CHAPTER V

SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 Introduction

The present study dealt on selected psychological problems of 500 women students studying undergraduate courses in colleges. In this chapter, an attempt has been made to recapitulate the key findings and conclusion. Based on these findings a few suggestions are also made. The findings are presented relating to the demographic factors relating to adjustment problems, to emotional maturity and personality traits.

5.2 Statement of the Problem

College students are commonly adolescents. This age is where one can learn a lot about the adjustment to achieve discipline and control their behaviours. So that better inter-personal relationships can be developed. They have to sit in a classroom for certain duration, attends assembly in an orderly manner, play in playground, do some homework, respect elders, play with the teammates, etc. which may require adjustment. Emotion is one of the important aspects of personality an individual most of the college students show such emotional reactors is fear, worries, anxieties. Most of the college women students have more expressive and progressive. So far no one had studied about the psychological problems of women students. Hence, the investigator is intended to study "Selected Psychological Problems of Women Students at Undergraduate Courses in Colleges".

5.3 Objectives

1. To find out the level of adjustment problems of women students studying in colleges.

2. To find out the level of emotional maturity of women students studying in colleges.

3. To find out the different personality traits of women students studying in colleges.

4. To find out whether there is any significant difference between the mean adjustment problem scores of women students studying in colleges with regard to sub samples.

    a) Type of College Students (Women's college / Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

5. To find out whether there is any significant difference between dimension wise

    1. Health Adjustment

    2. Home Adjustment

    3. Emotional Adjustment

    4. Social Adjustment

    5. Occupational Adjustment

mean adjustment problem scores of women students studying in colleges with regard to sub samples.

    a) Type of College Students (Women's college/Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

6. To find out whether there is any significant difference between the mean emotional maturity scores of women students, studying in colleges with regard to sub samples.

   a) Type of College Students (Women's college/Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5001)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

7. To find out whether there is any significant difference between the dimension wise

   1. Emotional Stability

   2. Emotional Regression

   3. Social mal Adjustment

   4. Personality Disintegration

   5. Lack of Independence

   mean emotional maturity scores of women students, studying in colleges with regard to sub samples.

   a) Type of College Students (Women's college/Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5001)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

8. To find out whether there is any significant association between the mean adjustment problem scores of women students studying in colleges with regard to sub samples.

    a) Type of College Students (Women's college / Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

9. To find out whether there is any significant association between the mean emotional maturity scores of women students studying in colleges with regard to sub samples.

    a) Type of College Students (Women's college /Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

10. To find out whether there is any significant association between the mean traits of personality (Extrovert, Introvert, Ambivert) scores of women students studying in colleges with regard to sub samples.

    a) Type of College Students (Women's college/Co-education)

    b) Type of Management (Government / Private)

c) Type of Residence (Rural / Urban)

d) Parents' Income (up to ₹5000 / above ₹5001)

e) Fathers' Education (Literate / Illiterate)

f) Mothers' Education (Literate / Illiterate)

g) Type of Family (Nuclear / Joint)

h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

5.4 Hypotheses

1. The level of adjustment problem of women students studying in colleges is moderate.

2. The level of emotional maturity of women students studying in colleges is high.

3. The women students studying in colleges are identified as Extroverts, Ambiverts, Introverts.

4. There is no significant difference between the mean adjustment problem scores of women students studying in colleges with regard to sub samples

      a) Type of College Students (Women's college /Co-education)

      b) Type of Management (Government / Private)

      c) Type of Residence (Rural / Urban)

      d) Parents' Income (up to ₹5000 / above ₹5001)

      e) Fathers' Education (Literate / Illiterate)

      f) Mothers' Education (Literate / Illiterate)

      g) Type of Family (Nuclear / Joint)

      h) Subject of Study (Arts / Science)

      i) Year of Study (First year / Second Year)

5. There is no significant difference between dimension wise

      1. Health Adjustment

      2. Home Adjustment

3. Emotional Adjustment

4. Social Adjustment

5. Occupational Adjustment

mean Adjustment problems scores of women students studying in colleges with regard to sub samples

   a) Type of College Students (Women's college /Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5001)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

6. There is no significant difference between the mean emotional maturity scores of the women students studying in colleges with regard to sub samples

   a) Type of College Students (Women's college /Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5001)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

7. There is no significant difference between the dimension wise

    1. Emotional Stability

    2. Emotional Regression

    3. Social mal Adjustment

    4. Personality Disintegration

    5. Lack of Independence

mean emotional maturity scores of the women students studying in colleges with regard to sub samples

    a) Type of College Students (Women's college /Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹ 5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

