CHAPTER V

SUMMARY AND CONCLUSIONS

The major purpose of the present investigation was to undertake a comparative study of self-concept, need for achievement and emotional intelligence of Tribal and Non-tribal students in Nandurbar District. This chapter contains a summary of the total investigating activities – the problem, objectives, hypotheses, sample as well as tools used in the study. This chapter also includes the main findings of the study, limitations, implications and suggestions for further research in this area.

5.1 Statement of the problem –

“A Comparative Study of Self Concept, Need for Achievement and Emotional Intelligence of Tribal and Non Tribal Students in Nandurbar District.”

5.2 Objectives of the study –

The following objectives have been formulated for the present study:-

1. To investigate the difference in the self-concept of Tribal and non-Tribal students.

2. To study the gender differences in subjects self-concept
3. To determine the difference in need for achievement (n-Ach) of Tribal and non-Tribal students.

4. To study the gender differences in need for achievement (n-Ach) of subjects.

5. To determine the difference in Emotional Intelligence of Tribal and non-Tribal students.

6. To study the gender differences in subjects emotional intelligence.

7. To explore the co-relationships between following dependent variables –
   - Achievement Motivation and emotional Intelligence
   - Achievement Motivation and Self-Concept
   - Emotional intelligence and Self-Concept

5.3 Hypotheses tested in the study–

To attain the objective of the study following hypotheses have been put forth for testing

a) There will be no significant difference between male and female on their self-concept.

b) There will be significant difference between tribal and nontribal student’s on their self-concept.

c) Interaction effect of gender and community will be significant on student’s self-concept.
d) There will be no significant effect of gender on students need for Achievement (n-Ach).

e) Subjects belonging to non-tribal community will be significantly higher on their need for Achievement (n-Ach) as compare to tribal students.

f) There will be no significant interaction effect between gender and community in order to affect student’s need for Achievement (n-Ach).

g) There will be no significant effect of gender on student’s emotional intelligence.

h) Community has significant effect on student’s level of emotional intelligence.

i) There will be no interaction effect between Gender and community on student’s level of emotional intelligence.

j) Subjects having high need for Achievements (n-Ach) also have superior emotional intelligence.

k) Subjects with higher need for achievement (n-Ach) also possess more positive self-concept.

l) Subjects with high emotional intelligence tend to have better self-concept.
5.4 Methodology

The preset investigation was conducted under two phases:

5.4.1 Phase I

This phase was concerned with the effect of gender and community on self-concept, need for achievement and emotional intelligence of students.

5.4.2 Phase II

This phase was intended to search the association among dependent variables i.e. self-concept, need for achievement and emotional intelligence

5.4.3 Sample

The sample was drawn from the population of students taking collegiate education in Nandurbar District. The sample consisted of students of senior college. It was chosen from the students belonging Arts, Commerce and Science faculties studying in First, Second and Third years. The sample size was 400. The distribution of total sample is depicted as follows:
5.4.4 Variables

The variables in this study were as follows:

- **Independent variables:**
  - Gender (Male and Female)
  - Community (Tribal and Non-Tribal)

- **Dependent variable:**
  - Self-concept
  - Need for Achievement (n-Ach)
  - Emotional intelligence

5.4.5 Tools

Following tolls were used for the collection of data:

i. Self-concept Scale (Dr. Mukta Rani Rastogi)

ii. Achievement Motivation (Pratibha Deo and Asha Mohan)

iii. Emotional Intelligence Scale (Hyde, Pethe and Dhar)
5.4.6 Analysis of Data

The Data were analyzed as follows:

The means for gender (male and female) and community (Tribal and Non-Tribal) on subject’s achievement motivation, emotional intelligence and self-concept were analyzed. A 2x2 factorial design was used viz technique of ANOVA was employed in order to examine the role of main variables as well as their interaction effects on subject’s achievement motivation, emotional intelligence and self-concept.

In order to study the association among dependent variables Pearson’s product moment method was used.

