6.0.0 Introduction

The researcher arrived at the stage of drawing conclusion on the basis of findings after rigorous exercise of analyzing the data and insight into to make objectives more fruitful and significant for layman as well as for the technical person associated with the work of teaching and learning at various levels. The writing of research findings is usually the concluding task of research endeavor. Everything is combined together during writing of the findings. It is a matter of communication, what was done, what occurred and what the results meant in a concise, understandable, accurate and logical manner. The final process of summarizing the findings, arrival at conclusion making recommendations and formulating generalizations for the population to which they will be applicable is an important component of any research. It serves as a refresher for the person involved in the research project to focus on the investigation perspective of the problem. It has a dissemination function because it is crucial to future practical application of the study findings of the study. It aids the future workers to understand the general purpose and the findings of the study. On the basis of analysis and interpretation of the data discussed in the previous chapter certain findings have been obtained and conclusions were drawn. The findings are presented here in accordance with the objectives of the study.

Fig 6.1. Exhibiting the steps of findings in accordance with the objectives of the study
6.1.0 Findings of the Study

The findings of the present research study are systematically arranged in this chapter in accordance with the objectives of the study. The description of the findings is as follows:

6.1.1 To study the Peer Pressure among undergraduate students

The mean value of Peer Pressure scores obtained by the students of Professional and Non-Professional Course was found 61.45 that shows that the sample have average level of peer pressure. The standard deviation of the score obtained by the students of present study was 23.06.

6.1.1.1 To identify the levels of Peer Pressure among the students of Professional and Non-Professional Courses

It was found that in the Professional Courses there are 37% of students in the high Peer Pressure level, 36% of students in the Average Peer Pressure level and 27% of students in the Low Peer Pressure level. When we take into account the distribution in the Non-Professional Courses it is seen that 9% students of fall into the High Peer Pressure Group, 30% in the Average Peer Pressure level and 61% in the Low Peer Pressure level. The distribution shows that students of Professional courses are more prone to the Peer Pressure.

6.1.1.2 To compare the Peer Pressure among the students of Professional and Non-Professional Courses

a) The mean value of Peer Pressure scores attained by the students of Professional and Non-Professional Course was found 71.46 & 51.43 respectively which shows that students of Professional Course have higher level of Peer Pressure level than the students of Non-Professional Course. The Standard Deviation of the Peer Pressure scores of the students of Professional and Non-Professional Course was found 23.68 and 17.45 respectively.
b) The t-test value of Peer Pressure Scores in students of Professional and Non-
Professional Course was found 9.14 which is greater than the table value i.e. 2.58 at
0.01 level of significance hence it can be concluded that there is significant difference
in the students of professional and non professional courses on peer pressure Scores.

6.1.1.3 To compare the Peer Pressure between the Male and Female Students

a) The mean value of Peer Pressure scores attained by the male and female students was
found 65.39 and 57.51 respectively. Male students’ scores are falling in the category
of Percentile 50 whereas the female students’ average score is falling under the
category of percentile 40. The difference was lying in their percentiles but on the
whole both the groups have average peer pressure. The Standard Deviation of the Peer
Pressure Scores obtained by male and female students was found 26.22 and 18.66
respectively.

b) The t-test value of Peer Pressure Scores of male and female students was found 3.39
which is greater than the table value i.e. 2.58 at 0.01 level of significance hence it can
be concluded that there is significant difference in the male and female students with
reference to their Peer Pressure Scores.

6.1.2 To study the Severity of Ragging among Undergraduate Students

The mean value of severity of ragging scores obtained by the students of Professional
and Non-Professional Course was found 20 that shows that the sample have faced
average level of severity of ragging. The standard deviation of the score obtained by
the students of present study was 11.96.

6.1.2.1 To identify the levels of Severity of Ragging among the students of Professional
and Non-Professional Courses

It was found that in the Professional Courses there are 40% of students in the high
Severity of Ragging level, 60% of students in the Average Severity of Ragging level
and 0% of students in the Low Severity of Ragging level. When we take into account
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the distribution in the Non-Professional Courses it is seen that 0% students of fall into 
the High Severity of Ragging level, 55% in the Average Severity of Ragging level 
and 45% in the Low Severity of Ragging level. 

