CHAPTER VI

SUMMARY OF THE WHOLE WORK DONE AND CONCLUSIONS
INTRODUCTION

Every living organism is constantly interacting with its environment. Such a process of an organism's interaction with its environment is called adjustment while every living organism is constantly interacting with its environment it will encounter certain situations which are conflicting. Such conflicting situations are called problems of adjustment. Although men of all Societies do face various problems they will be differing in their approach towards solving them. Problems of adjustment differ not only from environment to environment but also from individual to individual. Even high school students will be facing problems of adjustment in many areas such as health, home, School and Social areas. As high school students will be in their formative years any threat to their personality at this age due to the unsolved adjustment problems may lead to severe consequences later. Thus, it is worthwhile to study the problems of adjustment of high school students especially with relation to their personality factors because such a study will yield a scientific knowledge about each individual. Hence the investigator selected the following topic:
"A STUDY OF THE PROBLEMS OF ADJUSTMENT OF HIGH SCHOOL STUDENTS IN RELATION TO CERTAIN PERSONALITY FACTORS"

AIM OF THE STUDY

The aim of this investigation was to study the problems of adjustment of high school students in the following eleven areas (Areas set out in the Mooney problem check list):

- Health and Physical development (HPD)
- Finances, living conditions and Employment (FLE)
- Social and Recreational activities (SRA)
- Courteship, Sex and marriage (6SM)
- Social and Psychological Relations (SPR)
- Personal and Psychological Relations (PPR)
- Morals and Religion (MR)
- Home and Family (HF)
- Future Vocational and Educational (FUE)
- Adjustment to School Work (ASW)

and
- Curriculum and teaching procedures (CTP).

These problems are studied with reference to the following six selected personality factors (As measured by R.B.Cattel's Jr. - Sr. High School personality Questionnaire Form A):
- Factor - 'A' ('Reserved' - 'Outgoing')
- Factor - 'C' ('Affected by feelings' - 'Emotionally stable')
- Factor - 'E' ('Obedient' - 'Assertive')
- Factor - 'H' ('Shy' - 'Venturesome')
- Factor - 'I' ('Tough minded' - 'Tender Minded')
and Factor - 'O' ('Placid' - 'Apprehensive').

**METHOD OF THE STUDY**

1) **Sampling:**

The technique used by the investigator to draw a sample for this investigation was "Random Sampling" technique. The number of Boys high schools and Girls high schools in Mysore City were listed separately in an alphabetical order and every fifth high school in case of boys and girls high schools were selected. Thus in all 5 boys high schools and 5 girls high schools were selected. The sample drawn from these high schools consists of 500 X Standard students (of both English and Kannada medium) of which 250 are boys and 250 are girls (Chapter I, Table I).

2) **Tools used for the study:**

The data for this investigation was collected by using two tools.
a) To classify students under different personality factors the instrument used was a part of R.B. Cattel's Jr. - Sr. HSPQ (Form A) which is a standardised test. The form A used in this investigation consists of 62 items since only 6 personality factors were selected (APPENDIX - A).

b) To find the problems of adjustment of high school students the instrument used was a slightly adapted form of the Mooney's problem checklist (APPENDIX - C).

iii) Analysis and interpretation of data:

The data obtained were treated both quantitatively and qualitatively. However the emphasis was more on qualitative treatment because the Mooney problem checklist yields frequencies and not scores.

The high school students irrespective of their age, sex and Socio-economic Status were classified under the two opposed descriptions of each personality factor. Later the adjustment problems of pupils at each personality factor description were studied.

While studying the adjustment problems in relation to each personality factor two types of data were discussed.

a) Problems that are underlined which are considered as total problems,
and (b) problems that are encircled considered as serious problems.

On analysing the data the percentage break up of the students belonging to the different personality factors are as follows:

1) For Factor 'A':
   12% 'Reserved' and
   10% 'Outgoing',

2) For Factor 'C':
   8.4% 'Affected by feeling' and
   14% 'Emotionally stable',

3) For Factor 'E':
   10% 'Obedient' and
   13% 'Assertive',

4) For Factor 'I':
   9.4% 'Shy' and
   15% 'Venturesome',

5) For Factor 'I':
   10.6% 'Tough Minded' and
   11.2% 'Tender Minded',

and 6) For Factor 'O':
   14.4% 'Placid' and
   9.0% 'Apprehensive'.
Frequency distributions of the problems of adjustment were set up for each factor description and their means and standard deviations were calculated. Since there are two categories of pupils (at the two opposed descriptions) for each personality factor the significance of the difference between two means was tested at the 0.05 and 0.01 level's of significance. For doing so critical Ratio's (CR's) were calculated. (The CR's for the difference between the mean number of total and serious problems for the two groups of students at each factor description are given in Table XVIII (A) and XVIII (b) on pages 205 and 206 respectively). While doing so six null hypotheses were set up. After the necessary statistical treatment it was concluded that,

