CHAPTER SIX

DISCUSSION OF RESULTS
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6.1 Introduction

The present study is an endeavour to find out factors influencing Conformity behaviour and Dependence behaviour of adolescent girls.

In this chapter an attempt is made to discuss the results derived from the analysis of data mentioned in the previous chapter.

From tables 5.2.1, 5.2.2 and 5.2.3, it is evident that in the total sample as well as in all types of schools Conformity behaviour and Dependence behaviour are shown by the adolescent girls. But out of these two types of behaviours, Dependence behaviour is found more in them (vide table 5.2.1). The reason for this kind of behaviour may be attributed to the fact that girls practically remain dependent for almost every thing upon their parents right from their birth till they get married. They show Conformity behaviour perhaps, because even to-day when things have changed so much, still girls are generally brought up in traditional ways. They are also encouraged to follow traditions.

This is also confirmed by Sinha (1968) and Ojha (1978),
Murphy and Winter (1953;1969). It has been reported that in a dependence - fostering culture, Indians on the whole depend on others where dependency is not at all essential.

Crutchfield (1955), Smith, Murphy and Wheeler (1964) and Tuddenham (1959) have reported negative correlation between Conformity and Intelligence. Similar correlation is found in the present investigation, in the total sample as well as in different types of sample.

6.2 Comparative Analysis of Conformity Behaviour in Different Types of Schools

The table 5.2.2 of Means, SDs and t-ratio gives a comparative picture of Conformity behaviour of adolescent girls studying in different types of schools. It shows that Conformity behaviour is high in adolescent girls of Rural Schools, Hindi Medium Schools, Girls Schools, and in those Schools which have average and below average Socio-Economic Status as compared to Urban Schools, English Medium Schools, Co-educational Schools and Schools, which have high Socio-Economic-Status. So far as the Govt. Schools and Private Schools are concerned, there is found very little difference in Conformity behaviour of adolescent girls.

The t-values in the same table i.e. 5.2.2 also confirm the above findings that there is significant difference between Urban Schools and Rural Schools; English Medium Schools and
Hindi Medium Schools; SSIS, GP-I Schools and SSIS, Gp-II Schools; SSIS, GP-I Schools and SSIS GP-III Schools; and SSIS, GP-II Schools and SSIS, GP-III Schools adolescent girls in Conformity behaviour. Difference is found in Conformity behaviour among adolescent girls of Govt. schools and Private Schools as well as Girls Schools and Co-educational Schools, but it is not significant at any level of significance taken for the present investigation.

The results of Co-efficients of Correlations among Conformity behaviour and other variables on the basis of different types of Schools (vide table 5.3.1) show that Conformity behaviour and Dependence behaviour have marked significant positive relationship with each other in the Total Sample. That means high Conformity behaviour is associated with high Dependence behaviour in adolescent girls of the Total Sample. The same table shows that the adolescent girls in the Total Sample, who have markedly high Socio-Economic Status, Home Adjustment, Intelligence, slightly better Social Adjustment Total Adjustment and negligibly better Schools Adjustment show less Conformity behaviour. Health and Emotional Adjustment, Theoretical Value, Social Value and Political Value have negative correlation with Conformity behaviour but these correlations are insignificant.

Negligible better Self-Image is associated with an increase in Conformity behaviour of adolescent girls in the
Total Sample. Economic Value, Aesthetic Value, and Religious Value may be associated with little increase in Conformity behaviour because they show positive relationship with Conformity behaviour but it does reach significance level.

Tables 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Conformity behaviour of adolescent girls. It is evident from these tables that both parents and teachers on an average prefer Conformity behaviour to certain extent. The mean values even though not very high yet are substantial.

Thus the conclusions which can be drawn from the discussion of the various tables as above are:

(i) Most of the Indian adolescent girls show Conformity and Dependence behaviour.

(ii) Conformity behaviour is found high in adolescent girls of Rural Schools, Hindi Medium Schools, Girls Schools and in those Schools which have average and below average Socio-Economic Status. There is very little difference in Conformity behaviour of Govt. Schools and Private Schools adolescent girls.

(iii) Factors which may influence Conformity behaviour of adolescent girls in the Total sample are: Dependence behaviour, Socio-Economic Status, Home Adjustment, Social Adjustment, School Adjustment, Total Adjustment, Intelligence, Self-Image
and to some extent this behaviour may also be influenced by the Parents and Teachers opinions.

6.3 Comparative Analysis of Dependence Behaviour in Different Types of Schools

The table 5.2.3 of Means, SDs, and t-ratio presents a comparative picture of Dependence behaviour of adolescent girls studying in different types of schools. It shows that Dependence behaviour is high in adolescent girls of Rural Schools, Govt. Schools, Hindi Medium Schools, Girls Schools and in those Schools which have average and below average Socio-Economic-Status as compared to Urban Schools, Private Schools, English Medium Schools, Co-educational Schools and Schools which have high Socio-Economic Status.

The t-values in the same table i.e. 5.2.3 also confirm the above findings that there is significant difference in adolescent girls in their Dependence behaviour studying in Urban Schools and Rural Schools; Govt. Schools and Private Schools; English Medium Schools and Hindi Medium Schools; Girls Schools and Co-educational Schools; SSES,GP-I Schools and SSES, GP-II Schools; SSES,GP-I Schools and SSES, GP-III Schools; and SSES,GP-II Schools and SSES,GP-III Schools.

The results of Co-efficients of Correlations among Dependence behaviour and other variables on the basis of different types of Schools (vide table 5.3.2) show that
Dependence behaviour and Conformity behaviour have markedly high significant positive relationship with each other in the Total Sample. This means high Dependence behaviour is associated with high Conformity behaviour of adolescent girls in the Total Sample. The same table shows that the adolescent girls in the Total Sample, who have high Socio-Economic Status, Intelligence, slightly better Home Adjustment, Total Adjustment, Social Adjustment, negligible better Health and Emotional Adjustment and School Adjustment show less Dependence behaviour. Economic Value, Social Value and Religious Value may have very insignificant relationship in reducing Dependence behaviour because these correlations do not reach significance level.

Negligible better Self-Image is associated with an increase in Dependence behaviour. Aesthetic Value and Political Value may be associated with little increase in Dependence behaviour, because these factors have positive relationship with Dependence behaviour but it is not found significant at any level taken into consideration.

Theoretical Value does not have any relationship with Dependence behaviour of adolescent girls in the Total Sample.

Tables 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Dependence behaviour of adolescent girls. It is clear from these tables that both parents and teachers in their respective samples on an average prefer Dependence
behaviour in their daughters and girls to some extent. The mean values even though not very high, are yet substantial.

Thus the following conclusions can be drawn from the discussion of the various tables as above:

(i) Dependence behaviour is found high in adolescent girls of Rural Schools, Govt. Schools, Hindi Medium Schools, Girls Schools and in those Schools which have average and below average Socio-Economic Status.

(ii) Factors which influence Dependence behaviour of adolescent girls on the Total Sample are: Conformity behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment, Social Adjustment, Health and Emotional Adjustment, School Adjustment, Self-Image and to some extent Parents and Teachers opinions may also influence Dependence behaviour.

