CHAPTER – VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS
CHAPTER - VI

SUMMARY, CONCLUSIONS AND SUGGESTIONS

6.1 INTRODUCTION

The ancient north east African Nation Ethiopia lies in the east horn of Africa. It is one of the oldest African states of human habitation on earth and covers a total area of 1,183,998 square kilometers. It lies between the equator and the tropic of cancer. It is bordered by Sudan in the West, Kenya in the South, Ereteria in the north, Somalia and Djibouti in the east.

Addis Ababa is the capital city of Ethiopia with a population of more than two million people. It is located approximately at the geographical center of the country on 9.02 degrees latitude north of the equator and 38.44 degrees longitude last of green which. Addis Ababa is not only the political capital but also the economic and social nerve center of Ethiopia.

The Ethiopian School system at present is 8-4-4. Financial responsibility lies mainly with the government to the extent, financial support will be up to the completion of general secondary education and related training with increased cost sharing at higher levels of education and training. Mechanisms will be created for students to cover their educational expenses through service or payment after graduation. (Ministry of Education 1994).

Education in any country arises out of the needs to do something that allows it to continue for the well-being of that society, to enhance its value structure, and to set it up in a way that is intended to be permanent and
conformity to those norms, it must seek to redirect and reconstruct the social order to meet the needs of the future.

Jolly (1994) remarked that society, like a family, must provide for the basic needs of children, the next generation, as a first priority for its own survival and development for the future of society.

In developing countries many educational reforms, changes and innovations are being introduced to prepare the adolescent to become more aware and self-reliant. This is because of in a rapidly changing world adolescents are faced with many pressures from a lack of employment opportunities to the difficulties arising from the changing structure of the family and the community and the breaking down of traditional systems of support and preparation for adult life. The pace of development is more noticeable and faster in the urban than in the suburb and rural area. Parents feel lost in the new environment and this creates special problems. They and their children may need outside assistance to integrate them into different approach of life. Further more, the rate of out of school adolescents is higher in the urban and suburb area due to in migration of rural educated people to seek job in and out side the region. On the whole out of school adolescents have poor adjustment in all spheres of life, academic, emotional, creative or aesthetic and social.

Thus, almost all societies past and present, have regarded adolescents as a critical phase of growth and have shown at least a degree of anxiety about not to keep the vitality of youth within bounds and direct it towards taking up the responsibilities of adult life (Hemings, 1960).

In short, as Mistral (1994) puts it, we are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting that
fountain of life. Many of the things we need can wait, the child cannot wait. To him we cannot answer. “Tomorrow, his name is today”.

However, the problems do not operate separately. It is the combined influence of these and other forces in the adolescent’s environment. Studies demonstrate that school problems loom larger in the lives of adolescents and the consequence of these problem apparently hooks adolescents into unhealthy, damaging relationship. Therefore, it should be considered as an important moral barometer of society in connection with the wellness and cognitive aspects of adolescent in various fields of life.

6.2 STATEMENT OF THE PROBLEM

The present problem is specifically stated as:

“A STUDY OF INTELLIGENCE, LOCUS OF CONTROL AND WELL BEING OF ADOLESCENTS IN ADDIS ABABA, ETHIOPIA”.

6.3 OBJECTIVES

The main objectives of this study were:

1. To study the intelligence of adolescents from urban and suburb and out of school adolescents from sector area.
2. To study the locus of control of adolescents from urban and suburb and out of school adolescents from sector area.
2.1 To study internally controlled and externally controlled adolescents from urban area in respect of intelligence and well-being.
2.2 To study internally controlled and externally controlled adolescents from suburb area in respect of intelligence and well-being.
2.3 To study internally controlled and externally controlled adolescents from sector area in respect of intelligence and well-being.
3. To study well-being of the school going adolescents from urban and suburb area and out of school adolescents from sector area.

4a. To compare the school going boys and girls from urban area in respect of intelligence, locus of control and well-being.

4b. To compare the school going boys and girls from suburb in respect of intelligence, locus of control and well-being.

4c. To compare the out of school boys and girls form sector area in respect of intelligence, locus-of-control and well-being.

5. To study the relationship among intelligence, locus of control and well-being.

6.4 HYPOTHESES

6.4.1 Hypotheses in relation to differential analysis

1. There will exist significant difference in level of intelligence between urban and suburb area adolescents and out of school adolescents from sector area.

2. There will exist significant difference in respect of locus of control between urban and suburb adolescents and out of school adolescents from sector area.

2.1. There will exist significant differences between internally controlled and externally controlled adolescents from urban area in respect of intelligence and well-being.

