CHAPTER SEVEN

SUMMARY, CONCLUSIONS AND SUGGESTIONS
CHAPTER VII

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7.1 Introduction

Conformity and Dependence behaviour is described in a variety of ways. It is considered by some as necessary for smooth functioning of the society or any organisation, while others regard it as evil because it hinders further progress of individual and the society. A glance over the Ancient Indian history makes it clear that India has been the target of many invaders for many years. The absence of stable rule/Government led to insecurity and social degeneration among the people of this land. Such conditions further deteriorated the position and status of women, who once had a glorious past. As time passed the birth of a girl child began to be considered as a curse in the Indian Society.

After Independence, Indian women have been given equal rights to learn, to read and to compete with their counterparts. This has been done to emancipate women from age old maxims which tied them down only to house-hold chores, care and nurture of young ones, and did not allow them to be ambitious, to work outside and to become independent.

In spite of the equal rights given to the women it will not be very appropriate to say that women have learnt to
exercise their free will. Most of them still show Conforming and Dependent behaviour. This kind of behaviour they may be learning in their childhood and youth at home and in schools.

The present study was carried out to find out factors influencing the Conformity and Dependence behaviour among the adolescent girls.

7.2 Aims of the Study

The investigation was carried on with the following specific aims in mind:

(i) To study the extent of Conformity behaviour shown by Indian adolescent girls.

(ii) To study the extent of Dependence behaviour shown by Indian adolescent girls.

(iii) To study the relationship between Conformity and Dependence behaviour.

(iv) To assess the influence of various factors like Socio-Economic Status, Adjustment, Values, Intelligence and Self-Image on the Conformity and Dependence behaviour of adolescent girls.

(v) To compare the influence of various factors (mentioned at no. iv above) on Conformity and Dependence behaviour of adolescent girls studying in different types of schools.

(vi) To compare the Conformity and Dependence behaviour of adolescent girls studying in different types of schools.
(vii) To obtain the opinions of Parents and Teachers regarding the adolescent girls' Conformity and Dependence behaviour.

7.3 Hypotheses

(i) Adolescent girls may show Conformity behaviour.

(ii) Adolescent girls may show Dependence behaviour.

(iii) There may be a positive relationship between Conformity behaviour and Dependence behaviour of adolescent girls.

(iv) There may be a number of factors like Socio-Economic Status, Adjustment, Values, Intelligence and Self-Image, which may have influence on Conformity behaviour.

(v) There may be a number of factors like Socio-Economic Status, Adjustment, Values, Intelligence and Self-Image, which may have influence on Dependence behaviour.

(vi) There may be significant difference on Conformity behaviour in different types of institutions.

(vii) There may be significant difference on Dependence behaviour in different types of institutions.

(viii) There may be different factors influencing Conformity behaviour in different types of institutions.

(ix) There may be different factors influencing Dependence behaviour in different types of institutions.
7.4 Methods and Procedure

The present investigation can be described as a descriptive exploratory survey. It also aims at finding out the factors which influence Conformity and Dependence behaviour of adolescent girls studying in different types of educational institutions.

7.4.1 Sample

The sample for the investigation was drawn from 8 schools, which belonged to eight categories i.e. Urban and Rural Schools, Government and Private Schools, English Medium and Hindi Medium Schools, Girls and Co-educational Schools. The data was collected from 660 adolescent girls studying in High/Higher Secondary Schools in Chandigarh, in the age group of 13+ to 16 years. But only 531 adolescents completed all the tests and filled all the inventories.

7.4.2 Tools Employed

The data was collected with the help of following tools:

7.4.2.1 Intelligence Test

Standard Progressive Matrices, Sets A, B, C, D and E prepared by J.C. Raven, was used in the present investigation.

7.4.2.2 Socio-Economic Status Scale

The Socio-Economic Status Scale (Urban and Rural separately) developed and standardized on Indian population by Kulshrestha was used.
7.4.2.3 Adjustment Inventory

The Adjustment Inventory constructed and standardized by V.K. Mittal was used.

7.4.2.4 Study of Values

Study of Values originally developed by G.M. Allport and P.E. Vernon in 1931 and which was revised in 1951 by Allport Vernon and Gardiner Lindsey and adapted in Indian conditions by S.P. Kulshrestha was used in the present investigation.

7.4.2.5 Self-Image Questionnaire

Self-Image questionnaire initially developed and standardized by Daniel Offer and which was adapted in Hindi and standardized on Indian adolescent students by Ravi Kant Sharma, was used.

