CHAPTER – VI

SUMMARY AND CONCLUSIONS

The major purpose of the present investigation was to undertake a comparative study of self-concept, self-confidence, ego-strength and emotional intelligence of Privileged and Non-privileged youths. This chapter contains a summary of the total investigation activities—the problem, objectives, hypotheses, sample as well as tools used in the study. This chapter also includes the main findings of the study, implications and suggestions for further research in this area.

Statement of the problem

The title of the present study is, "A comparative study of self-concept, self-confidence, ego-strength and emotional intelligence of Privileged and Non-privileged youths".

Objectives of the Study

The following objectives have been formulated for the present study:

1) To compare the self-concept, self-confidence, ego-strength and emotional intelligence of privileged and non-privileged youths.

2) To compare the self-concept, self-confidence, ego-strength and emotional intelligence of male and female subjects.
3) To explore the interrelationships among four variables i.e. self-concept, self-confidence, ego-strength and emotional intelligence.

**Hypotheses tested in the Study**

To attain the objectives of this study, following hypotheses have been putforth for testing:

1) Privileged youths develop better self-concept than the non-privileged youths.

2) More self-confidence is observed among the privileged youths than non-privileged youths.

3) Subjects of privileged class of society have more ego-strength than those of non-privileged class.

4) Superior emotional intelligence is observed among privileged subjects than non-privileged subjects.

5) Males have better self-concept than females.

6) More self-confidence is observed among males than females.

7) Males develop better ego-strength than females.

8) Females develop better emotional intelligence than males.
9) Higher the self-confidence of the subjects, better self-concepts they have.

10) Subjects with more ego strength develop better self-concept than subjects having lower ego-strength.

11) Higher ego-strength is associated with more self-confidence.

12) Subjects with high emotional intelligence develop better self-concept than subjects with low emotional intelligence.

13) Subjects with high emotional intelligence have more self-confidence than subjects with low emotional intelligence.

14) Subjects with higher ego-strength have superior emotional intelligence than subjects with lower ego-strength.

Sample

The sample was drawn from the population of students taking collegiate education in Aurangabad city. The sample consists of students of senior colleges. It was chosen from the students belonging to Arts, Commerce and Science faculties, studying in First, Second and Third years.
The sample size was 400. An index of the category-wise (Degree of advantages) and gender-wise breakup of the subjects can be had from the following table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Privileged</th>
<th>Non-privileged</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>N=400</td>
</tr>
</tbody>
</table>

Tools

Following tools were used for the collection of data:

1) Self-Concept Questionnaire (Dr. Rajkumar Saraswat)
2) Self-Confidence Inventory (Basavanna)
3) Ego-Strength Scale (Dr. Q. Hasan)
4) Emotional Intelligence Scale (Hyde, Pethe, and Dhar)

Analysis of Data

The data were analyzed with the help of descriptive statistics i.e. Means and SDs for different variables i.e. Self-concept, Self-confidence, Ego-strength and Emotional intelligence. The above statistics are reported category-wise, gender-wise, as well as for the entire sample.
To evaluate category-wise and gender-wise differences in the various variables employed in this research, two-way multivariate analysis of variance (MANOVA) has been carried out with category and gender as the independent variables and Self-concept, Self-confidence, Ego-strength and Emotional intelligence as dependent variables.

To explore the interrelationships among four dependent variables, correlational analyses have been carried out. The Pooled within-cells correlations were also computed among the dependent variables. To predict category from the psychological variables, a Discriminant Function Analysis was also computed.

**Results of the Present Study**

1) There are significant differences between mean scores of privileged and non-privileged subjects on self-concept (F=74.42, P<.001); privileged Ss scoring higher than non-privileged Ss. This indicates that category (degree of advantages) has influence on self-concept.

2) There are significant differences between mean scores of privileged and non-privileged subjects on self-confidence (F=117.78, P<.001); privileged Ss scoring higher than privileged Ss. Since higher score on self-confidence scale
denotes less self-confidence and vice versa, it can be concluded that privileged Ss seem to have more self-confidence than non-privileged Ss.