According to table 5.5.2, the Varimax factor I (vide table 5.5.2.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Social Adjustment and Intelligence.

6.4 Comparative Analysis of Conformity Behaviour of Adolescent girls in Urban Schools and Rural Schools

The results of Co-efficients of Correlations vide table 5.3.1 give a comparative analysis of Conformity behaviour of adolescent girls studying in Urban Schools and Rural Schools.
It shows that Conformity behaviour and Dependence behaviour
have marked significant positive relationship with each other
in Urban Schools which means high Dependence behaviour is
associated with high Conformity behaviour in adolescent girls
of Urban Schools. The same table also shows that Conformity
behaviour diminishes markedly with the rise in Socio-Economic
Status and Intelligence, slightly diminishes with better Home
Adjustment, Social Adjustment and Total Adjustment in adolescent
girls of Urban Schools.

Some positive relationship is seen between Self-Image and
Conformity behaviour. Somewhat better Self-Image is associated
with increase in Conformity behaviour of adolescent girls in
Urban Schools.

So far as the adolescent girls of Rural Schools are
concerned, it is seen from the same table that there is slight
significant positive relationship between Conformity behaviour
and Dependence behaviour. That means a slight increase in
Dependence behaviour is associated with an increase in Conformity
behaviour of adolescent girls in Rural Schools.

Slightly better Intelligence and negligible better
Health and Emotional Adjustment are related with lessening of
Conformity behaviour.

Tables 5.4.1 and 5.4.2 show the Opinions of Parents and
Teachers regarding Conformity behaviour of adolescent girls in
Urban Schools and Rural Schools. It is clear from these tables that parents and teachers of girls of both types of schools prefer Conformity behaviour to some extent. But parents and teachers of adolescent girls of Rural Schools like their daughters and girls to show more Conformity behaviour as compared to parents and teachers of girls of Urban Schools. This indicates that urbanization brings some changes in the opinions of parents and teachers. Hence:

(i) the factors which are related with Conformity behaviour and which are common in adolescent girls of Urban Schools and Rural Schools are Dependence behaviour and Intelligence.

(ii) Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment and Self-Image are other related factors with Conformity behaviour in Urban Schools.

(iii) Health and Emotional Adjustment, Parents and Teachers Opinions are other factors which are found to be related with Conformity behaviour among the Rural Schools girls.

6.5 Comparative Analysis of Dependence Behaviour of Adolescent girls in Urban Schools and Rural Schools

The results of Co-efficients of Correlations vide table 5.3.2 give a comparative analysis of Dependence behaviour of adolescent girls studying in Urban Schools and Rural Schools.
It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in Urban Schools. This means high Conformity behaviour is associated with high Dependence behaviour in adolescent girls of Urban Schools. The same table also shows that the adolescent girls in Urban Schools who have markedly high Socio-Economic Status, Intelligence, slightly better Home Adjustment, Total Adjustment, negligible better Social Adjustment and Health and Emotional Adjustment show less Dependence behaviour.

So far as the adolescent girls of Rural Schools are concerned, it is seen from the same table that there is slight significant positive relationship between Dependence behaviour and Conformity behaviour. It means slight increase in Conformity behaviour is associated with an increase in Dependence behaviour of adolescent girls in Rural Schools. Adolescent girls in Rural Schools, who have slightly better Socio-Economic Status and negligible better School Adjustment have less Dependence behaviour.

Slightly better Aesthetic Value is also associated with an increase in Dependence behaviour of adolescent girls in Rural Schools.

Tables 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Dependence behaviour of adolescent
limited changes in the opinions of the parents and teachers.

Dependence behaviour and which are common in Urban Schools and Rural Schools adolescent girls are: Conformity behaviour and Socio-Economic Status.

Hence (i) the factors which are related with Dependence behaviour and which are common in Urban Schools and Rural Schools adolescent girls are: Conformity behaviour and Socio-Economic Status.

(ii) Home Adjustment, Social Adjustment, Health and Emotional Adjustment, Total Adjustment and Intelligence are other related factors with Dependence behaviour in Urban Schools.

(iii) School Adjustment Aesthetic Value, Parents and Teachers opinions are the other related factors with Dependence behaviour of the Rural Schools girls.

From tables 5.2.4, 5.2.5, 5.2.6, 5.2.8, 5.2.9 and 5.2.16, it can be further seen that there is significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, School Adjustment, Total Adjustment, and Intelligence in adolescent girls of Urban Schools and Rural Schools. It is also clear from these tables that adolescent girls of Urban Schools have higher Socio-Economic Status, Intelligence and better Home Adjustment, Social Adjustment, School Adjustment and Total Adjustment than adolescent girls.
of Rural Schools.

According to tables 5.2.7, 5.2.10, 5.2.13, 5.2.14 and 5.2.15 adolescent girls of Urban Schools have little better Health and Emotional Adjustment, Theoretical Value, Social Value, Political Value and Religious Value than adolescent girls of Rural Schools. But difference on these factors is not significant in these two types of schools.

Tables 5.2.11 and 5.2.17 show that adolescent girls of Rural Schools have little better Economic Value and Self-Image than adolescent girls of Urban Schools. The difference on these factors is also significant in these two types of schools.

Aesthetic Value is found little better in adolescent girls of Rural Schools than adolescent girls of Urban Schools. But this difference between these two types of schools is not significant (vide table 5.2.12).

According to table 5.5.4, the Varimax factor II (vide table 5.5.4.2) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment and Intelligence in Urban Schools.

In table 5.5.6, the Varimax factor IV (vide table 5.5.6.4) shows that Conformity behaviour and Dependence
behaviour have inverse relationship with Socio-Economic Status, Aesthetic Value and Intelligence in Rural Schools.

From the above discussion, it is evident that there are important differences and similarities among factors which involve conformity behaviour and Dependence behaviour in Urban Schools and Rural Schools. They are:

(i) In Urban Schools, it is factor II and in Rural Schools, it is factor IV in which Conformity behaviour and Dependence behaviour have inverse relationship with the above mentioned variables.

(ii) In Urban Schools there are very high loadings on Socio-Economic Status and Intelligence and moderate loading on Home Adjustment, which means very high Intelligence, Socio-Economic Status and moderate Home Adjustment are associated with low Conformity behaviour and Dependence behaviour in Urban Schools. Whereas, in Rural Schools there are moderate loadings on Aesthetic Value, Intelligence and Socio-Economic Status, that means moderate Aesthetic Value is associated with further increase in Conformity behaviour and Dependence behaviour, whereas moderate Intelligence and Socio-Economic Status are associated with low Conformity behaviour and Dependence behaviour in Rural Schools.

(iii) There are two common factors i.e. Socio-Economic Status and Intelligence which have inverse relationship with Conformity behaviour and Dependence behaviour in both
Urban Schools and Rural Schools.

(iv) There are different factors like, Home Adjustment in Urban Schools and Aesthetic Value in Rural Schools which have inverse and positive relationship with Conformity behaviour and Dependence behaviour respectively.