6.1.2.2 To identify the Popular Styles of Ragging  

a) The mean of percentage of responses of the each male student of Professional Course 
on each dimension of Ragging was as follows; 45.80% of Verbal Raging, 31.01% of 
Physical Ragging and 18.10% of Sexual Ragging.  
b) The mean of percentage of responses of the each female student of Professional 
Course on each dimension of Ragging was as follows; 31.47% of Verbal Raging, 
29.43% of Physical Ragging and 7.78% of Sexual Ragging.  
c) The mean of percentage of responses of the each male student of Non-Professional 
Course on each dimension of Ragging was as follows; 14.70 % of Verbal Raging, 
14.07 % of Physical Ragging and 6.51% of Sexual Ragging.  
d) The mean of percentage of responses of the each female student of Non-Professional 
Course on each dimension of Ragging was as follows; 13.43% of Verbal Raging, 
6.51% of Physical Ragging and 0.37% of Sexual Ragging.  
e) It was also found that the most common activity that was faced by 82% of male 
students of Professional Courses and 88% of female students of Professional Courses 
students have been often asked to “give a formal introduction”.  

6.1.2.3 To compare the Severity of Ragging among the students of Professional and 
Non- Professional Courses  

a) The mean value of Severity of Ragging scores attained by the students of Professional 
and Non- Professional Course was found 30.43 & 9.57 respectively; which depict that 
the students of Professional course have higher mean value and subsequently 
indicates that they were more prone to ragging evil. The Standard Deviation of the
Severity of Ragging scores of the students of Professional and Non-Professional Course was found 5.76 and 5.89 respectively.

b) The t-test value of Severity of Ragging Scores in students of Professional and Non-Professional Course was found 33.93 which is greater than the table value i.e. 2.58 at 0.01 significant level, hence it can be concluded that there is significant difference in the students of professional and non professional with reference to their ragging Scores.

6.1.2.4 *To compare the Severity of Ragging between the Male and Female Students*

a) The mean value of Severity of Ragging scores attained by the male and female students was found 20.55 and 19.46 respectively. The difference can be seen in their mean values but actually both the groups have faced average Severity of Ragging. The Standard Deviation of the Severity of Ragging Scores obtained by male and female students was found 11.62 and 12.29 respectively.

b) The t-test value of Severity of Ragging Scores of male and female students was found .24 which was not exceeding form the table value 1.96 at 0.05 level of significance hence it can be concluded that there is no significant difference in male and female students with reference to their ragging severity scores.

6.1.3 *To study the Suicidal Ideation among undergraduate students*

The mean value of Suicidal Ideation scores obtained by the students of Professional and Non-Professional Course was found 12.96 that shows that the sample have average level of suicidal ideation. The standard deviation of the score obtained by the students of present study was 8.21.
6.1.3.1 To identify the levels of Suicidal Ideation among the students of Professional and Non-Professional Courses

It was found that in the Professional Courses there are 9% of students in the High Suicidal Ideation level, 78% of students in the Average Suicidal Ideation level and 13% of students in the Low Suicidal Ideation level. When we take into account the distribution in the Non-Professional Courses it is seen that 0% students of fall into the High Suicidal Ideation level, 19% in the Average Suicidal Ideation level and 81% in the Low Suicidal Ideation level.

6.1.3.2 To compare the Suicidal Ideation among the students of Professional and Non-Professional Courses

a) The mean value of Suicidal Ideation scores attained by the students of Professional and Non-Professional Course was found 18.54 & 7.38 respectively; which depict that the students of Professional course have higher mean value and subsequently indicates high level of Suicidal Ideation. The Standard Deviation of the Suicidal Ideation scores of the students of Professional and Non-Professional Course was found 7.00 and 4.85 respectively.

b) The t-test value of Suicidal Ideation Scores in students of Professional and Non-Professional Course was found 17.6 which is greater than the table value i.e. 2.58 at 0.01 level of significance hence it can be concluded that there is significant difference in the students of professional and non professional courses on Suicidal Ideation Scores.

6.1.3.3 To compare the Suicidal Ideation between the Male and Female Students

a) The mean value of Suicidal Ideation scores attained by the male and female students was found 13.61 and 12.32. Both groups have average Suicidal Ideation. The
Standard Deviation of the Suicidal Ideation Scores obtained by male and female students was found 8.23 and 8.61 respectively.

b) The t-test value of Suicidal Ideation Scores of male and female students was found 1.49 which was not exceeding form the table value 1.96 at 0.05 level of significance hence it can be concluded that there is no significant difference in male and female students with reference to their Suicidal Ideation scores.