3) There are significant differences in mean scores of privileged and non-privileged subjects on ego-strength (F=88.11, P<.001); privileged Ss scoring higher than non-privileged Ss. This indicates that category (degree of advantages) has influence on ego-strength.

4) There are significant differences in mean scores of privileged and non-privileged subjects on emotional intelligence (F=54.71, P<.001); privileged Ss scoring higher than non-privileged Ss. This indicates that category (degree of advantages) has influence on emotional intelligence.

To sum up, it can be asserted that category or the degree of advantages is highly significant for all the four psychological variables employed in this study.

5) There are no significant gender differences on self-concept (F=0.59). Thus, gender has no influence on self-concept.

6) There are significant gender differences on self-confidence (F=8.97, P<.01); males scoring higher than females. Since
higher score on self-confidence scale denotes less self-confidence, it can be concluded that females seem to have more self-confidence than males.

7) There are no significant gender differences on ego-strength (F=0.14), Thus, gender has no influence on ego-strength.

8) There are no significant gender differences on emotional intelligence (F=2.65). This indicates that gender has no influence on emotional intelligence.

9) Higher self-confidence is found to be associated with better self-concept (r=-0.61, P<.001, Table 9). (Higher score on self-confidence scale denotes less self-confidence).

10) Higher ego-strength is found to be associated positively and significantly (r=0.55, P<.001, Table 9) with better self-concept.

11) Higher ego-strength is found to be associated with more self-confidence (r=-0.61, P<.001, Table 9) (Higher score on self-confidence scale denotes less self-confidence).

12) Self-concept and emotional intelligence are found to be positively correlated (r=0.55, P<.001, Table 9).
13) Higher self-confidence is found to be associated with superior emotional intelligence ($r=-0.50, P<.001$, Table 9). (Higher score on self-confidence scale denotes less self-confidence).

14) Ego-strength and emotional intelligence are found to be positively and significantly correlated ($r=0.52, P<.001$, Table 9).

**Conclusions:**

On the basis of data and discussion of results, the hypotheses were tested and verified. Some of them were retained and some were rejected. Following conclusions were drawn:

1) Privileged subjects scored higher than non-privileged subjects on self-concept. Thus, Hypothesis No. 1 is supported.

2) Non-privileged subjects scored higher than privileged subjects on self-confidence. Since higher score on Self-confidence scale denotes less self-confidence and vice-versa, it can be concluded that privileged Ss seem to have more self-confidence than non-privileged Ss. Thus, Hypothesis No. 2 is supported.
3) Subjects of privileged category scored higher than subjects of non-privileged category on ego-strength. Thus, Hypothesis No. 3 is supported.

4) Privileged subjects have significantly superior emotional intelligence than non-privileged subjects. Thus, Hypothesis No. 4 is supported.

5) There are no gender differences on self-concept. Thus, Hypothesis No. 5 is rejected.

6) Females are found to be more self-confident than males. Thus, Hypothesis No. 6 is rejected.

7) No gender differences are found on ego-strength. Thus, Hypothesis No. 7 is rejected.

8) There are no gender differences on emotional intelligence. Thus, Hypothesis No. 8 is rejected.

9) Higher self-confidence is associated with better self-concept. Thus, Hypothesis No. 9 is supported.

10) There is significant and positive correlation between ego-strength and self-concept. Thus, Hypothesis No. 10 is supported.
11) Higher ego-strength is associated with more self-confidence. Thus, Hypothesis No. 11 is supported.

12) Better self-concept is associated with superior intelligence. Thus, Hypothesis No. 12 is supported.

13) Higher self-confidence is associated with superior intelligence. Thus, Hypothesis No. 13 is supported.

14) There is significant and positive correlation between ego-strength and emotional intelligence. Thus, Hypothesis No. 14 is supported.

**Implications**

Several implications seem to be evident from the findings of this study.

