low economic status. Similarly, they have invariably the highest number of Problems in all the remaining Problem areas. Thus, Law students, on the whole, are satisfactorily adjusted even with low percentage of Highly adjusted and high percentage of Highly maladjusted students. They are self accepting and high aspiring, less creative with the highest percentage of low creatives and the lowest percentage of high creative students. They experience the highest number of Problems in all the ten areas.

(c) Medical Students

They are the adults of well adjusted Personality. The highest percentage of Highly adjusted and the lowest percentage of Highly maladjusted belonged to this group.
They are less self accepting with the highest percentage of Low self accepting and low percentage of High self accepting students. They are more realistic with the lowest percentage of High aspiring and high percentage of Low aspiring students in setting their level of future performance. They possess high creative potentiality and only one out of a group of 175 students is low creative and nearly 50 percent of students are high creatives. Moreover, in the 119 total high creatives 69.75 percent (83) belonged to this group. At the same time, they have lowest number of Problems in almost all the areas and are homogeneous as a group in almost all the areas which means there is not much variance in the Problems of students in different areas. Thus, they are well adjusted, less self accepting, realistic in goal setting, highly creative with less number of Problems in all the areas which indicates that they have the ability to solve their problems creatively and imaginatively. The Medical group consists of the highest percentage of Low Problem students and the lowest percentage of High Problem students.

(d) Teaching (Education) Students

The student teachers are adults of normal Personality adjustment having adequate number of Highly adjusted and moderate number of Highly maladjusted students. Like Medical students, they are less self accepting having the lowest percentage of Highly Self accepting and large percentage of Low Self accepting students. They are moderately
high in level of aspiration and intend to achieve little more than their capability with moderate percentage of High aspiring and the highest percentage of Low aspiring students out of the four professional groups. They are, on an average, equally creative as Engg. students and, thus, possess adequate creative potentiality but they have lesser percentage of High creatives and higher percentage of Low creatives in comparison to Engg. group. In general, they experience Problems equal to Engg. students. They consist of almost equal number of both High Problem and Low Problem students. Quite a large number of students have financial Problems and there is a greater variance in the financial conditions of these students as a group. They experience comparatively less number of Problems relating to 'Social-Psychological Relations' but have the highest number of Problems in intra-personal relations. They have moderate number of Problems in the areas of 'Sex and Marriage', 'Home and Family', 'Moral and Religious' but have quite a large number of Problems in the areas of 'Adjustment to College Work', 'Curriculum and Teaching Procedures' and 'Vocational and Future Plan'. Thus, they are not satisfied with their academic work and Programme. Like Engg. students, they feel insecure in their future career.

3. IMPLICATIONS

The present study is exploratory in nature. The results derived may be considered tentative. Therefore,
further investigation and verification is needed in order to substantiate the findings. But since education is essentially an applied field, research in education should bring forth some bearing on educational practices. Therefore, the findings were examined in this light and some implications were drawn from the analysis and comparisons.

(1) It has been revealed through the present study that the students studying in different professional courses experience quite a large number of Problems. It has also been found by many Sociologists, Psychologists and Educationists that Problems interfere in the academic pursuits of the students and, thus, adversely affect their achievement. Moreover, persisting Problems give rise to many of the educational, Social and psychological inadequacies and difficulties in students which put hinderance in the satisfaction of their personal and social needs.