7.4.2.6 School's Socio-economic Status Questionnaire

For the purpose of determining the Socio-Economic Status of the schools, the investigator used the questionnaire developed by Ravi Kant Sharma for the Heads of the Institutions.

7.4.2.7 Conformity Scale

A Conformity Scale was developed by the investigator.

7.4.2.8 Dependence Scale

A dependence scale was developed by the investigator.
7.4.2.9 Parents' Opinionnaire and Teachers' Opinionnaire
and
7.4.2.10 These two opinionnaires were developed and used in the present investigation to find out the opinions of Parents and Teachers regarding Conformity and Dependence behaviour of their adolescent daughters and students in home and in school respectively.

7.4.3 Administration and Scoring of Tools

After selecting the sample, the above mentioned tests and scales were administered on the adolescent girls personally by the investigator herself, according to the instructions given in the manuals of the tools. The scoring was done manually with the help of scoring keys and stencils for each of the test and scale.

7.4.4 Statistical Techniques Used

In order to test various hypotheses, several techniques were used to analyse the data statistically:

(1) The values of Mean, Standard Deviation, $S_{M}$ and $S_{SD}$ were computed to study the descriptive nature of all variables in the study. Skewness, Kurtosis were calculated to find the tendency of departure from the normal probability curve.

(ii) The Differential Analysis was employed to study the significant difference between different educational institutions on all the variables.
(iii) The nature of hypotheses was studied with the help of Co-efficients of Correlations and Factor Analysis.

7.5 Conclusions

The present study was planned to find out factors influencing the Conformity and Dependence behaviour among school going adolescent girls in the Union Territory of Chandigarh. The study had been conducted with the following delimitations:

1. Only fourteen factors, namely, Socio-Economic Status, Home Adjustment, Social Adjustment, Health and Emotional Adjustment, School Adjustment, Total Adjustment, Theoretical Value, Economic Value, Aesthetic Value, Social Value, Political Value, Religious Value, Intelligence and Self-Image were chosen as factors for finding out their influence on Conformity and Dependence behaviour among school going adolescent girls.

2. The factors influencing Conformity and Dependence behaviour were investigated in the different types of schools like Urban Schools; Rural Schools; Govt. Schools; Private Schools; English Medium Schools; Hindi Medium Schools; Girls Schools; Co-educational Schools; SSES, GP-I Schools; SSES, GP-II Schools and SSES, GP-III Schools.

3. The influence of Opinions of Parents and Teachers on Conformity and Dependence behaviour of adolescent girls studying in different types of schools were also studied.
4. The investigator surveyed a student population in the age range 13+ to 16 years studying in the eight schools selected for the study. Only 581 adolescents completed all the tests and filled all the inventories.

5. The study was delimited to the schools situated in the Union Territory of Chandigarh.

On the basis of analysis, interpretation and discussion of the data as presented in chapters V and VI, the following conclusions of the study have been drawn:

7.6 Conclusions for the Total Sample and School wise

The following conclusions are drawn on the basis of Correlations, Opinions of Parents and Teachers and Factor Analysis.

7.6.1 Total Sample

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

(ii) Conformity behaviour and Dependence behaviour influence each other.

(iii) Socio-Economic Status, Home Adjustment, Social Adjustment, School Adjustment, Total Adjustment, Intelligence and Self-Image are influencing factors of Conformity and Dependence behaviour in the Total Sample.

(iv) Health and Emotional Adjustment is an influencing factor of Dependence behaviour in the Total Sample.
(v) Opinions of Parents and Teachers are also influencing factors of Conformity and Dependence behaviour of adolescent girls in the Total sample.

7.6.2 Urban and Rural Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment and Total Adjustment are influencing factors of Conformity and Dependence behaviour in Urban Schools.

(iii) Self-Image is an influencing factor of Conformity behaviour in Urban Schools.

(iv) Health and Emotional Adjustment is an influencing factor of Dependence behaviour in Urban Schools.

(v) Parents and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in Rural Schools.

(vi) Intelligence and Health and Emotional Adjustment are influencing factors of Conformity behaviour in Rural Schools.

In the factor analysis, factor Intelligence has been found to be associated with Conformity and Dependence behaviour of adolescent girls in Rural Schools.
(vii) Socio-Economic Status, Aesthetic Value and School Adjustment are influencing factors of Dependence behaviour in Rural Schools.

In factor analysis, factors Socio-Economic Status and Aesthetic Value have been found to be associated with Conformity and Dependence behaviour of adolescent girls in Rural Schools.