8 There is no significant association between mean adjustment problem scores of women students studying in colleges with regard to samples.

    a) Type of College Students (Women's college/Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

9. To find out whether there is any significant association between mean emotional maturity scores of women students studying in colleges with regard to sub samples.

   a) Type of College Students (Women's college /Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5000)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

10. There is no significant association between the mean Extroverts, Ambiverts and Introverts scores of women students studying in colleges with regard to sub samples.

   a) Type of College Students (Women's college /Co-education)

   b) Type of Management (Government / Private)

   c) Type of Residence (Rural / Urban)

   d) Parents' Income (up to ₹5000 / above ₹5000)

   e) Fathers' Education (Literate / Illiterate)

   f) Mothers' Education (Literate / Illiterate)

   g) Type of Family (Nuclear / Joint)

   h) Subject of Study (Arts / Science)

   i) Year of Study (First year / Second Year)

5.5 Methodology

Research Methodology is the backbone of any research study, which gives clear understanding and brings clarity with study.

MINOR FINDINGS

5.6 Hypothesis I

The level of adjustment problem of women students studying in colleges is moderate.

Overall Adjustment the main score was (85.66 ± 18.87), which is 53.67% of total score revealing that the women students at graduate scores are nearly 50% of adjustment problems.

Dimension I Health adjustment

Findings relating to the health adjustment scores of women students with their demographic variables

- The adjustment problem is high among the coeducation college students, Government college students, urban students, students whose Fathers are illiterates, and students whose mothers are literates, from nuclear family, students studying arts subject, students whose year of study is First year, than their counterparts.

Dimension II Home adjustment

Findings relating to the home adjustment scores of women students with their demographic variables

- The adjustment problem is high among the coeducation college students, Government college students, urban students, students whose fathers are illiterates, students whose Mothers are literates. Students from joint family, students studying arts subjects and students whose year of study is Second year than their counter parts.

Dimension III – Emotional Adjustment

Findings relating to the emotional adjustment scores of women students with their demographic variables

- The emotional adjustment problem is high among the coeducation college students, Government college students, urban students, students whose fathers are illiterates, students whose Mothers are

literates, students from joint family, students studying arts subject whose year of study is First year than their counterparts.

Dimension – IV Social Adjustment

Findings relating to the Social adjustment scores of women students with their demographic variables

- The social adjustment problem is high among the women's college students, government college students, urban students, students whose Fathers are illiterates, students whose mothers are literates and joint family students, students studying arts subjects, students whose year of study is First year than their counter parts.

Dimension V – Occupational Adjustment

Findings relating to the Occupational adjustment scores of women students with their demographic variables

- The occupational adjustment problem is high among the coeducation college students, government college students, and urban students. Students whose Fathers and Mothers are illiterates, students from nuclear family, students studying arts subject, students whose year of study is First year than their counter parts.

Hypothesis II

The level of emotional maturity of women students studying in colleges is high.

Overall emotional maturity mean score was (149.94 ± 23.78), which is 62.48% of the total score revealing that the women students at graduate courses had nearly fifty percent of emotional maturity problems.

Dimension I - Emotional stability

Findings relating to the Emotional stability scores of women students with their demographic variables

- The Emotional stability score is high among the coeducation college students, Private college students, urban students, students whose Parents' Income is above ₹ 5001, students whose Fathers are illiterates, and Mothers are literates, students from nuclear family, students studying arts subject and students whose year of study is second year than their counterparts.

Dimension II - Emotional Regression

Findings relating to the Emotional Regression scores of women students with their demographic variables

- The Emotional regression score is high among the women's college students, private college students, urban students, students whose Parents' Income is above ₹5001, students whose Fathers are illiterates and Mothers are literates, student from nuclear family, students studying science subject, students whose year of study is second year than their counterparts.

Dimension III - Social mal adjustment

Findings relating to the Social mal adjustment scores of women students with their demographic variables

- The Social mal adjustment score is high among the women's college students, private college students, urban students, students whose Parents' Income is above ₹5001, students whose Fathers are illiterates and Mothers are literates, students from nuclear family, students studying arts subject and students whose year of study is Second year than their counterparts

Dimension IV - Personality disintegration

Findings relating to the Personality disintegration scores of women students with their demographic variables

- The Personality disintegration score is high among the women's college students, private college students, urban students whose Parents' Income is above ₹5001, students whose Fathers and Mothers are illiterate, student from joint family, students studying arts subject and students whose year of study is Second year than their counterparts

Dimension V – Lack of independence

Findings relating to the Lack of independence scores of women students with their demographic variables

- The Lack of independence score is high among the coeducation college students, private college students, urban among students whose Parents' Income is above ₹5000, students whose Fathers and Mothers are illiterates, student from nuclear family, students studying science subject, and students whose year of study is Second year than their counterparts.

