CHAPTER VI
SUMMARY AND CONCLUSIONS

The most important and crucial period in an individual's life that intervenes between childhood and adulthood is "adolescence". Adolescence is the period preoccupied with psychosocial issues, need for emotional development and overall adjustment and there are significant differences among the individuals in these. During this period revolutionary changes in all the aspects of development take place and the adolescent has to progress towards maturity. The move toward maturity is not so smooth. Many situations and changes that the adolescent confronts for the first time baffle and disturb him and he frequently finds herself involved in psychological problems. Problems associated with sex maturing, mental and emotional development, educational and vocational aspects, home, school, peer group and society etc. lead to disturbances and various types of maladjustment i.e., maladjustment to physical growth, psycho-social needs, emotionality, family, friends, academic work and social personal relations. Beside, these problems, the task of building up of and integrating an adequate and stable sense of identity and gaining more of independence and responsibility and hence control over events are the important tasks for the adolescent. The quest for establishing coherent identity and control over events (i.e., attributing self responsibility for most of the events) may have a disequilibrating effect on the adolescent.
Moreover, during adolescence, the individual is also influenced to a great extent by the relationships that inhere between the family members. Inadequate relationships and lack of cohesion in the family greatly affect the whole personality and adjustment of the adolescent. A family wherein parental attitude toward children is favourable and where wholesome relationships exist within the family members is conducive to a health growth of the adolescents mostly free from worries, tensions and anxieties.

Adolescence is thus a significant and crucial period in the development of the individual with the impending tasks of attaining of sense of stable ego-identity, internal locus of control and adjustment to the family and various psychological needs.

The present study was undertaken to investigate these phenomena and reads as below -

Psychological Problems of the Adolescents and their relation to Ego-identity, Locus of Control and Family Cohesion.

The study was undertaken with the following objectives -

1. To study the psychological problems of the adolescents in respect of various categories of problems, namely - Health and physical development (HPD); Finances, living conditions and employment (FLE); Social and recreational activities (SRA); Social psychological
relations (SPR); Personal psychological relations (PPR); Home and family (HF); Morals and religion (MR); Adjustment to college work (ACW); The future: vocational and educational (FVE); and Curriculum and teaching procedure (CTP).

2(a) To examine the relationship of psychological problems - total with ego-identity.

(b) To study the relationship of the various categories of psychological problems with ego-identity.

3(a) To study the relationship of psychological problems - total with locus of control.

(b) To study the relationship of different categories of psychological problems with locus of control.

4(a) To study the relationship of psychological problems - total with family cohesion.

(b) To examine the relationship of different categories of psychological problems with family cohesion.

5. To study sex differences in the psychological problems of the adolescents.

6. To see whether there are significant differences in the ego-identity, locus of control and family cohesion of the adolescent students.

7. To examine differences, if any, in the psychological problems of the students pursuing the study of arts and science subjects.
8. To examine the differences between ego-identity, locus of control and family-cohesion.

9. To examine differences if any, in the psychological problems of the adolescent student groups differentiated on the basis of extreme scores on the independent variables of ego-identity, locus of control and family-cohesion.

10. To examine ego-identity, locus of control and family cohesion of the groups differentiated on the basis of extreme scores on MPCL - total and its ten areas.

Besides the above major objectives, the study also focussed on the following secondary objectives -

1. To study the relationship of ego-identity with locus of control.

2. To examine the relationship of ego-identity with family cohesion.

3. To study the relationship of locus of control with family cohesion.

Keeping in view the objectives stated above, the following hypotheses were formulated for the present study -

1. There are psychological problems typical of the adolescent students at the +2 stage.

2(a) There is a significant negative relationship between psychological problems - total and ego-identity.
2(b) Significant negative relationship exists between various categories of psychological problems and ego-identity.

3(a) Psychological problems - total are significantly related with locus of control.

(b) There is a significant relationship between different categories of psychological problems and locus of control.

4(a) Psychological problems - total have a significant negative relationship with family cohesion.

(b) Different categories of psychological problems have significant negative relationship with family cohesion.

