CHAPTER VII

CONCLUSION AND EDUCATIONAL IMPLICATIONS
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The present study was conducted to see the relationship of socio-economic status, intelligence and sex with the aspirations of adolescents. For this purpose 750 male and female adolescents were chosen on random sampling basis from six categories of schools (given on page 47) of Chandigarh and the surrounding area (U.T.) Hypotheses drawn for the study were:
Research Hypothesis

S.E.S. and Intelligence of urban male adolescents have close relationship with their aspirations.

Aspirations of urban female adolescents are significantly related to the S.E.S and intelligence.

S.E.S. and intelligence of rural male adolescents are significantly linked with their aspirations.

S.E.S. and intelligence greatly contributes in the formation of aspirations of rural female adolescents.

NULL HYPOTHESIS

S.E.S. does not contribute significantly towards aspirations of adolescents.

Intelligence does not significantly affect the aspirations of adolescents.

Sex does not affect the aspirations of adolescents significantly.

To test these hypotheses, adolescents were given intelligence test and information was collected on socio-economic status scale, on aspiration scale and on occupational aspirations blank. Data was tabulated, analysed and interpreted with the help of different methods and using many statistical techniques.
Results were discussed on the basis of the interpretation and were supported by empirical evidences and logical reasoning.

On the basis of analysis, interpretation and discussion of results, the following broad conclusions can be drawn. All the conclusions are based on the present study conducted on the adolescents of Chandigarh and its surrounding area.

1. Intelligence is insignificantly related to the Educational, personal and social aspirations in case of urban male, rural male and rural female adolescents.

2. Intelligence and occupational aspirations are closely related in case of male adolescents and have shown insignificant relationship in case of female adolescents irrespective of place of residence.

3. Urban female adolescents depicted close relationship between intelligence and Educational aspirations but inverse relationship between intelligence and personal aspirations.

4. Economic status is insignificantly related to Educational and personal aspirations of urban male, urban female and rural male adolescents. While it is significantly related in case of rural female adolescents.

5. Economic status and social aspirations have depicted inverse relationship in case of urban adolescents.
and positive relationship in case of rural adolescents irrespective of sex.

6. Male adolescents have revealed close relationship between Economic status and occupational aspirations while female adolescents have shown insignificant relationship irrespective of place of residence.

7. Except with urban male adolescents social status proved to be redundant factor so far as educational aspirations of all the groups are concerned.

8. Personal and social aspirations are insignificantly related to the social status in case of urban male, urban female and rural male adolescents. While in the case of rural female adolescents personal aspirations have revealed close relationship with social status and social aspirations have shown insignificant relationship with social status.

9. Social status bears close relationship with occupational aspirations in all the groups except in urban female adolescents. In this case it has shown insignificant relationship.

10. More intelligent or bright adolescents have higher educational and occupational aspirations than the low intelligent adolescents irrespective of place of residence and sex.
11. Level of intelligence does not affect the personal and social aspirations of adolescents.

12. S.E.S. plays an important role in determining the Educational, personal and occupational aspirations of adolescents.

13. Social aspirations of adolescents are independent of S.E.S.

14. Sex plays an important role in formulating the Educational and occupational aspirations of adolescents. Females generally have been found to have higher educational aspirations.

15. Sex has no bearing on the personal and social aspirations.

16. In urban male adolescents the factor of expectancy contributes significantly towards educational, personal and social aspirations. Occupational aspirations are affected by the factor of awareness. Factor of prestige does not affect any kind of aspirations.

17. In urban female adolescents, the factor of expectancy affects personal and social aspirations while the factor of educational awareness influences the
educational aspirations, and occupational aspirations are affected by the factor of occupational awareness. The factor of prestige does not affect any kind of aspirations.

18. In rural male adolescents, the factor prestige inversely affects the personal and social aspirations, but positively affect the occupational aspirations. Factor of expectancy does not affect any kind of aspirations. Factor of educational awareness affects the educational aspirations and factor of occupational awareness contributes towards occupational aspirations.