Hypothesis III

The women students studying in colleges are identified as Extroverts, Ambiverts, Introverts.

Assessment of level of Personality of students

Among the total samples (50.6 %) of students were extroverts, (13.8 %) students were ambiverts and (35.6 %) were introverts.

Findings relating to the Personality of women students

Among the sub samples extrovert personality was the highest (62.16 %) among the Women's college students and lowest (45.74%) among the Co-education college students. ambivert was the highest (16.19 %) for the Co-education college students and lowest (8.11%) among the Women's

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college Students. Introvert was the highest (38.07 %) among the Co-education College Students and lowest (29.73 %) among the Women College Students.

Extrovert personality was the highest (51.18 %) for the Government College Students and lowest (50%) among the Private College Students. Ambivert personality among the highest (13.82 %) among the Private College Students and lowest (13.78%) among the Government College Students. Introvert personality was the highest (36.18%) among the Private College Students and lowest (35.04%) among the Government College Students.

Extrovert personality was the highest (51.03%) among the students and lowest (50%) among the urban students. Ambivert personality was the highest (15.24 %) among the urban area students and lowest (12.76%) among the rural area students. Introvert was the highest (36.21 %) among the rural Students and lowest (34.76 %) among the urban area Students.

Extrovert personality was the highest (53.46 %) among students whose parents income is up to ₹. 5001, and lowest (47.50%) among students whose parental income is above. ₹ 5001. Ambivert was the highest (13.85%) among the income group of above ₹ 5001 and lowest (13.75%) among the income of up to ₹ 5000 students. Introvert personality was the highest (38.75%) for the income groups of up to ₹ 5000 students and lowest (13.75 %) among the income up to ₹ 5000. Introvert personality was the highest (38.75%) for the income group of up to ₹ 5000 students and lowest (32.69%).

Introvert personality was the highest (50.83 %) among the students whose fathers are illiterate and lowest (50%) among the students whose fathers are literate. The percentage of nature of personality, ambivert was the highest (15%) for the students whose fathers are illiterate and lowest (10.71%) among the students fathers are literate. Introvert personality was

the highest (39.29%) for the students whose fathers are literate and lowest (34.17 %) among the students whose fathers are illiterate.

Extrovert personality was the highest (50.71%) for the students whose mothers are illiterate and lowest (50%) among the students whose mothers are iliterate. Ambivert personality was the highest (14.29%) among the students whose fathers are literates lowest (11.25%) among the students whose mothers are literate. Introvert personality was the highest (38.75%) for the students whose mothers are literate and lowest (35%) among the students whose fathers are illiterate.

Extrovert personality was the highest (61.95%) for the joint family students and lowest (47.29%) among the nuclear family students. Ambivert personality was the highest (15.50 %) among the nuclear family students and lowest (7.96%) among the joint family students. Introvert personality was the highest (37.21%) for the nuclear family students and lowest (30.09%) among the joint family students.

Extrovert personality was the highest (51.67 %) science students and lowest (49%) among the arts students. Ambivert personality was the highest (14.50 %) for the arts students subject and lowest (13.33%) among the science students. Introvert personality was the highest (36.50 %) for the students are arts subject and lowest (35 %) among the students are science students.

Extrovert personality was the highest (51.11 %) among second year students and lowest (50%) among the first year students. Ambivert was the highest (17.04%) among the second year students lowest (10%) among the first year students. Introvert personality was the highest (40 %) for the first year students and lowest (31.85%) among the second year students.

MAJOR FINDIGS

Hypothesis IV

There is no significant difference between the mean adjustment problems scores of women students studying in colleges with regard to sub samples

    a) Type of College Students (Women's college /Co-education)

    b) Type of Management (Government / Private)

    c) Type of Residence (Rural / Urban)

    d) Parents' Income (up to ₹5000 / above ₹5001)

    e) Fathers' Education (Literate / Illiterate)

    f) Mothers' Education (Literate / Illiterate)

    g) Type of Family (Nuclear / Joint)

    h) Subject of Study (Arts / Science)

    i) Year of Study (First year / Second Year)

There is no significant difference between the mean health adjustment scores with regard to Type of college students, residence Parents' Income, Mothers' Education, Type of family and Year of study and it is concluded there is a significant difference between the mean adjustment scores with respect to Type of college students, residence, Parents' Income, mothers' education, Type of family and Year of study.