5.5 Results of the present study

i. There are significant gender differences on self-concept (F=21.96, P < .01), males scoring higher than females.

ii. There are significant differences in mean scores of Tribal and Non-Tribal students on self-concept. (F=28.19, P < .01), non tribal students scoring higher than tribal students. This indicates that community has influence on self-concept.

iii. There is significant interaction effect between gender and community on self-concept (F=13.01, P < .0).
iv. There is no significant effect of gender (F=2.50,) on student’s need for achievement.

v. There are significant differences between mean scares of Tribal and Non-Tribal students on need for achievement (F=21.16, P < .01); Non-Tribal students scoring higher than tribal students. This indicates that community has influence on need for achievement.

vi. There is significant interaction effect between gender and community (F=5.01,P < .05) on need for achievement of the students.

vii. There are significant gender difference on emotional intelligence (F=9.0, P <.01 )

viii. There are significant differences in mean scores of tribal and Non-Tribal students on emotional intelligence (F=13.20, P < .01) non-tribal subjects scoring higher than tribal subjects. This indicates that community has influence on emotional intelligence.

ix. There is significant interaction effect between gender and community (F=23.34, P < .01) on emotional intelligence.

x. Higher need for achievement is found to be associated with superior emotional intelligence (r =0.56, P < .01).
xi. Higher need for achievement is found to be associated with better self-concept ($r = 0.61, P < .01$).

5.6 Conclusions

Following conclusions were drawn on the basis of present investigation:

- Male subjects were found significantly superior on self-concept than female subjects.

- The Mean score of the students who belong to non tribal community was found to be significantly higher than those who belong to tribal community on their self-concept measure way indicating that non tribal student evaluate their self in more positive as compare to those student who are living in tribal community.

- F values for interaction among independent variables were found to be significant at the level of .01 which indicating that gender and community (Tribal and non tribal) work together in order to determine ones’ self-concept.

- No gender difference was found in students’ achievement motivation.
• The level of achievement motivation among students fluctuated from their surrounding or in other words from the society in which they are growing as non-tribal students were found with significantly higher on their level of achievement motivation as compare to students belonging to tribal community.

• F values for interaction among independent variables were found to be significant at the level of .05 which revealed that students biological characteristic i.e. Gender interacts with their surrounding or community to determine their level of achievement motivation.

• Male are significantly higher in their emotional intelligence as compare to female subjects.

• The obtained results (mean score and f value) revealed that the emotional intelligence of the tribal students was found to be significantly poor than non-tribal students.

• Interaction effect of Gender and students’ category according to their community whether they belong to tribal or non-tribal was found significant on their emotional intelligence as calculated F value depicted in above result table have been found significant at the 0.01 level of significance.
5.7 Suggestions and Limitations

In any Social Science investigation, the external validity of the results of the study is limited by many constrains related to the sample selection/availability, time boundation, research design, reliability and validity of the tools under study and number of variables feasible to study at a time. Due to certain constraints some errors are unavoidable and irreversible. Therefore it is obvious to emerge some limitation in any research.

However the findings derived from the present investigation provide a promising foundation for further researches in psychology, especially in social, clinical and community sphere. As every possible effort was made in the present study in terms of minimizing the bias and errors but still there is always a scope left for further research investigations thus suggestions will be provided in respect of each limitation.

5.8 Following are the limitation and considered suggestions to refine the same have been provided.

- Locus of the study was restricted to Nandurbar district only. It can be spread into other areas also.
• The participants in the study represent a very specific population - that is, the college students only, it would have been better if other age groups case could be considered.

• Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.

• As only gender and community were considered as an independent variable in the present research, other than this variable can be taken into consideration in further research.

• In the present study achievement motivation, self-concept and emotional intelligence were studied as dependent variables. Other variables can be taken into consideration in further research.

• Population-based inquiries and challenge studies constitute important future directions.

• Achievement motivation, emotional intelligence and self-concept are complex area in terms of concept and measurement. However, this study mentioned above attempted quite reliably to advance its nature in relation to students’ gender and society. Studies relating to training for enhancing achievement motivation, emotional intelligence and
self-concept are very rare (Raghava, 1985). Further study can be done in this regards.