6.6 Comparative Analysis of Conformity Behaviour of Adolescent girls in Govt. Schools and Private Schools

The results of Co-efficients of Correlations give a Comparative analysis of Conformity behaviour of adolescent girls studying in Govt. Schools and Private Schools (vide table 5.3.1). It shows that Conformity behaviour and Dependence behaviour have marked significant positive relationship with each other in adolescent girls of Govt. Schools and Private Schools. It means high Dependence behaviour is associated with high Conformity behaviour in adolescent girls of these two types of schools. The same table also depicts that the adolescent girls in Govt. Schools who have markedly high Socio-Economic Status, Home Adjustment, Intelligence; slightly better Total Adjustment; negligible better Social Adjustment, Health and Emotional Adjustment, Social Value show less Conformity behaviour.

Some increase in Aesthetic Value and Self-Image is associated with an increase in Conformity behaviour of adolescent girls of Govt. Schools.

So far as the adolescent girls of Private Schools are
concerned, it is clear from the same table that adolescent girls who have very high Socio-Economic Status, Intelligence, markedly better Social Adjustment, Home Adjustment, Total Adjustment; negligible better School Adjustment and Political Value have less Conformity behaviour.

Little increase in Economic Value, Social Value and slight increase in Self-Image are associated with an increase in Conformity behaviour of adolescent girls in Private Schools.

Tables 5.4.1 and 5.4.2 present the opinions of Parents and Teachers regarding Conformity behaviour of adolescent girls in Govt. Schools and Private Schools. It is evident from these tables that parents and teachers of adolescent girls of both these types of schools like Conformity behaviour to some extent, but the parents and teachers of girls of Govt. Schools want their daughters and girls to show more Conformity behaviour as compared to parents and teachers of adolescent girls of Private Schools.

Hence (i) the factors which are associated with Conformity behaviour and are common in both Govt. Schools and Private Schools adolescent girls are: Dependence behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment, Social Adjustment, Social Value and Self-Image.
(ii) Health and Emotional Adjustment, Aesthetic Value Parents and Teachers opinions are other related factors with Conformity behaviour in Govt. Schools.

(iii) School Adjustment, Political Value and Economic Value are other related factors with Conformity behaviour of adolescent girls in Private Schools.

6.7 Comparative Analysis of Dependence Behaviour of Adolescent girls in Govt. Schools and Private Schools

The results of Co-efficients of Correlations present a comparative analysis of Dependence behaviour of adolescent girls studying in Govt. Schools and Private Schools (Vide table 5.3.2). It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in adolescent girls of Govt. Schools and Private Schools. It means high Conformity behaviour is associated with high Dependence behaviour in adolescent girls of Govt. Schools and Private Schools. The same table also depicts that the adolescent girls in Govt. Schools who have good Socio-Economic Status, Intelligence; slightly better Home Adjustment, Total Adjustment, Health and Emotional Adjustment; negligible better Social Adjustment and Social Value have less Dependence behaviour.

Negligible better Political Value is associated with an increase in Dependence behaviour of adolescent girls in Govt. Schools.
The same table shows that adolescent girls in Private Schools who have very high Socio-Economic Status, markedly high Intelligence, markedly better Home Adjustment, Social Adjustment, Total Adjustment and slightly better School Adjustment have less Dependence behaviour.

Slightly better Self-Image is associated with an increase in Dependence behaviour of adolescent girls of Private Schools.

Tables 5.4.1 and 5.4.2 present the opinions of Parents and Teachers regarding Dependence behaviour of adolescent girls in Govt. Schools and Private Schools. It is evident from these tables that parents and teachers of girls/both these types of schools like Dependence behaviour to some extent. But the parents and teachers of girls of Govt. Schools want their daughters and girls to show more Dependence behaviour as compared to parents and teachers of adolescent girls of Private Schools.

Hence (i) the factors which are associated with Dependence behaviour and are common in adolescent girls of Govt. Schools and Private Schools are: Conformity behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, and Total Adjustment.

(ii) Health and Emotional Adjustment, Social Value Political Value, Parents and Teachers opinions are other related factors with Dependence behaviour of adolescent girls
in Govt. Schools.

(iii) School Adjustment and Self-Image are the other factors which are related with Dependence behaviour of adolescent girls in Private Schools.

Tables 5.2.4, 5.2.5, 5.2.6, 5.2.9, 5.2.13, 5.2.15 and 5.2.17 show that though there is not significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Social Value, Religious Value and Self-Image of adolescent girls in Govt. Schools and Private Schools, yet the girls of Govt. Schools have better Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Social Value, Religious Value and Self-Image as compared to girls in Private Schools.

So far as Theoretical Value is concerned, adolescent girls of Govt. Schools are better than adolescent girls of Private Schools. The difference between these two types of schools is also significant (Vide table 5.2.10).

Private Schools adolescent girls have better Economic Value as compared to adolescent girls of Govt. Schools. The difference between these two types of schools is also significant (Vide table 5.2.11).

According to tables 5.2.7, 5.2.8, 5.2.12, 5.2.14, and 5.2.16, the adolescent girls of Private Schools, with very little difference, have better Health and Emotional Adjustment
School Adjustment, Aesthetic Value, Political Value and Intelligence than adolescent girls of Govt. Schools. The difference between these two types of schools on these factors is not significant.

According to table 5.5.8, the Varimax factor II (vide table 5.5.8.2) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment and Intelligence in Govt. Schools.

In table 5.5.10, the Varimax factor I (vide table 5.5.10.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Intelligence and positive relationship with Self-Image in Private Schools.

From the above discussions, it is apparent that there are important differences and similarities among factors which involve Conformity behaviour and Dependence behaviour in Govt. Schools and Private Schools. They are:

1. In Govt. Schools, it is factor II and in Private Schools, it is factor I in which Conformity behaviour and Dependence behaviour have inverse and positive relationship with the above mentioned variables.

1! In Govt. Schools there is very high loading on Intelligence, high loading on Socio-Economic Status, and
moderate loading on Home Adjustment and these are associated with low Conformity behaviour and Dependence behaviour, whereas in Private Schools, very high, loadings on Socio-Economic Status and Intelligence, high loadings on Social Adjustment and Home Adjustment and moderate loading on Total Adjustment are associated with low Conformity behaviour and Dependence behaviour. Moderate positive loading on Self-Image in Private Schools, is associated with further increase in Conformity behaviour and Dependence behaviour.

(iii) The Common factors in Govt. Schools and Private Schools are Socio-Economic Status, Home Adjustment and Intelligence.

(iv) The factors which have inverse and positive relationship with Conformity behaviour and Dependence behaviour in only Private Schools are Social Adjustment, Total Adjustment and Self-image respectively.

6.8 Comparative Analysis of Conformity Behaviour of Adolescent girls in English Medium Schools and Hindi Medium Schools

The results of Co-efficients of Correlations wide table 5.3.1 present a comparative analysis of Conformity behaviour of adolescent girls studying in English Medium Schools and Hindi Medium Schools. It shows that Conformity
behaviour and Dependence behaviour have marked significant positive relationship with each other in adolescent girls of English Medium Schools and Hindi Medium Schools. This means high Dependence behaviour is associated with high Conformity behaviour of adolescent girls in English Medium Schools and Hindi Medium Schools. The same table also shows that adolescent girls of English Medium Schools, who have slightly better Socio-Economic Status, Economic Value and Intelligence have less Conformity behaviour.