2.2. There will exist significant differences between internally controlled and externally controlled suburb area adolescents in respect of intelligence and well-being.

2.3. There will exist significant differences between internally controlled and externally controlled out of school adolescents from sector area in respect of intelligence and well-being.
3. There will exist significant difference in level of well-being between urban and suburb area adolescents and out of school adolescents from sector area.

4a. There will exist significant difference between school going boys and girls from urban area in respect of intelligence, locus of control and well-being.

4b. There will exist significant difference between school going boys and girls from suburb area in respect of intelligence, locus of control and well-being.

4c. There will exist significant difference between out of school boys and girls from sector area in respect of intelligence, locus of control and well-being.

6.4.2 Hypotheses in relation to correlation:

1. There will exist a positive relationship among intelligence, locus of control and well-being.

6.5 DESIGN OF THE STUDY

The Present Study Entitled “A study of intelligence, locus of control and well-being of adolescents in Addis Ababa, Ethiopia” can be described as an exploratory descriptive survey. It is exploratory in the sense that it sets out to find the relationship between intelligence, locus of control and well-being of adolescents which is unexplored area.

“Descriptive survey method helps in describing, studying and interpreting what exists to-day and is concerned with conditions, relationships, that exist, practices that prevail, beliefs, points of view, attitudes that are held, processes that are going on, effects that are being felt and trends that are developing” (best, 1978).
The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data is from a number of individual cases. It involves a clearly defined problem and definite objectives.

In the present investigation, the descriptive survey method of research was employed to fulfill the requirements of the objectives of the present study. This study is essentially based on the urban, suburb and sector area adolescents. It is concerned not with the characteristics of the individual, but with the population as a whole.

6.6 SAMPLE

The sample in the present study consisted of the school-going and out of school adolescents from urban, suburb and sector area. The age limit of the sample was 13-18 years.

Keeping in view the needs and aims of the study at the various chapters of this study, the sample was drawn from the population using random sampling technique. The entire sample comprised of 600 adolescents (both boys and girls).

6.7 TOOLS EMPLOYED

The following tools were employed for data collection:

a) Intelligence: For measuring the intelligence of urban, suburb and sector area adolescents, Raven’s (1996) standard progressive matrices; sets A, B, C, D, and E were used.

b) Locus-of-Control: For measuring the internal-external locus of control of urban, suburb and sector area adolescents, Rotter’s internal external scale (1966) was used.
c) Well-being: For measuring the well-being of urban, suburb and sector area adolescents, Verma (1989) PGI General well-being scale was used.

6.8 ADMINISTRATION AND SCORING OF TOOLS

After selecting the sample, the three instruments of intelligence, locus-of-control and well-being were administered on the urban, suburb, and sector area adolescents by the investigator according to the instructions given in the manuals of the tools. The scoring was done manually with the help of scoring keys for each measure.

6.9 STATISTICAL TECHNIQUES USED

The following statistical techniques were employed in the present study.

1. Descriptive Statistics: The values of means standard deviations, were computed to study the descriptive nature of all variables in the investigation- Skewness and Kurtosis were calculated to find the tendency of deviation from the normal probability curve.

2. Differential Analysis: The differential analysis was employed to study the significant differences between urban, suburb and sector area adolescents in respect of all the variables and to study the significance of difference between boys and girls and between internally controlled and externally controlled adolescents in respect of all the variables.

3. Correlation: To study the inter-relation ship in respect of intelligence, locus of control and well-being. Person’s co-efficient of correlation was worked out.
6.10 DELIMITATION OF THE STUDY

The present study has the following delimitations:

1. The study is confined to urban and suburb area school going adolescents and sector area out of school adolescents.

2. The study is delimited to adolescents of the age group 13-18 years only.

3. 300 from urban, 150 from suburb school going adolescents and 150 out of school adolescents from sector area will be considered for the present study.

4. The study is delimited to variables of intelligence, locus of control and well-being.

6.11 CONCLUSIONS

On the basis of analysis of data and discussion of results; the hypotheses were tested and verified. Some of them were retained and some others were rejected. In general conclusions emerged out of the data obtained empirically in the present study are as follows:

6.11.1 CONCLUSIONS AND RESULTS BASED ON DESCRIPTIVE ANALYSIS

1. Urban adolescents are ‘average’ in intellectual capacity whereas suburb and sector area adolescents are ‘below average’ in respect of intelligence.

2. Urban and suburb area adolescents show a trend towards internality in respect of locus of control whereas sector area adolescents show a trend towards externality.
3. Urban, suburb and sector area adolescents score above average in respect of well-being and they are found to be more concerned about their personal well-being. Difference between mean scores being minimal.