Therefore, in order to meet with such like educational, social and psychological difficulties, sufficient attention should be paid towards understanding pupils - their capability, personal and social needs and also the hinderances in satisfaction of their needs. Both parents and teachers should be more vigilant to the needs, Problems and reactions of the students and educational planning should also be done in order to cater to the educational, social and personal needs of the students so as to help them overcome the obstacles and hinderances in fulfilment of their needs. For this purpose Guidance Services should be
made available to the students. The Counselling Centres should be attached to every educational institution or to a group of institutions in order, to provide guidance services to the students to help them to acquire insight into the nature and causes of their Problems, thus, preventing these Problems from culminating into serious psychological difficulties bordering on mental illness in future. Such essential services will relieve students of their tensions, anxieties and unhappiness. They will also enable them to realise their capabilities to pursue academic work at higher level. Teachers should also work in close cooperation with parents, counsellors or psychologists for better understanding of students' Problems, both personal and academic, so that healthy and constructive pupil-teacher relations may be established. For this purpose teachers should know each student personally i.e., to live among them, to guide and to help them. In order to understand their problems 'tutor' system may be started where each teacher may be assigned a few students of the faculty and it will be the duty of the teacher to extend all possible help to the students, under his charge, to overcome their difficulties in academic pursuits.

(2) The students of different professions have been found to experience large number of problems regarding health, financial difficulties, interpersonal and intrapersonal relations, home and family, sex and marriage,
Adjustment to College work, Curriculum and Teaching Procedure and career and future plan etc. The educational institutions should help the students to solve their problems in the following manner:

(a) There should be a regular medical check up in the educational institutions and the findings should be discussed seriously. In the case of health problems parents should be oriented in this respect.

(b) Plentiful financial assistance may be given in the form of scholarships and freeships to those in financial difficulties.

(c) Educational institutions should initiate programmes to give accurate, sufficient and helpful information regarding matters of sex.

(d) Series of lectures on 'dynamics of human behaviour' by social psychologists and social psychiatrists should be arranged to help them overcome their tensions and anxieties with regard to their interpersonal and social relations so that they may develop healthy and imaginative ways to deal with maltreatment by others.

(e) The curriculum framers should try to make same relevant to the lives of the students keeping in view their needs and problems.

(f) University should sponsor refresher courses on the techniques of effective lecturing and teaching.

(g) There should be a close cooperation between educational institutions, preferably through counsellors and
the public employment exchanges. The special employment officer can make valuable suggestions to the students from time to time. The institution can furnish relevant information about students to them also.

(h) A youth before deciding to prepare for a profession towards which he is inclined should know about it well enough to be certain that his abilities and personality characteristics are conducive to the profession of his choice so as to enable him to be successful not only in professional training and adjust well to its training programme but also in profession itself.

(3) The present study further reveals that low problem students, on the whole, tend to have better adjustment, realistic level of aspiration and higher creative potentiality than high problem students. Similarly, the investigation from another angle revealed that low aspirants (realistic) and high creative students tend to have lesser number of Problems. Thus, all these personality attributes which psychologically are desirable qualities go conversely with Problems which is further endorsed by their respective negative correlation with Problems. The trend of the results indicates that Problems tend to decrease considerably with increase in Personality adjustment and tend to decrease moderately with increase in Level of aspiration and Creative Potentiality and vice versa. It indicates that sources of Problems may be internal also. Thus, many of the Problems arise owing to inner conflicts and personality disturbances.
Emphasis on healthy development of personality and mental health of the students should become an integral part of the educational programmes of the institutions. In order to develop the personality of the students, adequate measures should be taken in the following directions:

(a) Parents and teachers should realise the fact of individual differences in the abilities, interests, motivations of the pupils, and also to understand the strengths and weaknesses of the individual pupil and to adjust the expectations of the pupils accordingly. The pupils themselves need to be helped to understand and accept their strengths and weaknesses and to set realistic goals for themselves so that they may be protected from disappointments and frustrations.

(b) Personality counselling programmes should also be introduced in educational and professional institutions which should aim at helping individual students to make satisfactory adjustments to the demands of college life and should assist students to obtain deeper insight into their own personalities so that they may resolve personality conflicts and personal problems and, thus, lower their level of tension and anxiety.