1) All possible efforts should be made by Govt. and Non-Govt. agencies to lessen the gap between Privileged and Non-privileged classes. Granting of special privileges, particularly educational and employment facilities to the Non-privileged youths for a certain period has undoubtedly increased their socio-economic status. But this measure is not sufficient to raise the Non-privileged class to the level of privileged class. Besides this measure, drastic measures-
more intensive and more extensive-need to be adopted on large scale and on wider basis to minimize the gap in the socio-economic status of Non-privileged and privileged classes. Central Govt., State Govt., Social and Political organizations should take concrete steps and chalk out the time bound programmes in this direction. Reformers, political leaders, educationalists, legislators and administrators should pursue this issue on different fronts.

2) In the early childhood period, parents of non-privileged classes should provide a congenial atmosphere to children. There should be no over-expectation and over-protection on the part of parents. There must be adequate and appropriate type of socialization. Parents must provide the right type of role model in order to develop better self-concept and self-confidence in their children. Therefore, the parents of non-privileged class should be given proper education and guidance to serve as better models of behaviour for their children.
3) In order to develop self-confidence, the non-privileged Ss need adequate opportunities to share power and authority in Indian society.

4) Teacher’s classroom behaviour may affect student’s self-concept, and self-confidence. Teacher education programs should provide courses in human growth and development and personality theory with underlying emphasis on the development and importance of self-concept, self-confidence and emotional intelligence, in relation to deprived or non-privileged classes.

5) Unwarranted discrimination against non-privileged youth need to be done away with.

6) The non-privileged Ss may possibly be motivated to reach their maximum potential by the implementation of an educative process which emphasizes self-worth.

7) Counsellors are needed on college campuses where the non-privileged students attend, for the purpose of encouraging verbalization of feelings about self, giving positive reinforcement for small gain in interpersonal relationships.
8) Non-privileged youths need adequate nourishment during the developmental period as nutrition may affect ego-strength. In order to improve ego-strength, certain environmental enrichments viz; stimulation and encouragement during infancy, adequate attention, need to be provided to them. Some situational factors i.e. social threat, social rejection and isolation, fear of competition with the majority group, unrealistic inferiority feelings should be minimized so that non-privileged youths do not inflicted by these factors.

9) An assessment of non-privileged subject’s goals is needed to motivate them to reach their potential. Too often norms established by university may not be realistic for some non-privileged youth nor may the goals of some courses be purposeful on his return to his culture. Optimum level of competency would surely foster better self-concept and more self-confidence.

10) To promote emotional intelligence in children, parents should be given proper education and guidance so as to enable them to change their traditional attitudes towards children. Parents should take care of the feelings and emotions of
children. Their negative experiences should be rationalized. Their expression of view should not be inhibited. Proper guidance and counselling should be provided to them at appropriate times.

11) If any intervention programme to improve self-concept, self-confidence, ego-strength and emotional intelligence is to be planned, along with the non-privileged students, privileged students, misclassified as non-privileged, also need to be considered, since they share the deficits of the majority of non-privileged group. Similarly, non-privileged students, misclassified as privileged, can be exempted from the intervention program, since they do not have the deficits shared by the majority of non-privileged students.

Recommendations for further study

The results of this study seemed to warrant investigations in the following areas:

1) A longitudinal study should be conducted to determine if changes occur in self-concept, self-confidence, ego-strength and emotional intelligence of the same subjects over a long period of time. By studying these dependent variables at various stages, the influence of various factors on the same
subjects may be determined. Thus, the factors that cause differences in the four psychological variables of the privileged and non-privileged youths can be pinpointed.

2) A follow-up study using the same subjects could be made to determine if any change in self-concept, self-confidence, ego-strength and emotional intelligence had occurred.

3) Studies should be conducted in this area by controlling SES of the respondents.

4) Studies should be carried out using other standardized tools to validate the results of the study.

5) The study may be conducted using factorial design in order to study the main and interactive effects.

6) The same study may be replicated on another population to get wider generalization of results.

7) More studies are needed in the area of self-concept, self-confidence, ego-strength and emotional intelligence of privileged and non-privileged youths; since there is little research work in these areas. More studies using large samples and more colleges from different parts of the country may be conducted.