5. SUMMARY OF FINDINGS

AND

SUGGESTIONS FOR FURTHER STUDY
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5.1 Summary of Findings:

The present research is undertaken with the two fold objective of knowing the relationship between the psychological factors - intelligence, academic achievement and vocational interests, as well as, socio-economic background and adjustment of tenth grade students, and of predicting for purposes of educational and vocational guidance and counselling. Three main hypotheses with their major implications are formulated and are subjected to empirical verification.

A two-stage stratified random sampling technique is used in the selection of students for the study. At the first stage, the primary sample studied for adjustment consists of 1351 tenth grade students coming from Higher, Middle and Lower socio-economic strata. They belong to various schools in Hubli-Dharwad corporation area. Of them, 698 are boys and 653 are girls.

This sample of 1351 tenth grade students answered the Bell's Adjustment Inventory (Student Form, adapted) and filled in a detailed bio-data sheet giving information about themselves, their parents and family members.

At the second stage, from among the sample of students studied for adjustment, the two extreme groups (scores falling above or
The students falling above $+1$ SD are grouped as adjusted and the students falling below $-1$ SD are grouped as maladjusted, each group consisting of 206 and 157 adjusted and maladjusted students respectively.

The two extreme groups selected on the basis of their adjustment scores answered the Standard Raven's Progressive Matrices, and the NCERT Interest Inventory (Junior Form). The academic achievement scores (marks obtained in English, Maths, Science and the total) of these students are collected from permanent school records, in the three preceding examinations.

The responses obtained are processed with the help of the computer and scored. The scores thus obtained are subjected to statistical analyses.

Step-wise multiple regression analysis is used with the two fold objective - (1) determining a set of predictor variables that contribute significantly to the variance on the criterion variables and (2) determining the set of weights for the predictor variables ($X_1$) which yield composite variables that correlate maximally with the criterion variables ($Y$).

't' test is used for studying the differences between means of two groups - adjusted and maladjusted in each area of adjustment and over-all adjustment.
Chi-square test is used for studying the relationship of the three variables - type of family, early educational background and order of birth with adjustment.

The analysed results have been discussed, and the conclusions arrived at are summarised as follows

1. The step-wise multiple regression analysis has brought to light that the given 16 predictor variables contribute significantly as composite linear variables to the variance on OVER-ALL ADJUSTMENT of tenth grade students. The total predicted variance, accounted for by the given variables is 10.52, with 'linguistic-literary' interest explaining a maximum of 5.5% of the total variance. The next important predictors that entered in the step-wise multiple regression analysis are - socio-economic background, legal-administration, economic and medical interests, which together explained 3.46% of the total predicted variance. Hence, it is concluded that Intelligence, academic achievement, vocational interests and socio-economic background, as composite linear variables, contribute significantly to OVER-ALL ADJUSTMENT of tenth grade students.

2. The two groups i.e. adjusted and maladjusted tenth grade students, differ significantly in their socio-economic background, and economic, technology, scientific and linguistic-literary interests. The adjusted group is characterised by more dominant technology, scientific and medical interests and has higher achievement in Maths
than the maladjusted group. On the otherhand, the maladjusted group is characterised by more dominant - linguistic-literary and economic interests.

3. The step-wise multiple regression analysis has brought to light that the given 16 predictor variables contribute significantly as composite linear variables to the variance on HEALTH ADJUSTMENT of tenth grade students. The total predicted variance accounted for by the given variables is 7.56\%, with 'socio-economic background' explaining a maximum of 3.38\% of the total variance. The next important predictors that entered in the step-wise multiple regression analysis are - linguistic-literary, legal-administration, economic and technology interests, which together explained 2.46\% of the total predicted variance. Hence, it is concluded that Intelligence, academic achievement, vocational interests and socio-economic background, as composite linear variables, contribute significantly to HEALTH ADJUSTMENT of tenth grade students.

4. The two groups - health adjusted and maladjusted tenth grade students, differ significantly in their socio-economic background, and economic interest. The health adjusted group has a significantly higher socio-economic background than the health maladjusted group. On the other hand, the health maladjusted group is characterised by significantly more dominant economic interest.

5. The step-wise multiple regression analysis has brought to light that of the given 16 predictor variables only 14, contribute significantly as composite linear variables to the variance on SOCIAL
ADJUSTMENT of tenth grade students. The total predicted variance accounted for by the given variables is 10.59%, with 'linguistic-literary' interest explaining a maximum of 3.60% of the total variance. The next important predictors that entered in the step-wise multiple regression analysis are: socio-economic background; legal-administration interest, intelligence, and secretarial interest, which together explained 5.5% of the total variance. But, achievement in Science and technology interest have not been entered in the regression due to their insignificance. Hence, it is concluded that Intelligence, academic achievement, vocational interests and socio-economic background, as composite linear variables, contribute significantly to SOCIAL ADJUSTMENT of tenth grade students.

6. The two groups - socially adjusted and maladjusted tenth grade students, differ significantly in their socio-economic background, and outdoor physical and linguistic-literary interests. The socially adjusted group is characterised by significantly more dominant linguistic-literary interests and has significantly higher socio-economic background than the socially maladjusted group. On the other hand, the socially maladjusted group is characterised by significantly more dominant, outdoor physical interests.