5 There are significant sex differences in the psychological problems of the adolescents.

6 There are significant sex differences in ego-identity, locus of control and family cohesion of the adolescents.

7 There are significant differences in the psychological problems of arts and science students.

8 Significant differences exist in ego-identity, locus of control and family cohesion of arts and science students.

9 Groups differentiated on the basis of extreme scores on the independent variables of ego-identity, locus of control and family cohesion are significantly different in psychological problems - total and ten areas.

10 Groups differentiated on the basis of extreme scores on
MPCl-total and its ten areas are significantly different on ego-identity, locus of control and family cohesion.

Besides the above major hypotheses the secondary hypotheses formulated were -

1. There is a significant and negative relationship between ego-identity and locus of control.

2. Ego-identity is significantly and positively related with family cohesion.

3. Significant and negative relationship exists between locus of control and family cohesion.

PROCEDURE AND TECHNIQUES

Design of the Study

The design of the study involved Descriptive Survey Method of research including comparative approach to the issues under study.

Sample

A sample of 320 students consisting of 160 boys and 160 girls at the +2 stage pursuing arts and science subjects was selected from the six local Govt. Senior Secondary Schools of Chandigarh.

Tools

Four tools were employed to obtain the raw data required for the study. These were -
The statistical techniques for the data analysis included computation of means, sds, percentiles and plotting of cumulative percentage frequency distribution graphs (OGIVES); computation of coefficients of correlation; significance of differences for the total sample and the sub-groups on all the variables under study.

RESULTS AND CONCLUSIONS

(1) Out of the eleven areas of Mooney Problem Checklist, adjustment to college work (ACW), social and recreational activities (SRA), personal psychological relations (PPR), and the future; vocational and educational (FVE) were found to be typical of the sample under study.

(2) The problem areas typical of boys were found to be social and recreational activities (SRA), adjustment to college work (ACW) and personal psychological relations (PPR), and for girls there were adjustment...
to college work (ACW), the future: vocational and educational (FVE), social and recreational activities (SRA) and personal psychological relations (PPR).

(3) The areas of maximum concern for arts students were found to be adjustment to college work (ACW), social and recreational activities (SRA) and the future: vocational and educational (FVE) and for science students, there were adjustment to college work (ACW), social and recreational activities (SRA) and personal psychological relations (PPR).

The above results (Sr. no. 1 to 4) show that there were psychological problems typical of adolescents at the +2 stage and thus these results supported hypothesis no. 1 formulated in this regard.

(4) It was found that in the case of total sample, group I (boys) and group II (girls) the correlations between ego-identity and the total score (TS) and ten areas (HPD, FIE, SRA, SPR, PPR, HF, MR, ACW, FVE and CTP) of Mooney Problem Checklist were negative and significant at .01 level.

(5) In group III (arts students), it was found that the correlations between ego-identity and problem areas TS-MPC1, HPD, FIE, SRA, SPR, PPR, HF, MR and ACW were negative and significant at .05 level and correlations
between FVE and CTP were significant at .05 level. 

(6) In case of group IV, i.e., science students, the coefficients of correlation between ego-identity and all the eleven areas of Mooney Problem Checklist were negative and significant at .01 level. 

The above results thus show that the high scores on ego-identity were associated with low scores on psychological problems. This further means that higher the ego-identity, lesser were the psychological problems of the students in the aggregate and the problem areas HPD, FIE, SRA, SPR, PPR, HF, MR, ACW, FVE and CTP. These results support hypotheses no. 2(a) and 2(b). 

(7) The coefficients of correlation in case of the total sample, group II (girls) and group IV (science students) between locus of control (LOC) and the total score and ten areas of Mooney Problem Checklist were found to be negative and highly significant. 

(8) In group I (boys) the coefficients of correlation between LOC and problem areas TS-MPCL, HPD, SRA, SPR, PPR, HF, MR, ACW and CTP were positive and significant at .05 level. The correlation between LOC and the problem area FVE though positive was insignificant. 

(9) In group III (arts students) there were significant (at .01 level) and positive correlations between LOC and the total score and ten areas of Mooney Problem Checklist except the areas FVE and CTP wherein correla-
tions were in the expected direction, but they were insignificant.