Marked increase in Theoretical Value, slight increase in Social Value; little rise in Religious Value and Self-Image are associated with an increase in Conformity behaviour of adolescent girls of English Medium Schools.

The adolescent girls of Hindi Medium Schools, who have substantially high Socio-Economic Status, Intelligence; slightly better Home Adjustment, Total Adjustment, Social Adjustment; negligible better School Adjustment and Theoretical Value have less Conformity behaviour.

Negligible better Aesthetic Value and Self-Image are associated with an increase in Conformity behaviour of adolescent girls of Hindi Medium Schools.

Tables 5.4.1 and 5.4.2 show opinions of Parents and Teachers regarding Conformity behaviour of adolescent girls of English Medium Schools and Hindi Medium Schools.
It is clear from these tables that parents and teachers of adolescent girls of both types of schools appreciate Conformity behaviour to some extent. But the parents and teachers of girls of Hindi Medium Schools desire their daughters and girls to show more Conformity behaviour as compared to parents and teachers of girls of English Medium Schools.

Hence (i) the factors which are associated with Conformity behaviour and are common in adolescent girls of English Medium Schools and Hindi Medium Schools are: Dependence behaviour, Socio-Economic Status, Intelligence, Theoretical Value and Self-Image.

(ii) Economic Value, Social Value, Religious Value are other related factors with Conformity behaviour in English Medium Schools.

(iii) Home Adjustment, Total Adjustment, Social Adjustment, School Adjustment, Aesthetic Value, Parents and Teachers opinions are other related factors with Conformity behaviour of adolescent girls in Hindi Medium Schools.

6.9. **Comparative Analysis of Dependence Behaviour of Adolescent girls in English Medium Schools and Hindi Medium Schools**

The table 5.3.2 of results of Co-efficients of Correlations gives a comparative analysis regarding Dependence behaviour of adolescent girls studying in English Medium Schools and Hindi Medium Schools. It shows that
Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in English Medium Schools and Hindi Medium Schools. That means high Conformity behaviour is associated with high Dependence behaviour of adolescent girls in English Medium Schools and Hindi Medium Schools. The same table also shows that the adolescent girls in English Medium Schools, who have negligible better Socio-Economic Status, Economic Value and Intelligence have less Dependence behaviour.

Negligible better Social Value and slightly better Self-Image are associated with an increase in Dependence behaviour of adolescent girls of English Medium Schools.

So far as the adolescent girls of Hindi Medium Schools are concerned, those who have slightly better Socio-Economic Status, Home Adjustment, Total Adjustment, Intelligence, negligible better Social Adjustment, Health and Emotional Adjustment, School Adjustment, and Economic Value show less Dependence behaviour.

Negligible better Aesthetic Value is associated with an increase in Dependence behaviour of adolescent girls in Hindi Medium Schools.

Table 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Dependence behaviour of adolescent girls of English Medium Schools and Hindi Medium Schools.
It is clear from these tables that parents and teachers of girls of these two types of schools appreciate Dependence behaviour to some extent. But the parents and teachers of adolescent girls of Hindi Medium Schools desire their daughters and girls to show more Dependence behaviour as compared to parents and teachers of girls of English Medium Schools.

Hence (1) the factors which are related with Dependence behaviour and are common in adolescent girls of English Medium Schools and Hindi Medium Schools are: Conformity behaviour, Socio-Economic Status, Economic Value and Intelligence.

(ii) Social Value and Self-Image are other related factors with Dependence behaviour in the English Medium Schools.

(iii) Home Adjustment, Total Adjustment, Social Adjustment, Health and Emotional Adjustment, School Adjustment, Aesthetic Value, Parents and Teachers opinions are other related factors with Dependence behaviour of adolescent girls in Hindi Medium Schools.

Tables 5.2.4, 5.2.5, 5.2.6, 5.2.9, 5.2.13 and 5.2.16 show that there is significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Social Value and Intelligence in adolescent girls of English Medium Schools and Hindi Medium Schools. It is also evident
from these tables that adolescent girls of English Medium Schools have higher Socio-Economic Status, better Home Adjustment, Social Adjustment, Total Adjustment, Social Value and also higher Intelligence as compared to adolescent girls of Hindi Medium Schools.

Adolescent girls of English Medium Schools have better Health and Emotional Adjustment, School Adjustment, Aesthetic Value and Religious Value as compared to adolescent girls of Hindi Medium Schools. The difference, on these factors, between these two types of schools is not significant (Vide tables 5.2.7, 5.2.8, 5.2.12 and 5.2.15).

Tables 5.2.10 and 5.2.14 show that adolescent girls of Hindi Medium Schools have better Theoretical Value and Political Value than adolescent girls of English Medium Schools. The difference, on these two factors, between these two types of schools is not significant.

Economic Value and Self-Image are better among adolescent girls of Hindi Medium Schools than in adolescent girls of English Medium Schools. The difference, on these two factors, between these two types of schools is significant (vide tables 5.2.11 and 5.2.17).

According to table 5.5.12, the Varimax factor II (vide table 5.5.12.2) shows that Conformity behaviour and
Dependence behaviour have inverse relationship with Socio-
Economic Status, Economic Value and Intelligence in English
Medium Schools.

In Table 5.5.14, the Varimax factor II (vide Table 5.5.14.2) shows that Conformity behaviour and Dependence
behaviour have inverse relationship with Socio-Economic
Status, Home Adjustment, and Intelligence and positive
relationship with Self-Image in Hindi Medium Schools.

From the above discussion, it is clear that there are
important similarities and differences among factors which
involve Conformity behaviour and Dependence behaviour in
English Medium Schools and Hindi Medium Schools. They are:

(i) In English Medium Schools and Hindi Medium Schools,
it is factor II in which Conformity behaviour and Dependence
behaviour have inverse and positive relationship with the
above mentioned factors.

(ii) In English Medium Schools, there are high loadings
on Socio-Economic Status, Intelligence and moderate loading
on Economic Value and these are associated with low Conformity
behaviour and Dependence behaviour. Whereas in Hindi Medium
Schools, high loadings on Socio-Economic Status, Intelligence
and moderate loading on Home Adjustment are associated with
low Conformity behaviour and Dependence behaviour. Moderate
positive loading on Self-Image in Hindi Medium Schools, is
associated with further increase in Conformity behaviour and
(iii) The common factors in English Medium Schools and Hindi Medium Schools are Socio-Economic Status, and Intelligence.

(iv) There are different factors like Economic Value in English Medium Schools which has inverse relationship with Conformity behaviour and Dependence behaviour. Home Adjustment and Self-Image have inverse and positive relationship respectively with Conformity behaviour and Dependence behaviour in Hindi Medium Schools.