4. Sex-wise comparison in all groups shows that boys are more intelligent as compared to girls. Girls show more internal orientation as compared to boys in respect of locus of control.

6.11.2 CONCLUSION AND RESULTS BASED ON DIFFERENTIAL ANALYSIS

1. There exists a significant difference between urban vs. suburb, urban vs. sector and suburb vs. sector area adolescents in respect of intelligence, at .05 and .01 level of significance respectively. Urban adolescents are "average whereas suburb and sector area out of school adolescents are "below average" in respect of intelligence. Hence, these conclusions fully establish hypothesis 1.

2. There are no significant differences between urban vs. suburb, urban vs. sector and suburb vs. sector area adolescents in respect of locus of control. Urban and suburb adolescents are internally oriented. Whereas the sector area out of school adolescents are externally oriented. Urban and suburb adolescents lean more towards internality because of their favourable environmental background which helps them to believe in hard work than in fate or luck.

Therefore, hypothesis 2 is not accepted.

3. Internally controlled and externally controlled adolescents from urban area show a significant difference at .01 level of significant in respect of intelligence. Whereas as in respect of well-being no significant
difference was shown between internally controlled and externally controlled adolescents.

Hence, hypothesis 2.2 is accepted it is accepted only in respect of intelligence.

4. Internally controlled and externally controlled suburb adolescents differ-significantly at .05 and .01 level of significance in respect of intelligence and well-being respectively.

Hence, hypothesis 2.2 is accepted.

5. Internally controlled and externally controlled sector area out of school adolescents did not show any significant difference in respect of intelligence. They showed difference at .01 level of significance in respect of well-being.

Thus, hypothesis 2.3 is accepted only in respect of well-being.

6. There is no significant difference between urban vs. suburb, urban vs. sector and suburb vs. sector area adolescents in respect of well-being. There is no appreciable difference among the three groups which can be explained, they have almost the same level of well-being.

Hence, hypothesis, 3 is not accepted.

7. There is a significant difference between boys and girls from urban area in respect of intelligence, and well-being at .05 level of significance. No significant difference was shown in respect of locus of control.
Hence, hypothesis 4a is partially accepted. It is accepted only in respect of intelligence and well-being.

8. There are significant differences between boys and girls from suburb area in respect of intelligence and well-being at .05 and .01 level of significance respectively. There was no significant difference in respect of locus of control.

Hence, hypothesis 4b is partially accepted. It is accepted only in respect of intelligence and well-being.

9. There was no significant difference between sector area boys and girls in respect of intelligence, locus of control and well-being.

Hence, hypothesis 4c is not accepted.

6.11.3 CONCLUSIONS AND RESULTS BASED ON CORRELATION

1. There exists a positive and significant correlation between intelligence and locus of control.

2. There exists a positive and non-significant relationship between locus of control and well-being.

3. There exists a positive and non-significant relationship between intelligence and well-being.

The conclusion based on the results of correlational approach shows that positive correlation among intelligence locus of control and well-being. Thus hypothesis 5 is accepted.
6.12 EDUCATIONAL IMPLICATIONS

The investigator hopes these findings will serve as a useful monitoring tool for policy-makers, planners, researchers both at the national and local levels.

Thus, the findings of this study have some useful educational implications. It can be stated on the basis of research evidence that adolescents are living in a rapidly changing world, faced with many pressures, from a lack of employment opportunities to the difficulties arising from the changing structure of the family and the community and the breaking down of traditional systems of support and preparation for adult life. However, change always starts from where you are, but the pace of development is more noticeable and faster in the urban than in the suburb and rural areas, parents feel lost in the new environment and this creates special problems. They and their children may need outside assistance to integrate them into different approach of life.

It was found through the present study that adolescents from urban and suburb area are more intelligent and internally oriented as compared to the sector area out of school adolescents. It is clear that the unfavorable environment makes them more problematic. These several functions are best assisted by persons oriented not so much toward subject matter as toward adolescents and through programs that are flexible to the changing and varied interests of the adolescents.

In the light of this, the existing pattern of teaching learning process in school should be changed to the concern of each adolescent a better understanding of his cultural heritage and assists him to understand more deeply his well-being and his relationship with others.
6.13 SUGGESTION FOR FURTHER RESEARCH

The following suggestions in the field may be given as follows:-

1. It would be useful and desirable to conduct a survey on adolescents well-being in order to visualize the development pattern of adolescents wellness.

2. A study may be conducted with a different sets of sample to get a wider generalization of results.

3. It is also advisable to conduct a study of similar type between developing countries and compare the results there from.