CHAPTER FIVE

REVIEW OF THE RESULTS & CONCLUDING COMMITS

Present investigation had been planned on the basis of some main theoretical considerations which included (Chapter Two) several operational definitions, and a plan for investigation to indicate the objectives, main sub-fields and enquiry areas, sample population, steps to be followed, and some expected contributions for the welfare of the population concerned. The investigation was conducted accordingly with a representative population of 1200 girls and by means of a specially designed Custom-Built Inventory (Chapter Three). Data collected from the sample population by the said Inventory were treated strictly adhering to the steps described under the section Treatment with the Data (Chapter Three). The findings of the present investigation were presented through forty suitably prepared Tables and seven Figures or Graphical presentations (Chapter Four). On the basis of the findings or results, population norms and group norms were developed in terms of modal peculiarities of the three conventional scholastic or merit groups (Table 12) and the diagnostic peculiarities or features were made identified in the interpretative discussions following the tabular presentations of modal peculiarities. In order to present a more comprehensive picture of the revelations for understanding the nature of the population, to enrich their personality development processing in the social milieu during various interpersonal transactions, the pool of information collected from the representative
In order to understand the expressed aspects of personality during any interpersonal event, in a social milieu, it should be remembered that in this case personality becomes more a matter of others' perception than what actually an individuality or personality of an organism is. During social intercourse he/she is perceived by another interacting agent and the perceptual input is retained in the agent's cognitive field with several distinct features — causing a difference between any A with any B. With such assumptions, a working model for Personality composition has been considered as an essential pre-requisite. On the basis of the findings of the present investigation it has become possible for the present investigator to develop such a working modal (Diagram One). According to the said Model, in a given time for studying personality of an individual, firstly, two main aspects are to be considered: (1) The individual as-is, and (2) The individual as-perceived. For describing the first aspect, i.e., the as-is aspect, an individual is to be thought in terms of two basic premises viz. (1) psycho-physical premise; and (2) psycho-social premise. While the psycho-physical premise is solely concerned with his/her native constitution, the psycho-social premise is an erected or built-up structure on the native constitution — as the infra-structure. The main components for the said built-up structure are, firstly, an organised cognitive field or knowledge; secondly, a set of
pro-active action-tendencies or attitudes; and thirdly, a set of socially encouraged (at least not disapproved) habituated actions or practices. These three components are found to grow gradually, as feedback effects, as the inputs of a process of social transaction through a series of interpersonal events — involving at least two interacting individuals, in a group situation (mainly primary group situation). During interactions between the two individuals, each expresses himself/herself to other or behaves on one's own way, and gets perceived reciprocally with distinct character. This perceived distinctness helps to form an idea of personality in one individual of the other and vice versa. But these perceptions seldom reflect a vertically true picture of any A as-is in the cognitive field of any B and vice-versa. But along with a change in cognitive field structure, in the attitudinal dispositions, and in the practice modes of an individual, he may be able to alter other's perceived impression about him — thus an uncongenial person may be reviewed as congenial person. A person is appraised as congenial in terms of congeniality of behaviour. This congenial character of behaviour is in most cases judged by interacting agents like parents, family members, neighbours, peers, and school teachers/authorities mainly — in case of the present sample population. These interacting agents in most cases appraise others, during interacting, in terms of different social and cultural norms — whose premise or infra-structure is the traditions of a community life, in a broad sense of the term. Thus, as indicated in the Diagram One, the personality as-is or A usually becomes a titled ornamental type of A being perceived by an
The multi-modal dispositions of the responses disclosing the three basic components of the built-up personality structure, as-is, have characterised the girls as members of a community of a civilised country (Inkels et al, 1956). The nature of modal peculiarities of the population in the areas of their knowledge, practices, and attitudes, have justified the sample studied as representative normal population. But in this picture of apparent normality several future problems may be discovered in rudimentary form. In a nutshell, those problems are as follows:

Problems requiring attention:

The distribution of examination marks (Table 2, Figure 2) has disclosed a skewness down the 50% point of the probability, and, thus, qualifying the greater majority of them as fit for being placed in the 2nd division and below standard at the School Final Examination. The number of girls attaining recognition in curricular subjects are found lesser in number in the normative group and nil in the below average group, while girls' proficiency in the co-curricular subjects has revealed the just opposite trend (Table 32). The girls are found quite conversant with their respective scholastic worth and they have reported to build-up their respective future
expectation level for examination success and related achievements accordingly (Table 3.3). All these findings speak in favour of their high adjustment ability to cope with school life realities at this teen age, when their level of frustration around self-worth is not so taxing or prominent. Side by side, the girls have disclosed another attention-drawing fact through respective knowledge about "most preferred and least preferred subjects" in the school curriculum (Table 3.1). The findings disclosed a bi-modal distribution in general, where it should be multi-modal when there are at least 12 major curricular subjects, with another 6 component examination subjects, to constitute the present school curriculum. It has been observed that in general, Science subjects have gained a general attraction, History has gained a general aversion and Mathematics has occupied a modal position in the 'average' and 'below average' groups as 'not liked'. The said fact requires to be examined critically. It indicates that the students are not aware about the gravity of each subject and its contribution in future preparations of life, so the meaningfulness for its inclusion in the curriculum remain not very known to them, in general. They are found to express interest in studying science subjects without understanding their future implications in appraising her worth as woman in the community, and, more, without knowing how far in her future life, she would be able to utilise the said knowledge (Fig.8). Similarly, their aversion for History or Mathematics may be possibly due to uninteresting mode of school teaching. Because every aspirant science student, Natural science or Life science, must know the fundamental of Mathematics that are taught in school level at least;
Figure 3: Peer Life

- Percentage
- Friendly with: above average merit group, average merit group, below average merit group
- Unlit: 1 small sq.
and each woman citizen must know the basic facts of History for knowing her national traditions and facts that took place round the world before contemporary civilization. These facts must be seriously examined from counselling and guidance viewpoints and from the 'better teaching method' viewpoints. The above conclusion has gained a favourable support in the response modes of knowledge items (c), (d) and (f) of the girls of both normative and below norm groups (Table 12) and under more precisely done scholastic stratifications (Tables 3.3, 3.4, 3.6).

Peer life queries have revealed that in general the girls have developed an eagerness for heterosexual friendship—a normal universal characteristic of the age concerned. But as dating behaviour is not permissible for the teen-agers in the typical Bengalee family, that aspect has not been directly probed into. The response modes have further revealed that, under a camouflaged superiority sense, the girls of above average merit group have expressed desire to have senior students as friends (Table 12). It has reflected their tendency to maintain a psycho-social distance with their classmates. A different view has been expressed by the girls of both normative and below norm groups by developing a desire to have friends from classmates. They have expressed desire to maintain a psycho-social distance from the superior type students, particularly classmates, due to a camouflaged inferiority (Fig. 9). The data under Practice item (c) in both (B) and (E) have revealed that either these girls have "no one" to whom they can open their hearts or they can do so with
their "mothers and sisters" only (Table 12). But, unfortunately, in traditional Bengalee Hindu families unmarried girls are not encouraged to discuss freely with mothers about future conjugal life affairs — save and except a forced choice in accepting anybody of guardian's choice as husband and inculcate loyalty and devotion to him, as that is destined. Middleclass Bengalee Hindu family yet considers divorce, as it is viewed in the Old Catholic traditions. As a result, quite a good number of problems related to even extreme marital unhappiness live at the cost of poor once-married wife's life. In order to protect the future woman generation the girls of this community must get sufficient counselling and guidance opportunities before leaving high school— because crossing that usually they are considered as prospective bride (Table 12).

Health Information data (Tables 4.1, 4.2 ; Figure 3 and 4) have revealed multi-modal characters in certain cases and normal developmental trends in others. On the whole no significant modes about any apprehensive telltale has been traced out, in their past health history. In the current mental health status of these girls no abnormal trends have been reported. But this area needs further intensive probing by clinical interview methods. For obvious limitations of the present investigation any specific comment about their health aspect has been kept reserved.

Below average norm girls have failed to record expected percentages of conversancy about their parents' background information (Table 12: Fig. 5). This aspect of their cognition deserves...
parents' attention, particularly. Efforts should be made to improve the situation by communicating the facts to the girls as well as to the respective guardians. The response modes in this area revealed another interesting information about the tailender girls. Contradictory to above norm merit group girls, a good percentage of normative group girls and a fairly high percentage of below average group girls had no idea about their parents' educational backgrounds but had full idea about their fathers' professional background and status. Possibly the former knowledge seems to them of no importance but the later one of significant importance in justifying their own socio-economic status as the daughters of so-and-so fathers. So the father's value in a daughter's mind, in such cases, would have a chance to get diminished following father's retirement from active service or professional life — causing a remarkable fall in the parent-child relations in post-marital life of the daughter, particularly, if the daughter gets a chance to move up in the ladder of socio-economic status. Such condition is absolutely frustrating to parents, as the parents of typical Bengalee Hindu Community in general expect "a happy relation with daughter in her post-marital life" (Table 12 (d) last item). School counsellors can play a very important role in this sphere by making the girls aware about the value of parents irrespective of the girls higher social and socio-economic worth or status in future. Her unconditional regard to parents will fetch her similar regards from those whom she will rear up for future satisfaction of ideal parenthood. The girls in general revealed aspiration modes for "choice of profession" keeping pace with either of the parents'
profession, rather in a bit over identified manner (Table 3.4 and 5.1(a), Table 3.4 and 5.1(a)). The findings speak in favour of an existing healthy and congenial parents—daughter relationship and that has been corroborated further in the attitude score under "family relations" part (Table 12; III. Self-evaluated attitude 2). Care should be taken to protect this happy relations—of course, by eliminating over-identifications—throughout life by clearing off the undesirable undercurrent of thought by proper counselling service.