7.6.3 Govt. and Private Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, Total Adjustment, are influencing factors of Conformity and Dependence behaviour of adolescent girls in Govt. and Private Schools.

(iii) Health and Emotional Adjustment, Social Value, Parents and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in Govt. Schools.

(iv) Aesthetic Value and Self-Image are influencing factors of Conformity behaviour in Govt. Schools.

(v) Political value is an influencing factor of Dependence behaviour in Govt. Schools.
(vi) School Adjustment and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls in Private Schools.

(vii) Political Value and Economic Value are influencing factors of Conformity behaviour in Private Schools.

7.6.4 English Medium and Hindi Medium Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status and Intelligence are influencing factors of Conformity and Dependence behaviour of adolescent girls in English Medium and Hindi Medium Schools.

(iii) Economic Value, Social Value and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls in English Medium Schools.

(iv) Theoretical Value and Religious Value are influencing factors of Conformity behaviour in English Medium Schools.

(v) Home Adjustment, Total Adjustment, Social Adjustment, School Adjustment, Aesthetic Value, Parents and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in Hindi Medium Schools.

(vi) Theoretical Value and Self-Image are influencing factors of Conformity behaviour in Hindi Medium Schools.
In factor analysis, factor Self-Image has been found to be associated with Conformity and Dependence behaviour of adolescent girls in Hindi Medium Schools.

(vii) Economic Value and Health and Emotional Adjustment are influencing factors of Dependence behaviour of adolescent girls in Hindi Medium Schools.

7.6.5 Girls and Co-educational Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status, Intelligence, Home Adjustment, Total Adjustment, Social Adjustment and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls in Girls and Co-educational Schools.

(iii) School Adjustment is an influencing factor of Conformity and Dependence behaviour of adolescent girls of Girls Schools.

(iv) Theoretical Value and Parents opinions are influencing factors of Conformity behaviour in Girls Schools.

(v) Health and Emotional Adjustment, Social value and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in Co-educational Schools.

(vi) Parents opinions are another influencing factor of Dependence behaviour of adolescent girls in Co-educational Schools.
7.6.6 SSES, GP-I and SSES, GP-II Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status, Intelligence, Home Adjustment and Total Adjustment are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSES, GP-I Schools and SSES, GP-II Schools.

(iii) Social Adjustment and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSES, GP-I Schools.

(iv) Social Value is an influencing factor of Conformity behaviour in SSES, GP-I Schools.

(v) Health and Emotional Adjustment is an influencing factor of Dependence behaviour in SSES, GP-I Schools.

(vi) Political Value, Parents and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSES, GP-II Schools.

(vii) Social Value is an influencing factor of Conformity behaviour in SSES, GP-II Schools.

(viii) Social Adjustment, Religious Value, Economic Value and Theoretical Value are influencing factors of Dependence behaviour of adolescent girls in SSES, GP-II Schools.

7.6.7 SSES, GP-I and SSES, GP-III Schools

(i) Conformity behaviour and Dependence behaviour influence each other.
(i) Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Intelligence and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSBS, GP-I and SSBS, GP-III Schools.

(iii) Social Value and Teachers' opinions are influencing factors of Conformity behaviour of adolescent girls in SSBS, GP-I Schools.

(iv) Health and Emotional Adjustment is an influencing factor of Dependence behaviour in SSBS, GP-I Schools.

(v) Health and Emotional Adjustment and Parents' opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSBS, GP-III Schools.

(vi) School Adjustment is an influencing factor of Conformity behaviour in SSBS, GP-III Schools.

(viii) Aesthetic Value and Teachers' opinions are influencing factors of Dependence behaviour of adolescent girls in SSBS, GP-III Schools.

7.6.8 SSBS, GP-II and SSBS, GP-III Schools

(i) Conformity behaviour and Dependence behaviour influence each other.

(ii) Socio-Economic Status, Home Adjustment, Intelligence and Total Adjustment are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSBS, GP-II and SSBS, GP-III Schools.
(iii) Political Value and Teachers opinions are influencing factors of Conformity and Dependence behaviour of adolescent girls in SSFS, GP-II Schools.

(iv) Social Value is an influencing factor of Conformity behaviour in SSFS, GP-II Schools.

(v) Social Adjustment, Religious Value, Economic Value, Theoretical Value and Parents opinions are influencing factors of Dependence behaviour of adolescent girls in SSFS, GP-II Schools.

(vi) Social Adjustment, Health and Emotional Adjustment and Self-Image are influencing factors of Conformity and Dependence behaviour of adolescent girls of SSFS, GP-III Schools.