Hypothesis V

There is no significant difference between dimensions wise

    1. Health Adjustment

    2. Home Adjustment

    3. Emotional Adjustment

    4. Social Adjustment

    5. Occupational Adjustment

mean Adjustment problems scores of women students studying in colleges with regard to sub samples

a) Type of College Students (Women's college /Co-education)

b) Type of Management (Government / Private)

c) Type of Residence (Rural / Urban)

d) Parents' Income (up to ₹5000 / above ₹5001)

e) Fathers' Education (Literate / Illiterate)

f) Mothers' Education (Literate / Illiterate)

g) Types of Family (Nuclear / Joint)

h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

Dimension I Health adjustment

- There is no significant difference between mean health adjustment scores with regard to Type of college Students, Residence, Parents' Income, Mothers' Education, Type of family, Subject of study and Year of study.

- There is a significant difference between mean health adjustment scores with respect to Type of management and Fathers' Education.

Dimension II Home adjustment

- There is no significant differences between mean home adjustment scores with respect to Type of college Students, Parents' Income, Fathers' Education, Mothers' Education, Type of family, Subject of study and Year of study

- There is a significant difference between mean home adjustment scores with respect to Type of management and Fathers education.

Dimension III Emotional adjustment

- There is no significant difference between mean emotional adjustment score with respect Type of college Students, Residence, Parents' Income, Mothers' Education and Type of family, Type of family, Subject of study and Year of study.

- There is a significant difference between the mean emotional adjustment score with respect to Type of Management, Fathers' Education and Subject of study.

Dimension IV Social adjustment

- There is no significant difference between the mean social adjustment scores with respect to Type of college Students, Type of Management, Residence, Parents' Income, Mothers' Education and Year of study.

- There is a significant difference between the mean social adjustment score with respect to Fathers' Education, Type of family and Subject of study.

Dimension V Occupational adjustment

- There is no significant difference between the mean occupational adjustment scores with respect to Fathers' Education, Type of college Students, Type of Management, Residence, Parents' inc.ome, Mothers' Education, Type of family, Subject of study and Year of study.

- There is a significant difference between the mean occupational adjustment scores with respect to only Fathers' Education.

Hypothesis VI

There is no significant difference between the mean emotional maturity scores of the women students studying in colleges with regard to sub sample

        a) Type of College Students (Women's college /Co-education)

        b) Type of Management (Government / Private)

        c) Type of Residence (Rural / Urban)

        d) Parents' Income (up to ₹5000 / above ₹5001)

        e) Fathers' Education (Literate / Illiterate)

        f) Mothers' Education (Literate / Illiterate)

g) Type of Family (Nuclear / Joint)

h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

There is no significant difference between the mean overall emotional maturity scores with respect to Type of college Students, Mothers' Education and Type of family, Subject of study and Year of study.

There is a significant difference between the mean overall emotional maturity score with respect to Type of management, residence, Parents' Income and Fathers' Education.

Hypothesis VII

There is no significant difference between the dimensions wise

- Emotional Stability
- Emotional Regression
- Social mal Adjustment
- Personality Disintegration
- Lack of Independence

mean emotional maturity scores of the women student studying in colleges with regard to sub sample

a) Type of College Students (Women's college /Co-education)

b) Type of Management (Government / Private)

c) Type of Residence (Rural / Urban)

d) Parents' Income (up to ₹ 5000 / above ₹5001)

e) Fathers' Education (Literate / Illiterate)

f) Mothers' Education (Literate / Illiterate)

g) Type of Family (Nuclear / Joint)

h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

Dimension I Emotional Stability

- There is no significant difference between the mean Emotional Stability with respect to Type of college Students, Residence, Mothers' Education, and Subject of study.

- There is a significant difference between the mean Emotional Stability with respect to Type of Management, Parents' Income, Fathers' Education and Type of family.

Dimension II Emotional Regression

- There is no significant difference between the mean Emotional regression with respect to Residence, Mothers' Education, Type of family, subject of study and year of study.

- There is a significant difference between the mean Emotional regression with respect to Type of Management, Parents' Income and Fathers' Education.

Dimension III Social mal adjustment

- There is no significant difference between the mean social mal adjustment with respect to Residence, Mothers' Education, Type of family, subject of study and year of study.