5.9 **Significance of the study and implications for practice**

Generally, tribal youth are deprived of the stimulating environment which is a prerequisite for the all sided development of an individual. In the absence of stimulating environment development of children retards. They cannot develop their personality well, even when they have necessary potentials. Development of various psychological functions is shaped by the characteristics of environment in which developing organism is placed and to which it is exposed. Importance was long back recognized by Psychologists. Children from tribal community become victim our social system and therefore, they are generally inferior to Non-tribal groups in various psychological characteristics. Hence, this study will be conducted to compare he students from the tribal and non-tribal groups on selected variables like self concept, need for achievement (n-Ach) and Emotional intelligence.

Although substantial research underpins the field of motivation, emotional intelligence and self-concept, few studies adopt a multidimensional perspective while utilising a longitudinal design that investigates these constructs from a causal ordering perspective. The
findings of the proposed study will be particularly noteworthy because this study will be based on a large sample size as well as a representative number of schools across The motivational, emotional intelligence and self-concept framework that is the centre-piece of this research has direct relevance to and implications for schools and the question of how self-concept, emotional intelligence and achievement motivation are causally linked to gender and society has theoretical and practical implications for researchers and educators who are interested in understanding student behaviour – particularly during high school years. The enhancement of self-concept emotional intelligence and achievement motivation is widely valued as a positive outcome of high school education. Parents, educators and researchers are continually searching for promising practices that will improve students’ achievement motivation and subsequently, performance. By adding to the existing knowledge base, the results of this study hope better to inform educational interventions aimed at enhancing students’ self-concept, emotional intelligence and achievement motivation that have long suffered from the ambiguity of their casual relationships. It is anticipated that this research will shed light on the much-debated issue of causality between these related constructs. Put simply, improved self-concepts, emotion intelligence and achievement motivation will lead to better academic achievement.
Thus, this study has important implications for pedagogy in higher education in general by effective teaching and learning and which will have a positive impact on students’ academic achievement.

Further other Implementation of This research adds to the growing literature on how achievement motivation and emotional intelligence are instantiated in psychology and education. It is expected that the findings of the present investigation will help the parents and educator to deal effectively with adolescents having problem in their academic achievement. The study also has important implications for substantive research that focuses on the comparison of Self-concept across groups and, in particular, across gender. As achievement Motivation Theory plays a considerable role in business, as managers and supervisors can also employ its concepts to motivate employees, achieve organizational goals and address employee needs. The present investigation also will be helpful to all graduate, post graduate and researcher of ‘Psychology’ and ‘Education’ as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in ‘psychology’ and ‘Education’.
5.10 Recommendations

The more emotionally intelligent an adolescent is, more easily he bears the turmoil and pressures of this age group. The socio-cultural, economic and educational variables of tribal population operate as a limiting factor for adolescents to be emotionally intelligent. Thus, to bring this culturally and socially isolated population into the mainstream which is a need for national integration their emotional intelligence needs to be enhanced.

5.12 Perspectives for the future

Education of tribal cannot be left to short-term Plan strategies. It is important that planners take a long-term view which is embedded in a meaningful framework. Following are some important points emerging from this study here.

- Emphasis should be on quality and equity rather than quantity as has been the case in the past. The prime focus should be on provision of quality education that makes tribal communities economically effective and independent.

- In the tribal context, it is essential that the school schedule be prepared as per local requirement rather than following a directive from the
state. It has been found that vacations and holidays are planned without taking into consideration local contexts, and thereby, unnecessarily antagonize tribal communities and keep them out of school.

- Though it has been highlighted time and again, no concrete steps have been taken to provide locally relevant material to tribal students. Availability of locally relevant materials will not only facilitate faster learning but also help children develop a sense of affiliation to school.

- In order to make education effective and sustainable, building partnership between the community and the government is important.

- Environment building is of immense importance in the context of educational development among tribal communities. Community awareness and community mobilization, which are its core elements, should receive adequate importance and attention.

- Decentralization of education management is another aspect that needs special consideration in the context of tribal areas. In fact, considering the geographical terrain and communication problems in tribal areas, it is crucial to restructure the existing system of educational management. Adaptation of structures such as school complexes and VECs to tribal areas needs craftily consideration.
• Skill development, competency building, and teacher’s motivation also need to be strengthened for sustaining educational development. The teacher should be made the centre of educational transformation, and therefore, must remain the primary facilitator.