(vii) School Adjustment and Parents opinions are influencing factors of Conformity behaviour in SSFS, GP-III Schools.

(viii) Aesthetic Value is an influencing factor of Dependence behaviour of adolescent girls in SSFS, GP-III Schools.

7.7 The following conclusions have been drawn on the basis of t-ratios

7.7.1 Urban and Rural Schools

(i) Conformity and Dependence behaviour are found high among adolescent girls of Rural Schools
(ii) It has been further seen that adolescent girls of Rural Schools have low Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment, School Adjustment and Total Adjustment than adolescent girls of Urban Schools.

(iii) Rural Schools have little better Economic Value and Self Image than adolescent girls of Urban Schools.

7.7.2 Govt. and Private Schools

(1) There is very little difference in Conformity behaviour of Govt. Schools and Private Schools adolescent girls. But Dependence behaviour is found high in Govt. Schools adolescent girls.

(ii) The factor which is influencing Conformity and Dependence behaviour of adolescent girls in Govt. Schools is Theoretical Value, which is found higher in Govt. Schools adolescent girls than in Private Schools adolescent girls.

(iii) Govt. Schools adolescent girls have low Economic Value as compared to adolescent girls of Private Schools.

7.7.3 English Medium and Hindi Medium Schools

(1) Conformity and Dependence behaviour are found high among adolescent girls of Hindi Medium Schools.

(ii) It has been further found that adolescent girls of Hindi Medium Schools have low Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Social Value and Intelligence as compared to adolescent girls of English Medium Schools.
(iii) Economic Value and Self-Image are found better among adolescent girls of Hindi Medium Schools than among adolescent girls of English Medium Schools.

7.7.4 Girls and Co-educational Schools

(i) Conformity and Dependence behaviour are found high among adolescent girls of Girls Schools.

(ii) It has been further seen that adolescent girls of Girls Schools have low Socio-Economic Status, Home Adjustment, Social Adjustment, Social Value, Self-Image and Intelligence than adolescent girls of Co-educational Schools.

(iii) School Adjustment and Economic Value are found better among adolescent girls of Girls Schools than among adolescent girls of Co-educational Schools.

7.7.5 SSES, GP-I and SSES, GP-II Schools

(i) Conformity and Dependence behaviour are found high among adolescent girls of those schools which have average Socio-Economic Status i.e. SSES, GP-II Schools.

(ii) It has been further found that adolescent girls of SSES, GP-II Schools have low 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-I Schools.
(iii) Economic Value and Self-Image are found better among adolescent girls of SSES, GP-II Schools as compared to adolescent girls of SSES, GP-I Schools.

7.7.6 SSES, GP-I and SSES, GP-III Schools

(i) Conformity and Dependence behaviour are found high among adolescent girls of those schools which have below average Socio-Economic Status i.e. SSES, GP-III Schools.

(ii) It has been further seen that adolescent girls of SSES, GP-III Schools have low Socio-Economic Status, Home Adjustment, Social Adjustment, Total Adjustment, Theoretical Value, Social Value and Intelligence than adolescent girls of SSES, GP-I Schools.

(iii) Economic Value and Self-Image are found better among adolescent girls of SSES, GP-III Schools as compared to adolescent girls of SSES, GP-I Schools.

7.7.7 SSES, GP-II and SSES, GP-III Schools

(i) Conformity and Dependence behaviour are found high among adolescent girls of those schools which have below average Socio-Economic Status i.e. SSES, GP-III Schools.

(ii) It has been further found that adolescent girls of SSES, GP-III Schools have low Socio-Economic Status, Intelligence, Home Adjustment, Social Adjustment and Total Adjustment than adolescent girls of SSES, GP-II Schools.

7.8 Major Conclusions

From the above conclusions following major conclusions
have been drawn:

7.8.1 All adolescent girls, in the Total Sample, Urban Schools; Rural Schools; Govt. Schools; Private Schools; English Medium Schools; Hindi Medium Schools; Girls Schools; Co-educational Schools; SSES, GP-I Schools; SSES, GP-II Schools, and SSES, GP-III Schools show Conformity behaviour. This confirms the first hypothesis formulated for the present study.

7.8.2 All adolescent girls, in the Total Sample, Urban Schools; Rural Schools; Govt. Schools; Private Schools; English Medium Schools; Hindi Medium Schools; Girls Schools; Co-educational Schools; SSES, GP-I Schools; SSES, GP-II Schools and SSES, GP-III Schools, show Dependence behaviour. This confirms the second hypothesis of the present investigation.