6.1.4 To compare the Suicidal Ideation between the students of High, Average and Low Peer Pressure Group

a) The mean value of Suicidal Ideation scores attained by the students of High Peer Pressure Group and Low Peer Pressure Group was found 18.73, 12.89 and 9.98 respectively. The mean values suggest that students of High and Average Peer Pressure have average Suicidal Ideation whereas the students of Low Peer Pressure Group have low Suicidal Ideation. The Standard Deviation of the Suicidal Ideation Scores obtained by High, Average and Low Peer Pressure Group was found 7.69, 7.61 and 7.29.

b) t-test values for Suicidal Ideation scores of (i) High Peer Pressure Group and Average Peer Pressure Group, (ii) Average Peer Pressure Group and Low Peer Pressure Group and (iii) High Peer Pressure Group and Low Peer Pressure Group were 5.35, 3.22 and 8.69 respectively. All of them were exceeding form the table value 2.58 at 0.01 level of significance it can be concluded that that there is significant difference in students of High, Average and Low Peer Pressure Group with reference to their Suicidal Ideation scores.
6.1.5 To compare the Suicidal Ideation between the students of High, Average and Low Ragged Group

a) The mean value of Suicidal Ideation scores attained by the students of High Ragged Group, Average Ragged and Low Ragged Group was found 25.68, and 4.00 respectively. The mean values suggest that students of High Ragged have high Suicidal Ideation whereas the students of Low Ragged Group have low Suicidal Ideation. The Standard Deviation of the Suicidal Ideation Scores obtained by High Ragged Group, Average Ragged and Low Ragged Group was found 3.25, 4.79 and 2.21.

b) The t-test values for Suicidal Ideation scores of (i) High Ragged Group and Average Ragged Group, (ii) Average Ragged Group and Low Ragged Group and (iii) High Ragged Group and Low Ragged Group were 14.51, 22.42 and 47.59 All of them were exceeding form the table value 2.58 at 0.01 level of significance hence it can be concluded that there is significant difference in students of all Groups with reference to their Suicidal Ideation scores.

6.1.6 To study the Contributory Role of Peer Pressure and Ragging in determining the suicidal Ideation of students

a) Peer Pressure and Suicidal Ideation scores are positively correlated (r = 0.482). There was high positive correlation between Ragging and Suicidal Ideation scores (r =0.907). Thus increase in Peer Pressure and Raging scores led to increase Suicidal Ideation scores.

b) The value of adjusted R square being 0.825 is the indicative of the fact that 82.5% of the variance in Suicidal Ideation of the students could be accounted by the combination of criterion variables viz. Peer Pressure and Ragging. The separate variance of Peer Pressure and Ragging in Suicidal Ideation was 11.3 % and 71.2 % respectively and remaining percentage of variance is still to the accounted for by the other variables which are not included in the study.
Multiple regression equation states that every unit increase in Peer Pressure ($x_1$) and Suicidal Ideation ($x_2$) led to an increase in Suicidal Ideation by their respective coefficients .025 and .60 when - .563 was the value of the constant. The final product of the equation was found 12.97 that can be checked by the mean value of dependent Variable i.e. Suicidal Ideation

### 6.2.0 Conclusion

After the rigorous efforts the present study reached to its destination that highlights the fact that the students of management, engineering and medical in other words the students of professional courses have faced high ragging and high peer pressure in comparison to the students of non professional courses. The reason behind this can be torturous atmosphere in the colleges, the senseless mental idea about following the ragging tradition of the seniors that they have inherited the right to rag their juniors and also that the seniors burst out their grudge on their juniors as they were too ragged by their seniors once. To prove their superiority being a senior the seniors also tend to be autocrat and in that tendency they rag their juniors just to show their dominance over them.

The hostels become the ragging hubs as the seniors can easily rag theirs juniors with less chances of being caught as far as the hostel accommodation is concerned the ratio of students of professional courses is more than that of the non professional courses as there are less no of colleges for professional courses in each city so the students of professional courses move to the other cities for education and where they have no choice for their shelter other than the hostels and thus they are more prone to the ragging tradition. The juniors after so much of suffering and agony tend to search for the defense mechanism for their safety and in this process they try to form a bond. The bond is formed by the students of same age group or on the basis of some sameness. This bond satisfies the powerful need for belonging and they constitute
fundamental glue for safety. As the bond so formed has no basic foundation or has no purpose the members of the group just try to follow the group and thus tend to adopt the peer appearance and actions.

This pressure for adopting the norms of the group involves restricting individual capacity to make decisions and engage in behavior of their own volition by making them feel uncomfortable about asserting own opinions. Such pressuring may be accomplished in many ways, including forcefully stating one’s own choice and ignoring the target’s choice.

Peer pressure is related to risky behaviors such as smoking, drinking, substance abuse, risky sexual behavior, HIV risk etc. After such tormenting period of suffering the victim reaches to the heights of the hopelessness and his total mental set changes and thus he instead of sharing with his dear ones tends to find the solution through thoughts of endangering his life through thoughts of suicide. Ragging and Peer Pressure contribute to the reduction of one’s self-esteem. Students with low self esteem and low self confidence start feeling helpless, hopeless, and full of despair. They do not see themselves as active agent to solve such problems and suicide may seem to be just the ticket to solve their problems.