- There is a significant difference between the mean social mal adjustment with respect to with respect to Type of college Students, Type of Management, Parents' Income and Fathers' Education.

Dimension IV Personality disintegration

- There is no significant difference between the mean personality disintegration with respect to Residence, Mothers' Education, Type of family, subject of study and year of study.

- There is a significant difference between the mean personality disintegration with respect to with respect to Type of college

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Students, Type of Management, Parents' Income and Fathers education.

Dimension V Lack of independence

- There is no significant difference between the mean lack of independence with respect to Type of college Students, Mothers' Education, subject of study and year of study.

- There is a significant difference between the mean lack of independence with respect to Type of Management, Residence, Parents' Income, Fathers' Education and Type of family.

Hypothesis VIII

There is no significant association between adjustment problem scores of women students studying colleges with regard to samples.

a) Type of College Students (Women's college/Co-education)

b) Type of Management (Government / Private)

c) Type of Residence (Rural / Urban)

d) Parents' Income (up to ₹5000 / above ₹5001)

e) Fathers' Education (Literate / Illiterate)

f) Mothers' Education (Literate / Illiterate)

g) Type of Family (Nuclear / Joint)

h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

There is a significant association is found between the Type of College students, Type of Management, type of family, subject of study.

There is no significant association is found between the Types of Residence, Parents' Income, Fathers' Education, Mothers Education, Year of Study.

Hypothesis IX

There is no significant association between emotional maturity scores of women students studying in colleges with regard to sub samples.

> a) Type of College Students (Women's college /Co-education)
>
> b) Type of Management (Government / Private)
>
> c) Type of Residence (Rural / Urban)
>
> d) Parents' Income (upto ₹5000 / above ₹5000)
>
> e) Fathers' Education (Literate / Illiterate)
>
> f) Mothers' Education (Literate / Illiterate)
>
> g) Type of Family (Nuclear / Joint)
>
> h) Subject of Study (Arts / Science)
>
> i) Year of Study (First year / Second Year)

There is a significant association between the Type of College students, Type of Management.

There is no significant association between the Type of residence, Parents Income, Mothers Education, Year of Study, and Subject of Study.

Hypothesis X

There is no significant association between the mean Extroverts, Ambiverts and Introverts scores of women students studying colleges with regard to sub samples.

> a) Type of College Students (Women's college /Co-education)
>
> b) Type of Management (Government / Private)
>
> c) Type of Residence (Rural / Urban)
>
> d) Parents' Income (up to ₹5000 / above ₹5000)
>
> e) Fathers' Education (Literate / Illiterate)
>
> f) Mothers' Education (Literate / Illiterate)
>
> g) Type of Family (Nuclear / Joint)
>
> h) Subject of Study (Arts / Science)

i) Year of Study (First year / Second Year)

There is highly significant association between the type of college students and the nature of personality.

There is no significant association between the type of management residence, parents, income, Fathers' Education, subject of study, year of study and nature of personality.

5.6 Suggestions

1. The same study can be extended to other districts of Tamil Nadu.

2. The study can be extended to Post Graduate students and B.Ed., Teacher Trainees and higher study students also.

3. The similar study can be undertaken along with other psychological variables.

4. A comparative study can be undertaken by taking Arts and Science professional course students.

5.7 Recommendations

1. Traditionally guidance has been given by the parents in the form of advice. However, guidance in its, psychological connotations more than mere provision of help for the solution of the problem.

2. Guidance and Counseling in the College can help to promote the emotional maturity of the students.

3. The college activities must be designed according to the needs and interests of the individual learner, which in turn motivate them to stick to their learning activities.

4. It becomes essential now to develop good physical and mental health in the youth to prevent the Adjustment problems during adolescent possible extent.

5. Parents should take care of their children education healthy environment and healthy food.

6. Parent should behave like friends to understand the problems of children.

7. Seminars, Workshops and training programmes may be organized to developed personality and emotional maturity so that the psychological problems of women students may be reduced.

5.8 Conclusion

The study is a rewarding exercise in the sense that, in addition to identifying the factors which influence the psychological problems, it also brought out the problems encountered by the respondents from various angle. This has enabled the researcher to give certain practical solutions to the problems encountered by the respondents.

The level of adjustment problem is moderate.

The level of emotional maturity is high.

Among the total samples Extrovert are (50.6%), Introvert are (13.8%) and Ambivert are (35.6%). As the college students have problem, it may affect their studies. It is the duty of teachers, parents, NGOs, to rectify the psychological problems of women students at college level, for academic achievement.