7.8.3 There is positive relationship between Conformity and Dependence behaviour in all types of schools taken for the present study. This confirms the third hypothesis of the present study.

7.8.4 There are a number of factors like Socio-Economic Status, different factors of Adjustment, different factors of Values, Intelligence and Self-Image, which exert influence on Conformity behaviour of adolescent girls. This confirms the fourth hypothesis of the present study.
7.8.5 There are a number of factors like Socio-Economic Status, different factors of Adjustment, different factors of Values, Intelligence and Self-Image, which exercise influence on Dependence behaviour of adolescent girls. This confirms the fifth hypothesis of the present study.

7.8.6 There is significant difference on Conformity behaviour in Urban and Rural Schools; English Medium and Hindi Medium Schools; SSES, GP-I and SSES, GP-II Schools; SSES, GP-I and SSES, GP-III Schools and SSES, GP-II and SSES, GP-III Schools. Thus, the sixth hypothesis is confirmed.

7.8.7 There is significant difference on Dependence behaviour in Urban and Rural Schools; Govt. and Private Schools; English Medium and Hindi Medium Schools; Girls and Co-educational Schools; SSES, GP-I and SSES, GP-II Schools; SSES,GP-I and SSES, GP-III Schools and SSES, GP-II, and SSES, GP-III Schools. Thus, the seventh hypothesis is confirmed.

7.8.8 From the conclusions mentioned in earlier pages, it is evident that there are some common and some different factors influencing Conformity behaviour of adolescent girls in different types of institutions. Thus, the eighth hypothesis is partially accepted.

7.8.9 From the conclusions mentioned earlier in this chapter, it is apparent that there are certain common and some different factors influencing Dependence behaviour of adolescent girls in different types of institutions. Thus, the ninth hypothesis is partially accepted.
7.9 **Suggestions**

On the basis of conclusion drawn in the previous pages the following suggestions are being offered.

7.9.1 Organisational changes should be introduced on the pattern of Urban Schools; Private Schools; English Medium Schools; Co-educational Schools and of those schools which have high Socio-Economic Status, in order to reduce Conformity and Dependence behaviour among adolescent girls in Rural School; Govt. Schools; Hindi Medium Schools; Girls Schools and in those schools which have average and below average Socio-Economic Status.

7.9.2 Such Curriculum should be introduced in schools which inculcates less Conformity and Dependence behaviour among adolescent girls.

7.9.3 Such text books and reference books should be recommended for adolescent girls in schools, which help in developing independent nature and non compliance.

7.9.4 Teachers should use those methods of teaching in classes which help in the development of independent and non-complying adolescent girls.

7.9.5 Teachers and Parents should encourage adolescent girls to have independent thinking and confidence in them.
7.9.6 Parents and Teachers should provide freedom to adolescent girls for self-expression.

7.9.7 Each school should provide an environment of freedom to its adolescent girls.

7.9.8 From the very beginning Parents should encourage their daughters to make independent decisions.

7.10 Suggestions for further study

The present study was conducted with certain limitations. It is, therefore, suggested that further investigations in this direction may be taken up with the following suggestions:

7.10.1 The present investigation was limited to girls sample only. Study on the same lines may be conducted on adolescent boys sample and a comparison be made between the boys and girls behaviour pattern.

7.10.2 The present study was conducted on a sample population of 931 adolescent girls from different types of schools such as Urban Schools; Rural Schools; Govt. Schools; Private Schools; English Medium Schools; Hindi Medium Schools; Girls Schools; Co-educational Schools, SSES, GP-I Schools; SSES, GP-II Schools and SSES, GP-III Schools. The sample population in each type of schools may be extended to further validate the results of this study.

7.10.3 Adolescent girls studying in schools in only Union Territory of Chandigarh were studied in this study. It is, therefore,
suggested that more schools from more districts of different states, some may be districts of the backward areas, may be selected extending the scope of the study.

7.10.4 The present study was confined to the adolescents of the age group 13+ to 16 years. It is suggested that similar investigations may be extended to different age groups, which may reveal different results, particularly in later childhood and adult life.

7.10.5 More factors may be studied which may be influencing the Conformity and Dependence behaviour of adolescents.

7.10.6 It will be advisable to conduct longitudinal studies for investigating the emergence of Conformity and Dependence behaviour among the adolescent girls. Such studies may give a deeper insight into the problem of women's emerging out of docility.

7.10.7 Cross Cultural studies may be carried out to find out the extent of Conformity and Dependence behaviour among adolescent girls in different cultures.