The girls, in general, revealed their distinctness about their concept of future womanhood by maintaining a great parity in the modal peculiarities in different queries. Their response modes speak of a value-changing trend in the thought of the population concerned. These trends of their teen-age mind must not be interpreted otherwise or misunderstood by the seniors and guardians. These trends must be communicated timely to everybody concerned with their welfare. A high percentage of responses "discouraging" (Table 12) under all the selected sub-items of future womanhood queries speak of a de-synthesis in their respective cognitive fields about several component concepts still existing in their community tradition as well as a growing effort for re-synthesis—a task which will take time and favourable social conditions for accomplishment. Care should be taken to support all their healthier views during re-synthesis by understanding them properly—failing which they, as the architects of their private concepts of future life, may try to overcome all encounterances in self-devised procedure, where their personality limits would fail to
cope with. As the self-evaluated attitude scores have expressed indications of a submerged tension in their Personal-societal relations (Table 12) so it is high time when these girls' personality modes "as-is" should be treated with due respect before being misperceived or misinterpreted by the interacting agents. Regarding their statements about the variables related to "lowering the worth of woman" in the community life (Table 12), (1) last item, the combination of variables in both "pattern one" and "pattern two" the girls in general have assigned weightage on three external controls of community life viz., (i) lack of education, (ii) family discouragement, and (iii) prejudice and stereotypes. This trend speaks of, that their tendency to comply with external control has been challenged by another parallel tendency of growing autonomy — quite possible in an era overfilled with movements for "emancipation of woman by effacing the subjugation policy and establishing equal right with man" round the globe. The intellectual maturity that has helped them to perceive these distressful causes in community should not be set aside under the plea of adolescents' emotionalism. The girls must be made apprised of all the welfare measures now in vogue and has been planned for future implementation in removing all these undesirable social influences — side by side what should be their future role and function in the community life for ensuring due recognition of woman.

The response modes of these girls in regard to "object choice" queries under three different sub-items (Table 12, Fig. 6) seem to be free from even any minor disparity, excepting the case
of "exemplary political character". The said trend has disclosed
two very important nature of the population's mode of thinking.
Firstly, they belong to one commune in the context of socio-
cultural traditions, ideology, beliefs and pastime occupations;
and, secondly, they differ in regard to their political interests
and views — developed so far more under mass media transactions
than direct involvement or participation. Their direct participa-
tion or involvement has not yet been encouraged in their community
and family. Yet this rudiment of rift between their socio-cultural
consciousness and political consciousness is not a healthy indica-
cation for their organised community life ahead. If these two
trends in their thought process, for any reason any time, become
antagonistic to each other then they may develop a radical view
against socio-cultural traditions and beliefs — as a very common
mode of compromise to resolve internal conflict concerned. Such
possibility has been indirectly admitted in the comparatively low
score trends of the total population as measured by the Personal-
societal relations scale (Table 12, Figure 7d).

By comparing the modal patterns of five useful qualities,
combined in a set, as conceived by these girls, about "ideal girl
student", "ideal woman", "ideal housewife", and "ideal husband"
with similar patterns of qualities which are very seriously
considered, in practice, by their respective families during the
"selection of ideal daughter-in-law" and son-in-law", it can be
concluded that the girls have developed concepts at par with
family considerations. Resting on such conclusion these girls may
be qualified, firstly, as compliant-dependent group — who have
internalised the family traditions and values effectively by way of complying with and depending on the expectations of their respective families from them. Secondly, the modal peculiarities in the response patterns of the girls may be more broadly described as authority-compliance type. For them, an "anaclitic" moral development may be the normal trend. Such trend is very useful for the protection of feminine dignity and value in her future life, with the ideology "better die than live a disgraceful life". The girls with such type of personality disposition may face crisis in adolescent phase of life, occasionally. For their welfare, school counsellors can render valuable service —— by saving at least one or two valuable lives in a particular school every year.