The results mentioned above thus show that higher standing on locus of control was accompanied by higher standing on the aggregate and the ten problem areas. In other words, high locus of control means more of externality or external locus of control. This means that adolescents under study having more external locus of control experience more of problems in various areas. These results support hypotheses no. 3(a) and 3(b).

(10) It was found that in case of the total sample, the correlations between family cohesion (FC) and the total score and ten areas of Mooney Problem Checklist were negative and significant at .05 level except the areas FIE and ACW in which the values of 'r' were significant at .05 level.

(11) In group I (boys) the coefficients of correlation between family cohesion (FC) and the total score (TS) and problem areas HPD, SRA, PPR, ACW and CTP were negative and significant at .01 level whereas the correlation between FC and area FVE was significant at .05 level. The correlations between FC and problem areas FIE, SPR, HF and MR though negative were insignificant.

(12) In group II (girls) there were significant (at .01 level) and negative correlations between FC and the total score and all the ten areas of Mooney Problem Checklist except
the area FVE. The correlation of FC with the problem area FVE though in the expected direction was insignificant.

(13) In group III (arts students), it was found that the correlations between FC and total score (TS-MPCL) and problem areas HPD, SRA, PPR and MR were negative and significant at .01 level and correlation with the area ACW was significant at .05 level. The correlations between FC and problem areas FIE, SPR, HF, FVE and CTP though negative were insignificant.

(14) In the case of group IV (science students) the coefficients of correlation between FC and the problem areas TS-MPCL, SRA, SPR, PPR, HF, ACW and CTP were negative and significant at .01 level except for the areas HPD and FVE which were significant at .05 level. Negative and insignificant correlations were found between FC and problem areas FIE and MR.

The results at serial nos. 10 to 14 indicate that high scores on family cohesion were associated with low scores on psychological problems. This may be interpreted to mean that harmonious and fairly cohesive family structure was conducive to the adolescent's better adjustment and experiencing of psychological problems in various areas with lesser intensity. The hypotheses no. 4(a) and 4(b) were, thus, fully supported by these results.
From the intervariable correlational analysis amongst the independent variables it was found that in case of total sample, group I (boys), group II (girls), group III (arts) and group IV (science students), the coefficients of correlation between ego-identity and locus of control was negative and significant at .01 level. However, the correlation between EI and FC though positive was found to be significant at .01 level in all the groups under study.

The coefficients of correlation in case of the total sample and subgroups under study, between the locus of control and family cohesion was found to be negative and significant at .01 level.

These results (Sr. nos. 15 and 16) show meaningful association between the three independent variables i.e., ego-identity, locus of control and family cohesion. These results support the secondary hypothesis nos. 1, 2 and 3.

Significant differences were found between the mean scores of group I (boys) and group II (girls) on three out of the eleven problem areas of MPCL and these were SPR, MR and FVE. In general, the mean scores of group II as compared to group I were high on the remaining areas of MPCL but differences were not significant. The results relating to sex differences thus only partially approved hypothesis no. 5 of the study.
Out of the eleven areas of MPCL, difference between the mean scores of arts and science groups was found significant (at .01 level) only in one area i.e., FVE. This result again only partially supported hypothesis no.7 formulated to investigate into the significance of differences between the mean scores of above stated groups on all the problem areas.

The differences between the mean scores of groups I and II (Boys Vs Girls) and groups III and IV (arts Vs science students) on the independent variables EI, ICC and FC were not found to be significant. This shows that boys and girls and arts and science students did not differ in their ego-identity formation, locus of control and family cohesion. Thus, hypothesis nos. 6 and 8 formulated in this regard stand rejected.

't' ratios for the mean differences between high and low ego-identity groups on all the psychological problem areas were found to be highly significant.

The mean differences between the high and low locus of control groups on all the problem areas were found to be significant at .01 level except the area FVE on which 't' value was significant at .05 level.

The mean differences between the high and low family cohesion groups on all the problem areas of MPCL were significant at .01 level except for the areas FLE and FVE. The values of 't' on these two areas were significant at .05 level.
The results at serial nos. 20, 21, and 22 exhibit that high EI and FC group and low LOC group adolescents score less on psychological problem areas in comparison to low EI and FC and high LOC group adolescents. It further means that the group with fairly established ego-identity, internal locus of control and higher family cohesion have lesser psychological problems. Hence, hypothesis no. 9 was fully supported.