1) For factor A:

Reserved high school students have more problems of adjustment either total or serious than 'Outgoing' high school students. While for 'Reserved' high school students the mean number of total problems were 80.0 and mean number of serious problems were 14.84, for 'Outgoing' high school students, they were 59.5 and 11.72 respectively.

2) For factor C:

'Affected by feelings' high school students have more problems of adjustment either total or serious than 'Emotionally stable' high school students. While those students
who are 'Affected by feelings' have on the average 66.7 total problems and 15.07 serious problems, 'Emotionally stable' high school students on the average have 539 total problems and 13.42 serious problems.

(3) For factor E:

As for as total problems are concerned there was no significance difference between the mean number of problems for 'Obedient' and 'Assertive' high school students. While 'Obedient' high school students have on the average 79.7 total problems, 'Assertive' students have on the average 73.2 total problems.

However the 'Obedient' high school students on the average have more (18.22), serious problems of adjustment than 'Assertive' high school students (12.34).

(4) For Factor H:

'Shy' high school students have more problems either total or serious than 'Venturesome' high school students. While for the 'Shy' students the mean number of problems that are underlined are 76.20 and the mean number of problems that are encircled are 14.59, for the 'Venturesome' high school students the mean number of total problems were 56.20 and the mean number of serious problems were 11.41.
(5) For Factor I:

'Tough Minded' high school students have more problems either total or serious than 'Tender Minded' high school students. While for the 'Tough Minded' high school students the mean number of problems that are underlined are 84.60 for Tender Minded high school students the mean number of problems underlined are 63.60 and while for the 'Tough Minded' high school students the mean number of problems that are encircled are 16.63 for Tender Minded high school students the mean number of problems that are encircled are 12.28.

(6) For Factor 'O':

As far as total problems are concerned there is no significance difference between the mean number of problems of 'Placid' (61.90) and 'Apprehensive' (63.50) high school students.

However 'Placid' high school students have on the average more serious problems of adjustment (15.79) than 'Apprehensive' high school students (13.23).

However mere statistical treatment of the data was found to be insufficient because in certain areas a single problem may outweigh a number of problems of adjustment in other areas. Even in any one area one problem if
present may outweigh other problems. So, the data was treated qualitatively. The frequency with which each problem was underlined by students of a particular personality factor description in each of the eleven areas was tabulated (Tables vi (a) to xi (k)). Of these problems in each area the first five problems in the descending order of frequency underlined and the first 3 problems in the descending order of frequency encircled were taken into consideration. When those problems were tabulated (Tables xix (a) to xiv (k)) it was found that:

(1) In certain areas two factor descriptions of each personality factor have some problems in common,

(2) Certain problems are peculiar to either of the categories

and (3) In certain areas not even a single problem was common for both the descriptions of each personality factor.
CONCLUSIONS

(1) Factor 'A' and adjustment problems:

There are two problems which are underlined by as many as 98.33% of 'Reserved' high school students. They are 'Afraid to take part in class discussions' (ASW)* and not enough good books in the library (CTP).

There are three problems which are the most serious (Marked by 85.47%) for Reserved high school students. They are 'Wanting love and affection' (HF), 'Afraid to take part in class discussions' (ASW) and 'Having no suitable place to study at home' (CTP).

The most frequent problem for 'Outgoing' high school students is 'Needing information about Sex matters' (CSM) underlined by 98% of students at that fact description.

The most serious problem for 'Outgoing' students is the same problem which is encircled by all the students who have underlined it.

(2) Factor 'C' and adjustment problems:

For 'Affected by feelings' students there are two most frequent problems underlined by all of them (100.00%).

* the abbreviations of the areas to which the problems belong are given in parantheses.
They are too many worries (PPR) and missing too many days of school (ASW).

'Affected by feelings' students however have a single most serious problem 'Teachers not considerate of students feelings' (CTP) marked by 95.26% of them.

'Emotionally stable' high school students have one most frequent problem of adjustment i.e., 'Parents making too much decisions for me' (HF) marked by 72.86% of students.