Finally, it may be said that the Bengalee adolescent girls of Calcutta may have been perceived by different interacting agents as "anglised", "westernised", or "ultra-modern" type. Let those impressions be reviewed once again without any prejudice by developing an understanding about them in terms of their "as-is" personality make-up. According to the findings of the present investigation they are, under distress and with undercurrent of conflicts, yet clinging to the values and ideologies of traditional Bengalee Hindu community more for an ideal wifehood than any other kind of womanhood.
Concluding remarks:

Adolescent girl of today would be woman of future, mother of our future generations. She is expected to behave according to education she receives. Our society builds itself on the foundation of education it upholds. If there is anything wrong in the socialization process, particularly in our education system, it has to be uprooted for the perfection of process and its product. Our country is progressing in science and technology without forgoing different ideals and values of our past. To the minds of our younger generation of girls sometime confusion and dilemma appears—'which is better, between authority-compliance and autonomy'? To develop true feminity or to develop a boyish femininity? In the oldest Hindu ideologies and in very old Bengalee culture democratic personality modes were encouraged in the developing womanhood, when sharing and sacrifice were the two great typical feminine virtues (Chapter One). Those practices were enriched with several humanitarian values whose need would be felt perpetually for the welfare of whole human race. Under foreign invasions, cross-cultural transfusions and impositions those personality assets of the womenfolk had to undergo suppression or repression— but not yet lost totally. That is why the adolescent girls, studied here, are found to maintain several healthy personality modes and at the same time express the rudiments of several other undesirable ones. It is high time when these girls should be understood meaningfully in "as-is" personality conditions and efforts should be made to rebuild or
reorganise their respective cognitive structures, practices, and attitude components by eliminating unwholesome acquirements—whatever insignificant that may be. And, accordingly, they badly need the school counselling service at their very close disposal.

Based on the results of the present investigation and leaving all tall claims of their applied values, can it not be said, simply, that at least 10% of the total Bengalee adolescent, of late mid-adolescent age, girl students of school leaving class have unequivocally urged for making school counselling service available to them, immediately, to fill in one of the existing gaps in school environment. Present findings further have revealed that both above average merit group and average merit group have emphasised their needs for "personal attention and guidance" and a significant number of below average merit group girls have emphasised the need for "vocational education guidance", while the need for clinical counselling and guidance remain implied in their "mental health" data and in the low trends of their "personal-societal relations" score (Fig.10). Any wise expert can doubt the representative value of these reported needs for the population universe or sub-universe but who can doubt the truth about their existence in the minds of these 1200 girls population? So goes the most humble conclusive recommendation of the present investigation, stressing the expediency of opening counselling and guidance service programme, as pilot project, in 10% of the total number of Secondary schools for Bengalee girls in Calcutta city, at least. And that may be able to provide valuable social service to at least 10% of the growing future
Bengalee womenfolks — a cross-section of our would-be mother generation.

None can deny that not a single exclusively Bengalee medium school in Calcutta is equipped with an organised Counselling and Guidance service unit. Simultaneously, no one can deny the expediency of this very important school service. This gap in school milieu should not remain present in the Secondary schools for girls in a time when the whole world is observing the International Woman's Year in a befitting manner. Particularly the girls of middle class Bengalee community need this service immediately, as the findings of the present investigation has established, because they possess a predisposition of compliance-dependence nature in their personality — bearing the glorious age-old traditions of Bengalee Hindu community. They should be duly understood meaningfully in "as-is" condition and get social service facilities for being perceived by others most meaningfully for cause of our future generations.

In fine, the most recent realization of the learned members in the United Nations Centre for Social Development and Humanitarian Affairs may be cited, with due acknowledgment:

"A girl child is the Second-best in many, if not most, human societies. From birth her parents and society begin the process of making the best of a bad job by denying her her share, however small, of her right to food and learning."

"By the time old age comes, what is left for women is very little. Who cares for the lone and dependent women?"
Especially women after widowhood — sometimes their skills and experience are put to use, sometimes they sink to the very bottom of the social and economic ladder."

"These daunting problems of poverty and hunger will not be solved until women have the means, knowledge, skills and opportunities to solve them." (State of the World's Women Report, 1979).

Corroborating the above statement the International Psychologist, California, Volume XXI, Number 1, January 1980, captioned an article "Woman - changes needed in the whole society" and in conclusion said:

"...... But the barriers the women face are high."

For building up better and stronger foundations for the national and international economic order "personal relationships will have to be re-examined and re-structured."

The above objectives can be achieved if honest and sincere attempts are made to understand girls' problems in respective communities of our country at the formative years of their life — at the stage of life when they grow for maturity, for future womanhood — when they remain as school going adolescents.