6.3.0 Educational Implications of the Study

The educational implications of the present study are not difficult to discover. The findings of this study have direct educational implications. The subject of the study is of much importance and is vital concern of administrators and educators.

It was found in the present study that Ragging is still being followed as important phase of students’ life. Ragging in any form must be condemned and colleges must be places of fun and learning. There are enough pressures on the students, and the stress of ragging can be disastrous. The laws have to be stringently applied and colleges
have to be safe places, physically and emotionally. Periodic checks by flying squads will do the trick. Educational institutes must take measures to sensitize students on the hazards of ragging. A policy of "Zero Tolerance" on ragging is essential. All students need to have a "Ragging Free" record as a prerequisite for completing their academic qualifications, for awards and for contesting college elections etc. "Just putting a complaint box somewhere near the principal's office is not going to work. No fresher has the courage to approach the complaint box and name a particular senior. Colleges need to talk to students and give them an opportunity to think. We need them to weigh whether what they are doing is rational. What is happening now in the name of awareness is putting up a poster saying 'Ragging is banned'. But that is not awareness, one is telling them the provisions of law but not why it is banned. There needs to be a comprehensive awareness program.

Peer pressure in students is something which is difficult to avoid even if the pone try their level best. However, one can save their students from taking the wrong track in their lives by making them understand the difference between good and bad and telling them what is good for them. This maturity can be attained over a period of time with proper guidance and training. College authorities should teach the ways of dealing with peer pressure and what to do in times of emergencies. Generating confidence in student is very important as students low on confidence and emotional strength are more prone to give in to Peer pressure. Peer pressure can be observed by the increasing number of youngsters getting involved in bunking classes and poor academic achievement. By guiding students in a friendly way, college authorities can pave the path of their progress.

College authorities need to look out for the warning signs and differentiate them from the normal student angst over helplessness. Expression of feelings related to worthlessness and anxious definitely means something is going seriously wrong.
These symptoms may be present together or in varied combinations and are most effectively addressed if noticed earlier. They must also take some responsibility and encourage their children to report any such incident immediately so that they can take up the issue with the management and prevent any tragic untoward outcome. Also they could counsel their victim students to refrain from suicidal ideation.

6.4.0 Limitations of the Study

A researcher has to pass through a maze of trees in a dense forest. To cross within the stipulated time is a herculean task. Superfluous growth of foliage has to be cut down, for carrying out a proper path in order to reach the other side, the fixed destination of a tortuous journey. I have tried to make the best use of resources available and material at my disposal. In spite of limitation and handicaps hurdles have to be surrounded because my culminations of research must be fastened with fruitful results.

The following lines are throwing light on the limitations of the present study;

a) In the present investigation only the students belonging to the age group 18 to 20 has been taken into consideration. Hence the results derived from this study cannot be true for all other age groups.

b) The study was conducted only on a sample of 360 students. Efforts need to be made to broaden the size of the sample Larger samples would help to generalize the more valid results.

c) The study was carried out on the sample of Arts, Commerce, Science, Engineering, Management and Medical Streams. The other courses could have also been included to widen the area of the present study.

d) Due to the paucity of time, the study was restricted to the colleges of Professional and Non-Professional Courses of Agra City only. It could have been more interesting and
useful if the representative sample of different parts of the State and Country would have been selected.

On the other hand, none of the limitations is fatal enough to deteriorate the standard and worth of this study, however by taking into consideration in future; some prominent information can definitely be obtained for the enrichment of present work.

### 6.5.0 Suggestions of the further Researches

The problems Peer Pressure, Raging and Suicidal Ideation are one of the major problems of higher education and present study revealed quite interesting results in this regard. No research is complete or perfect in itself and each research presents itself as a stepping stone for further researches. The following are some of the suggestions for the further researches;

**a)** The study was conducted only on a limited sample of colleges providing Professional and Non-Professional Courses. Efforts need to be made to broaden the size of the sample including more colleges. Larger samples would help to generalize the results.

**b)** Other streams of Professional and Non-Professional courses such as C.A. B.Ed, Architecture and so on can be included in the future research to draw a more comprehensive picture.

**c)** Present project is descriptive one, exploring the Peer Pressure, Ragging and Suicidal Ideation among adolescents. Besides exploring the descriptive foundations, further research should be directed toward applying some behavioral intervention programs, like cognitive restructuring, counseling etc. by keeping the findings of the present research as baseline.