19. In rural female adolescents, factor of prestige determines the educational and personal aspirations. Factor of expectancy boosts the occupational aspirations and lowers educational and social aspirations. Factor of educational awareness affects the educational aspirations inversely. But the factor of occupational awareness affects educational, personal and social aspirations of rural female adolescents.

EDUCATIONAL IMPLICATIONS:

The findings of this study have very wide implications for the education of adolescents. Male, female, rural and urban adolescents, belonging to different S.E.S. groups and intelligence
levels, have shown diversity in their educational, personal, social and occupational aspirations.

These findings will help the parents, teachers, administrators and guidance workers to prepare themselves to meet the needs of the adolescents.

It has been found in this study that intelligence bears a close relationship with the educational and occupational aspirations of adolescents. If our rapidly changing society is to remain viable, we can no longer afford a Laissezfaire approach to the education of adolescents.

Aspirations of adolescents reveal their problems and needs. Schools can help them by imparting skills and knowledge necessary for all the students. This common learning includes not only communication arts and computation but also some understanding of the world in which they live, the world which they will have to cope with and the world which they hope to make better. In addition to the common learning, opportunities to develop individual interests must be provided. There should be provision to relate their aspirations with achievement.

To help the adolescents in the realization of their occupational aspirations a wide range of school activities is needed to cater to the many fold needs of the young adolescents.
Special classes for the gifted may be quite fruitful. Incentives in the form of prizes, rewards, scholarships, etc. may also be given to the intelligent pupils. The less intelligent students may not be given tasks similar to those given to the intelligent.

Results of the study depict sex differences in occupational and educational aspirations of adolescents. The framers of the school curriculum can keep in mind the needs of both the male and female adolescents. It may help them for better adjustment in life and in the performance of their duties in the right perspective.

It has been found in the study that economic status affects the social aspirations of urban and rural male adolescents differently. The urban male adolescents who live in the personal world reveal lower social aspirations. They may be motivated by the school personnel to understand the social problems by adopting labour colonies and other slum areas. It may give them better understanding of the society, and may encourage them to do some social service. Get-togethers of rural and urban school adolescents may further help the adolescents in understanding each other and in the creation of better social relations.

In order to channelize the energies of the adolescents in the right path, home, schools, and community can come together
to create a favourable learning environment for adolescents. Parents may be invited to visit the schools. Effective parent-teacher conferences will go a long way to give the parents a clear idea of what the school is trying to do for the adolescents, and on the other hand will enlighten the teachers, too.

Aspirations of adolescents may help the guidance workers in understanding the personal and social problems of adolescents better and in helping them to solve these problems effectively.

They may also guide the adolescents in choosing the right courses of study and a suitable occupation according to their aptitude.

Administrators, by providing better schools, dedicated and adequate staff, and by understanding the special needs, talents and difficulties of the particular population of young people can help in creating an atmosphere for effective learning.

In the end, it may again be emphasised that our educational system needs certain urgent reforms so that the society might be served in the best possible ways. The present study has pointed out certain limitations of the educational system while assessing the aspirations of adolescents. These may be kept in mind
by the teachers, educationists, govt. agencies and others while formulating the educational system.

A clear pattern of the aspirations of adolescents depicted in the present study will help the adolescents in developing stable personalities. The present study is a humble contribution, orienting in parents, educators and administrators with the priorities they should keep in mind while dealing with adolescents.

**SUGGESTIONS FOR FURTHER RESEARCH:**

1. The present study was conducted on the adolescents in the age group of 13 to 16 years. Studies on the different age groups may reveal different results particularly studies with the pre-adolescents and post adolescents.

2. The present study was conducted to see the effect of S.E.S. intelligence and sex on aspirations. Studies can be conducted on the aspirations of adolescents by taking home, school or peer groups as the independent variables.

3. Sample of the study can be enlarged to make a better representative group.

4. Present study dealt with only educational, personal social and occupational aspirations. Studies on the
aspirations of adolescents in economic, social, political and religious fields can also be conducted.

5. Experimental studies on aspirations can be conducted by controlling various factors and situations. The effect of incentives can be experimentally observed on the level of aspirations.

6. Long term studies can be conducted to see how far the adolescents have been successful in achieving their desired goals.