6.10 Comparative Analysis of Conformity Behaviour of Adolescent girls in Girls Schools and Co-educational Schools

The table 5.3.1 of results of Coefficients of Correlations presents a comparative analysis of Conformity behaviour of adolescent girls studying in Girls Schools and Co-educational Schools. It shows that Conformity behaviour and Dependence behaviour have marked significant positive relationship with each other in Girls Schools and Co-educational Schools adolescent girls. That means high Dependence behaviour is associated with high Conformity behaviour in adolescent girls of Girls Schools and Co-educational Schools. The same table also shows that adolescent girls of Girls Schools, who have marked high Socio-Economic Status, Intelligence, Home Adjustment, slightly
better Social Adjustment, Total Adjustment, negligible better School Adjustment and Theoretical Value have less Conformity behaviour.

To very limited extent better Self-Image is associated with an increase in Conformity behaviour in adolescent girls of Girls Schools.

The adolescent girls of Co-educational Schools, who have very high Socio-Economic Status, Intelligence, markedly better Home Adjustment, Total Adjustment, slightly better Health and Emotional Adjustment, Social Value and negligible better Social Adjustment show less Conformity behaviour.

Slightly better Self-Image is associated with an increase in Conformity behaviour of adolescent girls of Co-educational Schools.

Tables 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Conformity behaviour of adolescent girls in Girls Schools and Co-educational Schools. It is evident from these tables that parents and teachers of girls of these two types of schools prefer Conformity behaviour to some extent. As is seen from the table 5.4.1 parents of girls of Girls Schools want their daughters to show more Conformity behaviour, whereas, teachers (vide table 5.4.2) of Co-educational Schools want the girls to show more Conformity behaviour as compared to parents of girls of
Co-educational Schools and teachers of adolescent girls of Girls Schools respectively. Probably the parents who send their daughters to Co-educational Schools want them to be free from traditional outlook but the teachers do not like the girls to show non-Compliance with the tradition. It can be understood in the light of situation existing in Co-educational Schools. The girls in these schools though study with the boys yet are encouraged to remain aloof from them.

Hence (i) the factors which are related with Conformity behaviour and are Common in adolescent girls of Girls Schools and Co-educational Schools are: Dependence behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment, Social Adjustment, and Self-Image.

(ii) School Adjustment, Theoretical Value and Parents Opinions are other related factors with Conformity behaviour in Girls Schools.

(iii) Health and Emotional Adjustment, Social Value and Teachers opinions are other related factors with Conformity behaviour of adolescent girls in Co-educational Schools.

6.11 Comparative Analysis of Dependence Behaviour of Adolescent girls in Girls Schools and Co-educational Schools

The results of Co-efficients of Correlations present
a comparative analysis of Dependence behaviour of adolescent girls studying in Girls Schools and Co-educational Schools (vide table 5.3.2). It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in Girls Schools and Co-educational Schools. This means high Conformity behaviour is associated with high Dependence behaviour in adolescent girls of Girls Schools and Co-educational Schools. The same table also shows that the adolescent girls in Girls Schools, who have markedly high Socio-Economic Status, Intelligence, slightly better Home Adjustment, Social Adjustment, Total Adjustment and negligible better School Adjustment have less Dependence behaviour.

Negligible better Self-Image is associated with an increase in Dependence behaviour in adolescent girls of Girls Schools.

So far as the adolescent girls of Co-educational Schools are concerned, it is apparent from the same table that those girls who have markedly better Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment, slightly better Social Adjustment, Health and Emotional Adjustment and Social Value have less Dependence behaviour.

Slightly better Self-Image is associated with an increase in Dependence behaviour in adolescent girls of Co-educational Schools.
Table 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Dependence behaviour of adolescent girls in Girls Schools and Co-educational Schools. It is evident from these tables that parents and teachers of girls of these two types of schools prefer Dependence behaviour to some extent. But the parents and teachers of adolescent girls of Co-educational Schools want their daughters and girls to show more Dependence behaviour as compared to parents and teachers of girls of Girls Schools.

Hence (i) the factors which are associated with Dependence behaviour and are common in adolescent girls of Girls Schools and Co-educational Schools are: Conformity behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, Total Adjustment and Self-Image.

(ii) School Adjustment is another related factor with Dependence behaviour in Girls Schools.

(iii) Health and Emotional Adjustment, Social Value, Parents and Teachers opinions are other factors which are related with Dependence behaviour of adolescent girls in Co-educational Schools.

From tables 5.2.4, 5.2.5, 5.2.6, 5.2.13, 5.2.16 and 5.2.17, it can be further seen that there is significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, Social Value, Intelligence and Self-Image in Girls Schools and Co-educational Schools. These tables
further show that adolescent girls of Co-educational Schools have higher Socio-Economic Status, better Home Adjustment, Social Adjustment, Social Value, Self-Image and higher Intelligence than adolescent girls of Girls Schools.

Tables 5.2.9, 5.2.10 and 5.2.15 show that adolescent girls of Co-educational Schools have better Total Adjustment, Theoretical Value and Religious Value than adolescent girls of Girls Schools. The difference between these two types of schools on these factors is not significant.

School Adjustment and Economic Value are better among adolescent girls of Girls schools than among adolescent girls of Co-educational Schools. The difference, on these factors, in these two types of schools is also significant (vide tables 5.2.8 and 5.2.11).

From tables 5.2.7, 5.2.12 and 5.2.14, it is apparent that adolescent girls of Girls Schools have little better Health and Emotional Adjustment, Aesthetic Value and Political Value than adolescent girls of Co-educational Schools. The difference, on these factors, in these two types of Schools is not significant.

According to table 5.5.16, the Varimax factor-I (vide table 5.5.16.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Social Adjustment and
Intelligence in Girls Schools.

In table 5.5.18, the Varimax factor I (vide table 5.5.18.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Total Adjustment, Intelligence and negative relationship with Self-Image in Co-educational Schools.

From the above discussion, it is evident that there are important similarities and differences among factors which involve Conformity behaviour and Dependence behaviour in Girls Schools and Co-educational Schools. They are:

(i) In Girls Schools and Co-educational Schools, it is factor I in which Conformity behaviour and Dependence behaviour have inverse and negative relationship with the above mentioned variables.

(ii) In Girls Schools, there is very high loading on Socio-Economic Status, high loading on Intelligence and moderate loading on Home Adjustment and Social Adjustment and these are associated with low Conformity behaviour and Dependence behaviour, whereas, in Co-educational Schools, there are very high loadings on Intelligence and Socio-Economic Status, high loading on Home Adjustment moderate loading on Total Adjustment and are associated with low Conformity behaviour and Dependence behaviour. High
negative loading on Self-Image is associated with further increase in Conformity behaviour and Dependence behaviour.

(iii) The common factors in Girls Schools and Co-educational Schools are Socio-Economic Status, Home Adjustment and Intelligence.

(iv) There are different factors like Social Adjustment in Girls Schools which has inverse relationship with Conformity behaviour and Dependence behaviour. Total Adjustment and Self-Image have inverse and negative relationship respectively with Conformity behaviour and Dependence behaviour in Co-educational Schools.

