CHAPTER VII

SUMMARY AND CONCLUSIONS

SUMMARY:

The present study sought to investigate the influence of parental and guardians' caring on the self-concept, adjustment, social competence and achievement motivation of non-professional college students. Further, the study was also expected to examine the occurrence, or otherwise, of any influence of demographic variables: gender, S.E.S., area of domicile, streams of study course, year of study and age of the students on the four variables under study. Further, it sought to investigate the existence of inter-relation between the four variables irrespective of whether the students lived with parents or guardians.

The sample for the study was selected from the student population of aided and non-aided non-professional colleges, from urban and rural areas of the state of Goa. The sample consisted of 400 male and female students living under parents and guardians and pursuing their studies in twelve non-professional colleges of arts, science and commerce from the first year to the third year of their degree course. The students ranged, in age, from seventeen to twenty three years.

The sample for the study was selected based on the inclusion criteria and the willingness of the subjects to respond to the scales and inventory. The selected sample was divided into two groups, viz. those college students living under
parents and those under guardians. The personal information of the college students was procured by a way of proforma and by administering self-concept scale, adjustment inventory, social competence scale and achievement motivation scale.

After the requisite permission and selection of sample and the completion of other formalities, scales were administered to each selected sample individually and, in some cases, in groups of five. The total number of sessions was three: in the first session, after establishing rapport, socio-demographic data sheet and self-concept scale were administered. The second session was held after a gap of five days (after the completion of the first session). During this session social competence scale and Achievement motivation scales were administered. The third session, which was conducted five days after the completion of the second, comprised of the administration of Adjustment inventory scale. Data sheets were collected at the end of each session. The last session, called the ending session, focused on collecting the introspective report. Each session ranged between 30 to 60 minutes.

The data that was obtained at these various sessions was subjected to statistical analysis. Statistical tools were used to examine and compare the impact of parental and non-parental style of caring on non-professional college students. Also, appropriate tests were used to ensure the socio-demographic effect of gender, S.E.S., area of domicile, streams of study, year of study and age on the college students' self-concept, adjustment, social competence and achievement motivation. Similarly, a test was used to determine if there is any interaction with the four
variables. All hypotheses were tested using two-way ANOVA and Sheffe’s Post-hoc test so as to investigate the significant difference between students living under parents and guardians. A correlation analysis was performed using Spearman’s product moment correlation to test the relationship of self-concept, adjustment, social competence and achievement motivation.

Finally, from the results obtained from the present study, the following conclusions were drawn based on the selected variables:

**Conclusions:**

I. **Self-Concept:**

1. The self-concept of college students living under guardians was higher than of those living with parents.

2. Male college students had higher self-concept than their female counterparts.

3. As the Year of study increased, level of self-concept also increased linearly.

4. The age of the college students had a direct influence on the self-concept; as the age increased, the level of self-concept also increased.

5. S.E.S, area of domicile and streams of study course did not significantly influence the self-concept of college students living under parents and guardians.
II. Adjustment:

1. College students who lived with guardians had better adjustment levels than those living with parents.

2. Male college students were better adjusted than female college students.

3. The Year of study seemed to influence the level of adjustment of college students. As the students advanced in their course, their adjustment was better than those in the lower academic classes.

4. The age of the college students also influenced their adjustment. As the students grew older, adjustment also improved correspondingly.

5. Area of domicile influenced the level of adjustment among college students. College students hailing from urban areas were found to possess higher adjustment levels than their rural counterparts.

6. SES and streams of study course did not have any influence upon the adjustment of college students. Hence adjustment was independent of SES and streams of study.

III. Social Competence:

1. The nature of care-giving had an influence upon the social competence of college students. Those living with guardians had a higher social competence than those under parental care.

2. Other variables like SES, streams of study course, age, Year of study, gender of the students did not have any impact upon the social competence living under parents and guardians.
IV. Achievement Motivation:
1. The nature of care-giving had no influence of the achievement motivation of college students living under parents and guardians.
2. However, male college students were found to possess higher achievement motivation in comparison to their female counterparts.
3. Area of domicile had influence on the achievement motivation of the college students; students from urban areas had significantly higher scores in achievement motivation than their rural counterparts.
4. The Year of study also had an impact on the achievement motivation of the college students. As the students progressed in their course, their level of achievement motivation also improved.
5. The age of the students had an impact on the achievement motivation. As the college students grew in age, the level of their achievement motivation also increased linearly.
6. SES and streams of study course did not have any impact of the achievement motivation of college students living under parents and guardians.

V. Interaction between the variables:
1. Achievement motivation was related to self-concept.
2. Achievement motivation was related to adjustment.
3. Achievement motivation was related to social competence.
4. Adjustment and self-concept were related to each other
Limitations of the Present Study:

1. The study considered parental and non-parental care-giving (guardians) in general. It should have also taken into account the parenting styles and supplemented by students’ perception of parental style.

2. Apart from considering six socio-demographic dimensions, the religious persuasion of the college students should also be incorporated while comparing students on different socio-demographic dimensions.

Implications of the Present Study:

Most human problems arise from within the person and they are reflected in life situations. The rapid change that is brought about during this transition period leads adolescents to serious ‘at-nots’ with themselves and with society at large. During this period, too, parents and other caregivers (guardians) continue to exert influence on adolescents’ lives, especially, in the challenge of finding themselves, adjusting to complex psychosocial demands, setting targets and achieving them.

With ever-increasing competitiveness, materialism, disintegration of families, divorce/separation, migration and the lure of glamorous urban living, parental responsibilities have, to some extent, been taken over by guardians. Many adolescents seem to greatly prefer the non-parental care giving by guardians during the ‘crisis’ stage of their life. Is it because the guardians, unlike parents, are providing a conducive environment of greater independence/freedom, shared
responsibilities, shared-regulation, sufficient needed warmth and caring that this period of 'storm and stress' craves for?

Therefore, studying college students living with guardians vis-à-vis their self-concept, adjustment, social competence and achievement motivation and comparing with those living with parents will throw great light on obsolete parenting and incorporating those that make a difference at this crucial moment of life. Thus, this study will bring about awareness and incorporate new styles of parenting that will help adolescents’ healthy growth to adulthood.

The finding of the study will assist law makers, pedagogues and civil authorities in framing and guiding policies for those, under whose care, the college students live.

The present study reiterates the importance of parenting and the need to constantly incorporate newer styles of parenting so as to suit the ever-changing psychosocial development of adolescents.

The investigation aims to create awareness of the various important dimensions that will enable college students develop a healthy and holistic personality, thereby bringing about social change.

The findings will provide parents, guardians and teachers a greater understanding of college students, which in turn may lead their relationships to reach more profound depths.
Suggestions for Further Study:

For further research, the following recommendations are proposed:

1. The researcher recommends the use of Parental International Style Questionnaire (PISQ) in order to identify the parenting style of college students under study.

2. It is recommended that, apart from PISQ, college students’ perception of Parental Interactional Style Questionnaire be also employed.

3. The researcher strongly recommends that the present study be conducted along with a cross-cultural comparison study.

4. The scope of the present study could be extended to professional college students.