CHAPTER – 5
CONCLUSIONS, SUGGESTIONS AND LIMITATIONS

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Conclusions :

1. Urban students significantly differ on HEI dimensions A(Control) as compare to rural students.
2. Male students significantly differ on HEI dimensions A(Control) as compare to female students.
3. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension A(Control).
4. Urban students significantly differ on HEI dimensions B (Protectiveness) as compare to rural students.
5. Male students significantly differ on HEI dimensions B (Protectiveness) as compare to female students.
6. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension B (Protectiveness).
7. Urban students do not differ on HEI dimensions C (Punishment) as compare to rural students.
8. Male students do not differ on HEI dimensions C (Punishment) as compare to female students.
9. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension C (Punishment).
10. Urban students significantly differ on HEI dimensions D (Conformity) as compare to rural students.
11. Male students significantly differ on HEI dimensions D (Conformity) as compare to female students.
12. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension D (Conformity).
13. Urban students significantly differ on HEI dimensions E (Social Isolation) as compare to rural students.
14. Male students significantly differ on HEI dimensions E (Social Isolation) as compare to female students.
15. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension E (Social Isolation).
16. Urban students significantly differ on HEI dimensions F (Reward) as compare to rural students.
17. Male students significantly differ on HEI dimensions F (Reward) as compare to female students.
18. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension F (Reward).
19. Urban students significantly differ on HEI dimensions G (Deprivation of Privilege) as compare to rural students.
20. Male students significantly differ on HEI dimensions G (Deprivation of Privilege) as compare to female students.
21. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension G (Deprivation of Privilege).
22. Urban students significantly differ on HEI dimensions H (Nurturnancs) as compare to rural students.
23. Male students significantly differ on HEI dimensions H (Nurturnancs) as compare to female students.
24. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension H (Nurturnancs).
25. Urban students significantly differ on HEI dimensions I (Rejection) as compare to rural students.
26. Male students significantly differ on HEI dimensions I (Rejection) as compare to female students.
27. Significant interaction effect is existed between habitat and gender of the students on HEI Dimension I (Rejection).
28. Urban students do not differ on HEI dimensions J (Permisiveness) as compare to rural students.
29. Male students do not differ on HEI dimensions J (Permisiveness) as compare to female students.
30. Significant interaction effect is not existed between habitat and gender of the students on HEI Dimension J (Permisiveness).
31. Urban students significantly differ on A (Home Adjustment) as compare to rural students.
32. Male students significantly differ on A (Home Adjustment) as compare to female students.
33. Significant interaction effect is existed between habitat and gender of the students on A (Home Adjustment).
34. Urban students significantly differ on B (Health Adjustment) as compare to rural students.
35. Male students do not differ on B (Health Adjustment) as compare to female students.
36. Significant interaction effect is existed between habitat and gender of the students on B (Health Adjustment).
37. Urban students significantly differ on C (Emotional Adjustment) as compare to rural students.
38. Male students do not differ on C (Emotional Adjustment) as compare to female students.
39. Significant interaction effect is not existed between habitat and gender of the students on C (Emotional Adjustment).
40. Urban students significantly differ on D (Social Adjustment) as compare to rural students.
41. Male students do not differ on D (Social Adjustment) as compare to female students.
42. Significant interaction effect is existed between habitat and gender of the students on D (Social Adjustment).
43. Urban students significantly differ on E (Overall Adjustment) as compare to rural students.
44. Male students do not differ on E (Overall Adjustment) as compared to female students.
45. Significant interaction effect is existed between habitat and gender of the students on E (Overall Adjustment).
46. Urban students significantly differ on academic achievement as compared to rural students.
47. Male students do not differ on academic achievement as compared to female students.
48. Significant interaction effect is existed between habitat and gender of the students on academic achievement.

5.2 SUGGESTIONS FOR FURTHER STUDY:

(1) A similar study can be done on secondary school students.
(2) A similar study can be done on college students.
(3) A study on personality dimensions of higher secondary students can be undertaken.
(4) A study of IQ, problem solving ability and academic achievement of higher secondary students can be done.
(5) A study of effect of socio-economic status of students on their home adjustment and academic achievement can be done.
(6) A comparative study of academic stress and achievement of government and private school students can be done.
(7) A study of personality dimensions of higher secondary students.
(8) A comparative study of academic performance of higher secondary student of CBSE board and Gujarat Board can be done.
(9) A similar study can be done on sample from other areas from Gujarat state: particularly Saurastra, East Gujarat, South Gujarat and North Gujarat.

(10) A similar study can be done on sample taken from other states of India and results can be compared with those of the present study.

5.3. IMPLICATIONS OF THE PRESENT STUDY:

(1) For parents of Urban higher secondary students: Keep a rational and reasonable amount of control over your children. Punish them if necessary. Allow them freedom but point out the risks. Protect them, but develop in them ability to judge results of their actions. Train them to conform with rules of home. Give them opportunity to mix and interact with an acceptable social group. Reward them for each good behavior. If you have to deprive them of privileges, explain reasons. Don’t reject them. Permit their reasonable requests.

(2) For rural HS Student’s parents: Protect them and urge them to conform with rules of home often provide them opportunity to meet members of larger joint family, to reduce their social isolation. Notice their good work and reward them. Don’t deprive them of privileges. Develop in them emotional maturity. Provide favorable home environment for academic achievement.