6.12 Comparative Analysis of Conformity Behaviour of Adolescent girls in SSES, GP-I Schools and SSES, GP-II Schools

The results of Co-efficients of Correlations vide table 5.3.1 give a Comparative analysis of Conformity behaviour of adolescent girls studying in SSES, GP-I Schools and SSES, GP-II Schools. It shows that Conformity behaviour and Dependence behaviour have marked significant positive relationship with each other. It means high Dependence behaviour is associated with high Conformity behaviour in adolescent girls of SSES, GP-I Schools and SSES, GP-II Schools. The same table also shows that adolescent girls in SSES, GP-I Schools, who have markedly high Socio-Economic Status, Intelligence, slightly better Home Adjustment, Social Adjustment, Total Adjustment have less
Conformity behaviour.

Negligible better Social Value and Self-Image are associated with an increase in Conformity behaviour in adolescent girls of SSES, GP-I Schools.

So far as the adolescent girls of SSES, GP-II Schools are concerned, the adolescent girls who have substantially better Socio-Economic Status, Home Adjustment, markedly high Intelligence, negligible better Total Adjustment and Social Value show less Conformity behaviour.

Slightly better Political Value is associated with an increase in Conformity behaviour in adolescent girls of SSES, GP-II Schools.

Tables 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Conformity behaviour in SSES, GP-I Schools and SSES, GP-II Schools. It is clear from these tables that parents and teachers of girls of both types of schools appreciate Conformity behaviour to some extent. But parents and teachers of adolescent girls of SSES, GP-II Schools desire their daughters and girls to show more Conformity behaviour as compared to parents and teachers of girls of SSES, GP-I Schools.

Hence (i) the factors which are related with Conformity behaviour and are common in adolescent girls of SSES, GP-I Schools and SSES, GP-II Schools are: Dependence
behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment and Social Value.

(ii) Social Adjustment and Self-Image are other related factors with Conformity behaviour in SSES, GP-I Schools.

(iii) Political Value, Parents and Teachers opinions are other factors which are related with Conformity behaviour of adolescent girls of SSES, GP-II Schools.

6.13 Comparative Analysis of Dependence Behaviour of Adolescent girls in SSES, GP-I Schools and SSES, GP-II Schools

The table 5.3.2 of results of Co-efficients of correlations gives a comparative analysis of Dependence behaviour of adolescent girls studying in SSES, GP-I Schools and SSES, GP-II Schools. It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in SSES, GP-I Schools and SSES, GP-II Schools. It means high Conformity behaviour is associated with high Dependence behaviour in adolescent girls of SSES, GP-I Schools and SSES, GP-II Schools. The same table also shows that the adolescent girls of SSES, GP-I Schools, who have markedly high Socio-Economic Status, slightly better Intelligence, Home Adjustment, negligible better Social Adjustment, Health and Emotional Adjustment and Total Adjustment have less Dependence behaviour.
Negligible better Self-Image is associated with an increase in Dependence behaviour of adolescent girls in SSES, GP-I Schools.

So far as the adolescent girls of SSES, GP-II Schools are concerned, it is evident from the same table that adolescent girls, who have markedly better Socio-Economic Status, Intelligence, slightly better Home Adjustment, Social Adjustment, Total Adjustment, Religious Value and negligible better Economic Value show less Dependence behaviour.

Slightly better Theoretical Value and Political Value are associated with an increase in Dependence behaviour in adolescent girls of SSES, GP-II Schools.

From tables 5.4.1 and 5.4.2 it is clear that Parents and Teachers of girls in these two types of schools appreciate Dependence behaviour to some extent. But parents and teachers of girls of SSES, GP-II Schools desire their daughters and girls to show more Dependence behaviour as compared to parents and teachers of girls of SSES, GP-I Schools.

Hence (1) the factors which are related with Dependence behaviour and are common in adolescent girls of SSES, GP-I Schools and SSES, GP-II Schools are: Conformity behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment and Total Adjustment.
(ii) Health and Emotional Adjustment and Self-Image are other related factors with Dependence behaviour in SSES, GP-I Schools.

(iii) Religious Value, Economic Value, Theoretical Value, Political Value, Parents and Teachers opinions are other factors which are related with Dependence behaviour of adolescent girls of SSES, GP-II Schools.

Tables 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.2.9, 5.2.10 and 5.2.16 show that there is significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, Health and Emotional Adjustment, School Adjustment, Total Adjustment, Theoretical Value and Intelligence in SSES, GP-I Schools and SSES, GP-II Schools.

It is also seen that adolescent girls of SSES, GP-I Schools have better Socio-Economic Status, Home Adjustment, Social Adjustment, Health and Emotional Adjustment, School Adjustment, Total Adjustment, Theoretical Value and Intelligence than adolescent girls of SSES, GP-II Schools.

Aesthetic Value, Social Value and Political Value are better in adolescent girls of SSES, GP-I Schools as compared to adolescent girls of SSES, GP-II Schools. The difference, on these factors, in adolescent girls of SSES, GP-I Schools and SSES, GP-II Schools is not significant (vide table 5.2.12, 5.2.13 and 5.2.14).

Tables 5.2.11 and 5.2.17 show that adolescent girls
of SSES, GP-II Schools have better Economic Value and Self-Image as compared to adolescent girls of SSES, GP-I Schools. This difference in adolescent girls of these two types of schools on these factors, is also significant.

According to table 5.2.15, Religious Value is little better in adolescent girls of SSES, GP-II schools as compared to adolescent girls of SSES, GP-I Schools. The difference, on this factor, is not significant.

According to table 5.2.20, the Varimax factor-II (vide table 5.5.20.2) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status and Intelligence in SSES, GP-I Schools.

In table 5.5.22, the Varimax factor-I (vide table 5.5.22.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment and Intelligence, in SSES, GP-II Schools.

From the above discussion, it is clear that there are important differences and similarities among factors which involve Conformity behaviour and Dependence behaviour in SSES, GP-I Schools and SSES, GP-II Schools. They are:

(1) In SSES, GP-I Schools, it is factor II and in SSES, GP-II Schools, it is factor I in which Conformity
behaviour and Dependence behaviour have inverse relationship with the above mentioned variables.

(ii) In SS1S, GP-I Schools there is very high loading on Socio-Economic Status and high loading on Intelligence and they are associated with low Conformity behaviour and Dependence behaviour. Whereas, in SS2S, GP-II Schools, there is very high loading on Intelligence and high loadings on Socio-Economic Status, and Home Adjustment and these factors are associated with low Conformity behaviour and Dependence behaviour.

(iii) The common factors in SS1S, GP-I Schools and SS2S, GP-II Schools are Socio-Economic Status and Intelligence.

(iv) There is only one different factor i.e. Home Adjustment, which has inverse relationship with Conformity behaviour and Dependence behaviour in SS1S, GP-II Schools.


Table 5.3.1 of results of Co-efficients of Correlations presents a comparative analysis of Conformity behaviour of adolescent girls studying in SS1S, GP-I Schools and SS2S, GP-III Schools. It shows that Conformity behaviour and Dependence behaviour have marked significant positive relationship with each other. It means high Dependence
behaviour is associated with high Conformity behaviour in adolescent girls of SSES, GP-I Schools and SSES, GP-III Schools. The same table also shows that adolescent girls in SSES, GP-I Schools, who have markedly high Socio-Economic Status, Intelligence, slightly better Home Adjustment, Social Adjustment and Total Adjustment show less Conformity behaviour.