(23) For the groups differentiated on the basis of extreme scores on the eleven measures of MPCI i.e., TS-MPCI, HPD, FLE, SRA, SPR, FPR, HF, MR, ACW, FVE and CTP, mean differences on the independent variable EI were found to be significant at .01 level.

(24) Mean differences between high and low groups on all the measures of MPCI, on the variable FC were significant at .01 level except for the two areas MR and FVE wherein the differences were significant at .05 level. Results at Serial nos. 23 and 24 expounded that the low psychological problems group adolescents had stable and fairly established ego-identity, more internal locus of control and higher family cohesion as compared to the high group adolescents. Hypothesis no. 10 formulated in this regard, thus, stood supported by these results.
EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of the findings of the present research, the researcher feels that she is in a position to say something by way of suggestions to the teachers, parents and counsellors so that they may help the adolescents in facilitating their development.

(1) **Due attention should be given to the period of adolescence since** the students at this stage are prone to encounter various psychological problems which are likely to affect their physical, mental and emotional health, home and social adjustment.

(2) **Parents, teachers and the community in general need to be empathic towards the major needs and concerns of the adolescents.** This enables them to act as good counsellors to adolescents.

(3) **Educational and vocational counselling are essential for helping the young students with their problems and for their general well-being.**

(4) **The interests and needs of adolescents are to be duly considered by the teachers and parents while assigning them duties and responsibilities.**

(5) **There is a need to start programmes for health education and personal hygiene - physical as well as mental in all the educational institutions.**
(6) The curriculum should be so framed that the adolescents are able to earn and learn simultaneously. This would make them feel more self dependent and confident.

(7) Libraries should be equipped with the books or literature on mental health and careers and courses for the students so that they could have good acquaintance with them and get aware of possible educational and vocational openings for them.

(8) Adolescents are likely to have some problems while they are going through their ego-identity formation. It might be possible that due to identity crisis they have problems of adjustment. Proper opportunities, thus, need to be provided to help the adolescents for an expression of their pent-up emotions so that they are able to cope up with their problems more effectively.

(9) Parents and teachers may help the adolescents in developing more internal locus of control by providing solid motivation and appreciation so that they can become self-reliant, confident and self-sufficient.

(10) Family environment plays an important role in an adolescent's life. There is a need that each family plans to allow its adolescent members maximum autonomy and independence so that he/she can assume adult status at the appropriate time. Providing of healthy and cohesive psychological environment in the family thus, is the best possible way to ensure maturity of outlook.
in the adolescents and to smoothen the difficulties of this period.

(11) The area of personal counselling has so far been quite neglected in the general educational curricular scheme of instruction. So, organized programmes of guidance and counselling, particularly in this area, need to be incorporated in the educational plans and policies.

SUGGESTIONS FOR FURTHER RESEARCH

The present study has been delimited to the mid-adolescent period and to fewer variables. Further investigation based on this present study is necessary and it may bring out some significant results. Suggestions for further study are as follows -

(1) It would be useful if a comparative study of psychological problems and their relationship to ego-identity, locus of control and family cohesion on the student samples at early, mid and late adolescent periods is made.

(2) A comparative study of psychological problems in relation to more of variables i.e., other than those used in the present study can be carried out.

(3) In the present study only the +2 stage has been taken into consideration. Studies can also be taken up at various levels i.e., school, college and university and comparisons between various levels as regards to
psychological problems of the students can also be made.

(4) The sample can be enlarged not only to city but also to state or country level.

(5) Investigations can be carried on students derived from various areas of academic disciplines i.e., arts, science, commerce and various kinds of professional courses.

(6) Comparative study of students derived from different socio-cultural background can also be planned.

(7) Comparative study of the problems as experienced by the young students themselves and as perceived by parents, teachers and administrators could be made.

(8) An investigation can also be carried out to compare the psychological problems of the students belonging to urban and rural areas.

To conclude, further investigations should be able to throw more of light on the nature of psychological problems at various stages and changes that take place in them as the child grows into maturity.