(3) For parents of male HS students: Watch and control undesirable behavior. Emphasize need to maintain health in family. By keeping frequent contacts within the family, improve
their social adjustment, appreciate their academic achievement.

(4) For parents of female HS students: Keep watch but control them reasonably. Protect them when threatening situations arise. Provide them opportunities of social contact within the larger joint family, to reduce their social isolation. Reward than for good behavior. Don’t deprive them of privileges. Don’t reject them. Praise their academic achievement.

(5) For teachers of Urban HS Students: Urban higher secondary students are significantly less controlled and less protected in home. So in the school they should be tactfully handled. They have a lower adjustment in their home. As they eat fast foods and sleep late, their health adjustment is also poor. So teacher should treat them sympathetically. As they face frequent irritations and are occasionally involved in quarrels, their emotional and social adjustment is also lower. So teachers should tell them how to handle such situations effectively, and to arrive at mutual understanding with co-students. Teachers should encourage such students for better academic performance by using techniques of understanding the lessons and remembering the details.

(6) For teachers of Rural HS Students: As rural students are less conforming their teachers should be more careful in dealing with them about observance of school rules. As they experience more social isolation and are less rewarded in their home, teachers should deal with than sympathetically. Rural students should be praised for their superior social and emotional adjustments. As they have better health adjustment teachers
should encourage such students to undertake physical activities games and sports and to excel in them.

**Research topics for finding out solutions to explain the results obtained:**

1. Why are rural students less protected in homes?
2. Why are female students less protected in homes?
3. Why are urban students more conforming in home than rural students?
4. Why are male students more conforming in home than female students?
5. Test whether, compared to urban students, rural students feel more social isolation at home because of sharp difference in their social milieu.
6. Test whether urban parents are more particular about giving reward to their studying children than rural parents.
7. Test whether parenting style in rural homes is sticker than in urban home.
8. Find out in what respects is the practice of nurturance in urban home different from that in rural homes?
9. As compared to urban students, rural students have better home adjustment. It is because they are brought up that way right from infancy stage? Test this hypothesis.
10. Test whether better health adjustment of rural students is due to more nutrient food and cleaner air in rural homes?
11. Test whether rural students have better emotional adjustment because from their early age, they are trained for emotional maturity?
(12) Test whether better social adjustment of rural students is due to their getting more opportunities in adjusting socially?

(13) Test whether better academic achievement of rural students is due to more peaceful and irritation-less home environment.

**5.4 IMPLEMENTATION OF FINDINGS:**

(1) A seminar, with a question-answer session, for parents of Urban Higher secondary students should be arranged. A team of experienced psychologists should guide them about how to exercise control over their children in the home.

(2) A list of situations in home in which protection of children is needed should be prepared with the help of psychologists. The list should also suggest ways in which protection is to be given. The list should be given to parents of rural and female higher secondary students. They should be asked to record their experience.

(3) A list of ideal and values of the home should be prepared by parents. A checklist of the students desirable behavior in home should be developed and a list of rewards for the same should also be made. These lists should be given to parents for recording and giving rewards. They should be helped by psychologists if required ways in which encouragement can be given to children for conforming with these ideals should be recorded. Specially, Rural higher secondary students acts of conforming with the ideals of home should be recorded.

(4) A team of voluntary social workers should be formed. It should regularly check homes, to locate cases of deprivation of privileges of rural and female higher secondary students.
Parents should be counseled in ways of preventing/removing such deprivations.

(5) A team of psychologists should be formed, to find out homes in which the environment leads to rejection of the students. Type and frequency of rejection should be recorded. Then psychologists should provide appropriate guidance to the parents.

(6) A team of psychological assistants should be formed. It should investigate. For urban and female higher secondary students, failure in home adjustment. Psychologists should analyse the data to provide advice to the students and parents.

(7) A group of doctors should be formed to investigate, in homes of higher secondary students, the degree of health adjustment achieved by the student. Cases of poor health adjustment, with causes should be recorded. Remedies to be prescribed.

(8) A checklist for testing emotional adjustment should be prepared, with a list of causes and occasions for poor emotional adjustment. Psychologists should fill in details for each higher secondary student, to find out degree of emotional adjustment.

(9) A list of occasions of situations in home, where social adjustment is required from the family member and behaviour by which such adjustment is expressed should be prepared. A team of observers for such behaviour should be formed. They should be asked to record for each such occasion and for the family members, HS students in particular, the behavior expressing his/her social adjustment.
If a student member of the family gets poor social adjustment score, he should be advised to see a psychologist to find how he/she can be socially more adjusting.

(10) A list of variables that help good academic achievement should be prepared, especially, variables related to the home school and teachers, family members, the intelligence of student, his method of study and of writing answers. Each higher secondary students should be rated on these variables. His total score should be found and compared to his actual academic performance.

5.5 LIMITATIONS

(1) The sample was taken from Ahmedabad to Mehsana and Gandhinagar district only.
(2) Only Gujarati medium student were taken in this research.
(3) Type of school was not taken as independent variables.
(4) For data analysis only 2 way analysis of variance was done.
(5) Sample was taken from only Arts and Commerce faculties.
(6) Sample was taken from the Gujarat State Board Schools only.