Negligible better Social Value and Self-Image are associated with an increase in Conformity behaviour of adolescent girls in SSES, GP-I Schools.

The same table shows that adolescent girls of SSES, GP-III Schools, who have better Socio-Economic Status, slightly better Home Adjustment, Social Adjustment, Total Adjustment, Intelligence, negligible better Health and Emotional Adjustment and School Adjustment have less Conformity behaviour.

Slightly better Self-Image is associated with an increase in Conformity behaviour in adolescent girls of SSES, GP-III Schools.

Table 5.4.1 and 5.4.2 show the opinions of Parents and Teachers regarding Conformity behaviour of adolescent girls in SSES, GP-I Schools and SSES, GP-III Schools. It is evident from these tables that parents and teachers of girls of these both types of schools prefer Conformity behaviour to some extent. But parents of girls of SSES GP-III Schools want their daughters to show more Conformity behaviour as
compared to parents of SSES, GP-I Schools (vide table 5.4.1).

Whereas, teachers of SSES, GP-I want girls to show more Conformity behaviour as compared to teachers of girls of SSES, GP-III Schools.

Hence (i) the factors which are related with Conformity behaviour and are common in adolescent girls of SSES, GP-I Schools and SSES, GP-III Schools are: Dependence behaviour, Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Intelligence and Self-Image.

(ii) Social Value and Teachers opinions are other factors which are related with Conformity behaviour of adolescent girls in SSES, GP-I Schools.

(iii) Health and Emotional Adjustment, School Adjustment and Parents opinions are other related factors with Conformity behaviour in adolescent girls of SSES, GP-III Schools.

6.15 Comparative Analysis of Dependence Behaviour of Adolescent girls in SSES, GP-I Schools and SSES, GP-III Schools

The results of Co-efficients of Correlations, vide table 5.3.2 present a Comparative analysis of Dependence behaviour of adolescent girls studying in SSES, GP-I Schools and SSES, GP-III Schools. It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in SSES, GP-I Schools and SSES, GP-III Schools. This shows high Conformity behaviour is
associated with high Dependence behaviour of adolescent girls in SSES, GP-I Schools and SSES, GP-III Schools. The same table shows that the adolescent girls in SSES,GP-I Schools, who have markedly better Socio-Economic Status, slightly better Intelligence, Home Adjustment, negligible better Social Adjustment, Health and Emotional Adjustment and Total Adjustment have less Dependence behaviour.

Negligible better Self-Image is associated with an increase in Dependence behaviour in adolescent girls of SSES,GP-I Schools.

So far as the adolescent girls of SSES,GP-III Schools are concerned, adolescent girls who have slightly better Socio-Economic Status, Home Adjustment, Intelligence, Total Adjustment, negligible better Social Adjustment, Health and Emotional Adjustment, have less Dependence behaviour.

Negligible better Aesthetic Value and Self Images are associated with an increase in Dependence behaviour of adolescent girls in SSES,GP-III Schools.

From tables 5.4.1 and 5.4.2 it is evident that in SSES,GP-I Schools and SSES,GP-III Schools, the parents and teachers prefer Dependence behaviour in girls to some extent. But parents and teachers of girls of SSES,GP-III Schools like their daughters and girls to show more Dependence behaviour as compared to parents and teachers of adolescent girls of SSES, GP-I Schools.
Hence (i) the factors which are related with Dependence behaviour and are common in adolescent girls of SSIS, GP-I Schools and SSES, GP-III Schools are: Conformity behaviour, Socio-Economic Status, Home Adjustment, Intelligence Social Adjustment, Health and Emotional Adjustment, Total Adjustment and Self-Image.

(ii) Aesthetic Value, Parents and Teachers opinions are other related factors with Dependence behaviour in adolescent girls of SSES, GP-III Schools.

According to tables 5.2.4, 5.2.5, 5.2.6, 5.2.8, 5.2.9, 5.2.10, 5.2.13 and 5.2.16, adolescent girls of SSIS, GP-I Schools have higher Socio-Economic Status, better Home Adjustment, Social Adjustment, School Adjustment, Total Adjustment, Theoretical Value, Social Value and Intelligence than adolescent girls of SSES, GP-III Schools. The difference, on these factors, in these two types of schools is significant.

Table 5.2.7 and 5.2.14 show that adolescent girls of SSIS, GP-I Schools have little better Health and Emotional Adjustment and Political Value than adolescent girls of SSES, GP-III Schools. The difference on these two factors, in these two types of schools is not significant.

Table 5.2.11 and 5.2.17 show that adolescent girls of SSES, GP-III Schools have better Economic Value and self-Image than adolescent girls of SSES, GP-I Schools. The difference,
on these two factors is also significant in these two types of schools.

Table 5.2.12 shows that adolescent girls of SSES, GP-III Schools have little better Aesthetic Value than adolescent girls of SSES, GP-I Schools. The difference on this factor, in these two types of schools, is not significant.

Religious Value in adolescent girls of SSES, GP-I Schools and SSES, GP-III Schools, is equal. Therefore, there is no significant difference in these two types of schools (vide table 5.2.15).

According to table 5.5.20, the Varimax factor-II (vide table 5.5.20.2) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status and Intelligence in SSES, GP-I Schools.

In table 5.5.24, the Varimax factor-II (vide table 5.5.24.2) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Intelligence and positive relationship with Self-Image in SSES, GP-III Schools.

From the above discussion, it is evident that there are important similarities and differences among factors which involve Conformity behaviour and Dependence behaviour in SSES, GP-I Schools and SSES, GP-III Schools. They are:
(i) In SSES, GP-I Schools and SSES, GP-III Schools it is factor-II in which Conformity behaviour and Dependence behaviour have inverse and positive relationship with the above mentioned Variables.

(ii) In SSES, GP-I Schools there is very high loading on Socio-Economic Status, and high loading on Intelligence and they are associated with low Conformity behaviour and Dependence behaviour. Whereas, in SSES, GP-III Schools, there is very high loading on Socio-Economic Status and Moderate loadings on Intelligence and Home Adjustment and they are associated with low Conformity behaviour and Dependence behaviour. Moderate positive loading on Self-Image is associated with further increase in Conformity behaviour and Dependence behaviour.

(iii) The common factors in SSES, GP-I Schools and SSES, GP-III Schools are Socio-Economic Status and Intelligence.

(iv) Home Adjustment and Self-Image are different factors which have inverse and positive relationship respectively with Conformity behaviour and Dependence behaviour in SSES, GP-III Schools.