'Emotionally stable' high school students have one most serious problem of adjustment encircled of 48.57% of them i.e., Trouble with science (ASW).

(3) Factor 'E' and adjustment problems:

The most frequent (96%) problem of adjustment for 'Obedient' high school students is 'Trouble with mathematics' (ASW) and the most serious problems of adjustment for them are two in number marked by 70% of students. They are not having many things desire (FLE) and concerned about N.C.C. training (FUE).

The most frequent problem of adjustment for 'Assertive' high school students marked by 66.16% of the students is 'Parents forcing me to go to church/temple/Mosque (MR).
For 'Assertive' high school students there are as many as 7 problems encircled by 49.22% of them. They are:

- Being underweight (HPD)
- Being called a 'Proud peacock' (SPN)
- Not taking somethings seriously enough (PPR)
- Parents not understanding me (HF)
- concerned about N.C.C. training (FUH)
and - Trouble with mathematics (ASW).

(4) Factor 'H' and problems of adjustment:

'Shy' high school students have 9 most frequent problems of adjustment in all the eleven areas of adjustment problems marked by 85.11% of 'Shy' high school students are,

- Awkward way of sitting, standing and walking (HPD),
- Needing money for education after high school (FLW),
- Feeling shy to meet people (SRA),
- Not knowing how to talk to the opposite sex (CSM),
- Being shy in Social situations (SPR)
- Too many worries (PPR)
- Wanting to feel close to God (MR)
- Wanting advice on what to do after high school (FVE)
and - Trouble with Science (ASW).

For 'Shy' high school students there are 6 most serious problems marked by 68.08% of them. They are:
- Awkward way of sitting, standing and walking (HPD),
- Needing money for education after high school (FLE),
- Feeling shy to meet people (SRA),
- Not knowing how to talk to the opposite sex (CSM),
- Worried about a member of the family (HF),

and

- Trouble with Science (ASW)

"Venturesome" high school students have two problems which are the most frequent marked by 80% of them. They are:

- Trouble with Science (ASW)

and

- Subjects not related to every day life (CTP)

"Venturesome" high school students have Trouble with Science as the most serious problem marked by 72% of "Venturesome" high school students.

(5) Factor 'I' and problems of adjustment:

'Tough minded' high school students have 10 most frequent problems marked by 79.23% of them. They are,

- Awkward way of sitting, standing and walking (HPD),
- Wanting to earn some of my own money (FLE),
- No good place for sports around home (SRA),
- Thinking too much about Sex matters (CSM),
- Getting into arguments with others (SPR),
- Can't see the value of so many things I do (PPR),
- Parents old fashioned in their ideas (MR),
- Arguing with my parents (HF),
- Deciding whether or not to go to college (FUE)
and
- Trouble with mathematics (ASW)

'Tough minded' high school students have 5 most serious problems marked by 49.06% of them. They are:

- Wanting to earn some of my own money (FLE),
- Thinking too much about Sex matters (CSM),
- Getting into arguments with others (SPR),
- Can't see the value of so many things I do (PPR),
and
- Parents old fashioned in their ideas (MR).

For 'Tender Minded' high school students there are 8 most frequent problems of adjustment underlined by 49.06% of them. They are:

- Gradually losing weight (ITM),
- Needing to learn how to save money (FLE),
- Wanting more time to myself (SRA),
- Worrying how far to go with the opposite sex (CSM),
- Too easily follow what other people tell me (SPR),
- Troubled by the bad things others do (MR),
- Deciding whether or not to go to college (FUE),
and
- Not studying regularly.

53.27% of 'Tender-minded' high school students have 4 most serious problems of adjustment. They are:
Gradually losing weight (HPD),
- Wanting more time to myself (SRA),
- Deciding whether or not to go to college (FUE),
and
- Not studying regularly (ASW).

(6) Factor '0' and adjustment problems:

For 'Placid' high school students there are two most frequent problems of adjustment underlined by 55.95% of them. They are:

- Worrying about examinations (ASW)
and
- Lunch hour too short (CTP).

For the same group of students there is one most serious problem of adjustment encircled by 41.67% of them viz., worrying about examinations (ASW).

For 'Apprehensive' high school students there are two most frequent problems of adjustment underlined by 55.50% of them. They are:

- Getting into temptations (MR),
and
- Tests are very difficult (CTP).

For 'Apprehensive' high school students there is one most serious problem encircled by 44.30% of them i.e., Getting into temptations (MR).