(c) The opportunity for self awareness should be provided in the educational institutions so as to prevent maladjustment, over ambitiousness and for proper career selection.
(d) Psychological and personality tests should be employed to assess the candidates' suitability for the professional education so that proper and objective screening may be done. The present study also reveals that some personalitywise less deserving candidates get selected in such professions of social magnitude through the prevalent methods of selection. Therefore, non-cognitive tests should be employed along with cognitive and achievement tests as good predictors in the selection of suitable candidates. The selection would be more accurate, objective and fruitful, if intelligence, scholastic aptitude and personality characteristics could somehow be taken into simultaneous consideration. Moreover, both creative thinking and creative performance should be taken as one of the criteria of selection in these professions so that creative talents can be identified and, thus, suitable measures may be taken up to cultivate and develop Creative Potentiality of the students. It has also been found that High creative students have less Problems than Low creatives which indicates that High creatives tended to solve their problems imaginatively and much of their tensions and anxieties seemed to be resolved through stimulation of creative impulse. Thus, special measures may be taken up in the cultivation and development of Creative Potentiality of the students and favourable atmosphere should be created in the educational institutions in order to stimulate their creative abilities. For this purpose necessary changes should be brought about
in the curriculum by incorporating creativity stimulation activities and creative tasks in the curricular programmes.

4. SUGGESTIONS FOR FURTHER RESEARCH

No research, however, comprehensive it may be, can be regarded complete by itself. Its relevance and utility depends upon the follow up studies. Hence, each research pursuit must put series of academic efforts on the track and thereby open avenues for further research. Therefore, some suggestions for further research, replication or refinement are offered with a view to indicate the directions that future research in this area may take which are given as under:

(1) In the present investigation the conclusions are based on measurement of four personality variables and relating them to the Problems of the students studying in Aligarh only, who, it must be admitted, may not perfectly represent the total population from which they were drawn. There is, therefore, a need of cross validation of the reported results with larger samples from similar population elsewhere.

(2) The present investigation was restricted to the students in four distinct professions mentioned earlier. Thus, other professions not covered by this study may also be investigated.

(3) Similar study can be carried out on general population of students both at secondary as well as college stages.
(4) The results of the present study may be validated by using different tools and tests. Paper and Pencil tests of personality may be substituted by Projective techniques of personality measurement.

(5) In the present study the sample consisted of general population preparing for these four professions. It will bring forth interesting and valuable results if other special groups from similar samples like high achievers and low achievers, most successful and least successful, high intelligent and low intelligent etc. are studied and compared.

(6) This study is more of an exploratory nature, the cause and effect relationship can be established between Problems and Personality factors through designing an experimental study on the same theme.

(7) Similar relationship study may be conducted by substituting other relevant personality variables like motivational, social, intellectual and other emotional factors such as feeling of insecurity and insecurity, anxiety, frustration, mental hygiene etc.

5. LIMITATIONS OF THE STUDY

It will be worth while to review the findings and conclusions in the light of the following limitations under which the present study was conducted.

(1) The sample was restricted to the students studying professional courses in Aligarh City only which
was taken as representative sample of the entire population.

(2) The nature and objectives of the study required exploratory and not diagnostic type of research, therefore, no experiment was designed to find out the cause and effect relationship between Problems and Personality factors.

(3) Only Paper and Pencil tests were used to measure personality variables. Thus, interpretation of the results from these types of tests has its own limitations because some times some of the students may not give correct picture of themselves either being less willing or unable to admit due to lack of clarity of individual's awareness to undesirable statements about themselves. In such circumstances it may prevent a subject from presenting a real image of himself on self acceptance measure or recognise and accept Problems on a Problem Checklist etc. But the investigator was fully aware of this limitation and tried to select the tools which minimised such possibilities. Similarly, special care was taken to seek willing cooperation of the subjects.

(4) It is a general criticism that the Paper and Pencil tests such as Questionnaire, Personality inventories and self reports fail to elicit correct responses because the difficulty in using them is that some subjects may consciously or unconsciously fake their answers. But the investigator has tried her best to overcome this limitation by repeated appeals, at the time of administration of the tests, to the subjects to give free and correct responses and also assured them about keeping their answers confidential.