6.16 Comparative Analysis of Conformity Behaviour of Adolescent girls in SSES, GP-II Schools and SSES, GP-III Schools

The results of Co-efficients of Correlations vide Table 3.1 give a comparative analysis of Conformity behaviour
of adolescent girls studying in SSES, GP-II Schools and SSES, GP-III Schools. It shows that there is marked significant positive relationship between Conformity behaviour and Dependence behaviour. That means substantial increase in Dependence behaviour is associated with substantial increase in Conformity behaviour of adolescent girls in SSES, GP-II Schools and SSES, GP-III Schools. The same table also shows that adolescent girls in SSES, GP-II Schools, who have substantially better Socio-Economic Status Home Adjustment, markedly better Intelligence, negligible better Total Adjustment and Social Value have less Conformity behaviour.

Slightly better Political Value is associated with an increase in Conformity behaviour in adolescent girls of SSES, GP-II Schools.

So far as the adolescent girls of SSES, GP-III Schools are concerned, the same table shows that adolescent girls, who have markedly better Socio-Economic Status, slightly better Home Adjustment, Social Adjustment, Total Adjustment, Intelligence, negligible better Health and Emotional Adjustment and School Adjustment have less Conformity behaviour.

Slightly better Self-Image is associated with an increase in Conformity behaviour of adolescent girls of SSES, GP-III Schools.

Tables 5.4.1 and 5.4.2 show opinions of Parents
and Teachers regarding Conformity behaviour in adolescent girls of SSBS, GP-II Schools and SSES, GP-III Schools. It is clear from these tables that parents and teachers of girls of these types of schools, appreciate Conformity behaviour to some extent. But parents of adolescent girls of SSES, GP-III Schools want their daughters to show more Conformity behaviour than parents of girls of SSES, GP-II Schools (vide table 5.4.1), whereas, teachers of adolescent girls of SSES, GP-II Schools like girls to show more Conformity behaviour as compared to teachers of girls of SSES, GP-III Schools (vide table 5.4.2).

Hence (i) the factors which are related with Conformity behaviour and are common in SSES, GP-II Schools and SSES, GP-III Schools are: Dependence behaviour, Socio-Economic Status, Home Adjustment, Intelligence and Total Adjustment.

(ii) Social Value, Political Value and Teachers opinions are other related factors with Conformity behaviour of adolescent girls of SSES, GP-II Schools.

(iii) Social Adjustment, Health and Emotional Adjustment, School Adjustment, Self-Image and Parents opinions are other related factors with Conformity behaviour of adolescent girls of SSES, GP-III Schools.

6.17 Comparative Analysis of Dependence Behaviour of Adolescent girls in SSES, GP-II Schools and SSES, GP-III Schools

The table 5.3.2 of results of Co-efficients of
Correlations gives a comparative analysis of Dependence behaviour of adolescent girls studying in SSES, GP-II Schools and SSBS, GP-III Schools. It shows that Dependence behaviour and Conformity behaviour have marked significant positive relationship with each other in SSES, GP-II Schools and SSBS, GP-III Schools. This means high Conformity behaviour is associated with high Dependence behaviour of adolescent girls in SSES, GP-II Schools and SSBS, GP-III Schools. The same table also shows that the adolescent girls in SSES, GP-II Schools, who have markedly better Socio-Economic Status, Intelligence, slightly better Home Adjustment, Social Adjustment, Total Adjustment, Religious Value and negligible better Economic Value have less Dependence behaviour.

Slightly better Theoretical Value and Political Value are associated with an increase in Dependence behaviour in adolescent girls of SSES, GP-II Schools.

So far as the adolescent girls of SSES, GP-III Schools are concerned, it is apparent from the same table that slightly better Socio-Economic Status, Home Adjustment, Intelligence, Total Adjustment, negligible better Social Adjustment, Health and Emotional Adjustment show less Dependence behaviour.

Negligible better Aesthetic Value and Self-Image are associated with an increase in Dependence behaviour in adolescent girls of SSES, GP-III Schools.
Tables 5.4.1 and 5.4.2 show that Parents and Teachers of adolescent girls of these schools appreciate Dependence behaviour to some extent. But parents and teachers of girls of SSBS, GP-II Schools want their daughters and girls to show more Dependence behaviour as compared to parents and teachers of girls of SSBS, GP-III Schools.

Hence (i) the factors which are related with Dependence behaviour and are common in adolescent girls of SSBS, GP-II Schools and SSBS, GP-III Schools are: Conformity behaviour, Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, and Total Adjustment.

(ii) Religious Value, Economic Value, Theoretical Value, Political Value, Parents and Teachers opinions are other related factors with Dependence behaviour of adolescent girls of SSBS, GP-II Schools.

(iii) Health and Emotional Adjustment, Aesthetic Value and Self-Image are other factors which are related with Dependence behaviour of adolescent girls in SSBS, GP-III Schools.

From tables 5.2.4, 5.2.5, 5.2.6, 5.2.9 and 5.2.16, it can be further seen that there is significant difference in Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment and Intelligence in adolescent girls of SSBS, GP-II Schools and SSBS, GP-III Schools. It is also
clear from these tables that adolescent girls of SSES, GP-II Schools have better Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, and Total Adjustment than adolescent girls of SSES, GP-III Schools.

According to tables 5.2.8, 5.2.10, 5.2.13, 5.2.14 and 5.2.15 adolescent girls of SSES, GP-II have little better School Adjustment, Theoretical Value, Social Value, Political Value and Religious Value than adolescent girls of SSES, GP-III Schools. The difference, on these factors is not significant in these two types of schools.

Tables 5.2.7, 5.2.11, 5.2.12 and 5.2.17 show that adolescent girls of SSES, GP-III Schools have little better Health and Emotional Adjustment, Economic Value, Aesthetic Value, and Self-Image than adolescent girls of SSES, GP-II Schools. The difference in these two types of schools, on these factors, is not significant.

According to table 5.5.22, the Varimax factor-I (vide table 5.5.22.1) shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment and Intelligence in SSES, GP-II Schools.

In table 5.5.24, the Varimax factor-II (vide table
shows that Conformity behaviour and Dependence behaviour have inverse relationship with Socio-Economic Status, Home Adjustment, Intelligence and positive relationship with Self-Image in SSES, GP-III Schools.

From the above discussion, it is apparent that there are important differences and similarities among factors which involve Conformity behaviour and Dependence behaviour in SSES, GP-II Schools and SSES, GP-III Schools. They are:

(i) In SSES, GP-II Schools, it is factor I and in SSES, GP-III Schools, it is factor II in which Conformity behaviour and Dependence behaviour have inverse and positive relationship with the above mentioned variables.

(ii) In SSES, GP-II Schools there is very high loading on intelligence and high loadings on Socio-Economic Status and Home Adjustment and these factors are associated with low Conformity behaviour and Dependence behaviour. Whereas, in SSES, GP-III Schools, there is very high loading on Socio-Economic Status and moderate loadings on Intelligence and Home Adjustment and they are associated with low Conformity behaviour and Dependence behaviour. Moderate positive loading on Self-Image is associated with further increase in Conformity behaviour and Dependence behaviour.

(iii) The common factors in SSES, GP-II Schools and SSES, GP-III Schools are Socio-Economic Status, Home
Adjustment and Intelligence.

(iv) Self-Image is the only one different factor which has positive relationship with Conformity behaviour and Dependence behaviour in SSBS, GP-III Schools.