7. The step-wise multiple regression analysis has brought to light that the given 16 predictor variables contribute significantly, as composite linear variables, to the variance on EMOTIONAL ADJUSTMENT of tenth grade students. The total predicted variance accounted for by the given variables is 10.60%, with 'linguistic-literary'
interest explaining a maximum of 6.05% of the total variance. The next important predictors that entered in the step-wise multiple regression analysis are - protective service, legal administration, intelligence and achievement in Maths, which together explained 2.65% of the total predicted variance. Hence, it is concluded that Intelligence, academic achievement, vocational interests and socio-economic background, as composite linear variables, contribute significantly to EMOTIONAL ADJUSTMENT of tenth grade students.

8. The two groups - emotionally adjusted and maladjusted tenth grade students differ significantly in their technology, scientific, secretarial and linguistic-literary interests. The emotionally adjusted group is characterised by significantly more dominant, technology and scientific interests, than the emotionally maladjusted group. On the other hand emotionally maladjusted group is characterised by more dominant, secretarial, and linguistic-literary interests.

9. The step-wise multiple regression analysis has brought to light that the given 16 predictor variables contribute significantly, as composite linear variables, to the variance on FAMILY ADJUSTMENT of tenth grade students. The total predicted variance accounted for by the given variables is 9.37%, with 'linguistic-literary' interest explaining a maximum of 5.27% of the total variance. The next important predictors that entered in the step-wise multiple regression analysis are - socio-economic background, legal-administration, economic and achievement in English, which together explained 2.54% of the
total predicted variance. Hence, it is concluded that Intelligence, academic achievement, vocational interests and socio-economic background, as composite linear variables, contribute significantly to FAMILY ADJUSTMENT of tenth grade students.

10 The two groups - family adjusted and maladjusted tenth grade students differ significantly in their achievement in Maths socio-economic background, technology, scientific, economic, and linguistic-literary interests. The family adjusted group is characterised by significantly more dominant achievement in Maths socio-economic background, technology and scientific interests, than the family maladjusted group. On the other hand, the family maladjusted group is characterised by more dominant economic and linguistic-literary interests.

11. The two groups adjusted and maladjusted tenth grade boys and girls differ significantly in their socio-economic background, technology, scientific, linguistic-literary, protective service and education interests. The adjusted and maladjusted boys are significantly better than the adjusted girls, in their, technology, scientific and protective service interests. On the other hand, the adjusted and maladjusted girls are significantly better than the adjusted and maladjusted boys in their, socio-economic background and linguistic-literary and education interests.
The two groups—tenth grade adjusted boys and girls differ significantly in their technology, scientific, protective service, linguistic-literary and education interests. The adjusted boys are significantly better than the adjusted girls in their technology, scientific and protective service interests. On the other hand, the adjusted girls are better than the adjusted boys in their linguistic-literary and education interests.

The two groups—tenth grade adjusted boys and maladjusted girls differ significantly in their technology, scientific, protective service, linguistic-literary and education interests. The adjusted boys are significantly better than the maladjusted girls in their technology, scientific and protective service interests. On the other hand, the maladjusted girls are significantly better than the adjusted boys in their linguistic-literary and education interests.

The two groups—tenth grade adjusted and maladjusted boys differ significantly in their achievement in Maths, total achievement, socio-economic background, technology, medical, economic and linguistic-literary interests. The adjusted boys are significantly better than the maladjusted boys in their achievement Maths, total achievement, socio-economic background, technology and medical interests. On the other hand, the maladjusted boys are significantly better than the adjusted boys in their economic and linguistic-literary interests.
15. The two groups—tenth grade adjusted and maladjusted girls differ significantly only in one variable viz. technology interest. The adjusted girls are significantly better than the maladjusted girls in their technology interest.

16. The two groups—tenth grade adjusted girls and maladjusted boys differ significantly in their total achievement, socio-economic background, linguistic-literary, education, medical economic, technology and protective service interests. The adjusted girls are significantly better than the maladjusted boys in their total achievement, socio-economic background, linguistic-literary, education and medical interests. On the other hand, the maladjusted boys are significantly better than the adjusted girls in their economic, technology and protective service interests.

17. The two groups—tenth grade maladjusted girls and boys differ significantly in their total achievement, socio-economic background, linguistic-literary, medical, economic, technology and protective service interests. The maladjusted girls are significantly better than the maladjusted boys in their total achievement, socio-economic background, linguistic-literary and medical interests. On the other hand, the maladjusted boys are significantly better than the maladjusted girls in their economic, technology and protective service interests.
5.2 Suggestions for further study:

The present study suggests a number of problems for further research. The following are a few of them which may be considered as more important ones.

1. Our high schools particularly in cities are composed of boys and girls coming from various sub-cultures, and so the adjustment of high school students may be significantly influenced by cultural background particularly, in terms of religion, cast and mother tongue. A large scale investigation into this problem of cultural background and adjustment may throw significant light on understanding and predicting the adjustment of high school students.

2. High school students form only a small section of the larger early adolescent group. Therefore, it is the responsibility of any progressive society to study the adjustment problems of early adolescents in general, in comparison with high school students in particular.

3. Sometimes problems encountered in adjusting to one area like school may have significant impact on the adjustment to other areas like social and health. A study may be undertaken to locate the crucial area/areas of adjustment and their influence on the other areas of adjustment of adolescent boys and girls.

4. Today high school boys and girls are under pressure of com-
petition for better grades of school achievement. Therefore, there is a need to investigate scientifically the influence of study habits of high school students on their adjustment.

5. Nature of vocational development may have a significant impact on adjustment. Hence, the relationship between vocational development and adjustment of high school students may be studied with the main objective of facilitating vocational guidance and counselling.

6. A study of the relationship of aptitudes, attitudes and creativity with adjustment may throw significant light on the understanding of the adjustment of the high school students.