CHAPTER-V
SUMMARY, RESULTS AND CONCLUSIONS

Human development is subjected to different stages of life, i.e., infancy, childhood, adolescence and adulthood. Adolescence is a period which comes in between childhood and adulthood. This period is often divided into two segments – early adolescence and late adolescence. The early adolescence begins at the age of sixteen and the late adolescence ends at the age of eighteen. Then follows the period of adulthood. Adolescence is an especially unstable as well as a vibrant period of life. The great importance of period of adolescence has been clearly emphasized by philosophers, sociologists, psychologists and educationists. The period of adolescence is characterized by rapid physical, intellectual, emotional and social growth period, of growing up. Physically the boys and girls gradually become adults. Intellectual growth moves towards a more abstract and mature mode of thinking. Intelligence reaches its optimum level. Emotionally, the adolescent grows independent of parents and prepares himself for entering into other relationships that are needed in life. Sex consciousness develops and this influences the emotional as well as the social activities of the individual. Adolescence period is marked by several problems, out of which insecurity in adolescents is one of the serious issues which the investigator has chosen for this research. Bass and Ball (1960) considered adolescence as the transition stage from childhood to maturity, during which new patterns of behaviour have to be developed to meet the demands both of the larger and more diversified likes of his peers and of the adult society which he begins to enter. Hall (1904), Freud (1946) and Sulivan (1954) were of the opinion that period of adolescence is a particularly stormy and tempestuous in contrast to the supposedly quiescent period of late childhood that precedes it. Hall (1904) regarded adolescence as a "period of great stress and strain, storm and strife". The age of adolescence is marked by manifestations which have caused it to be described as "an age of crisis and insecurities". It represents the period of time during which a person is subjected to an array of biological transformations and runs into a number of emotional tribulations.
5.1 INSECURITY IN ADOLESCENTS

A normal individual always desires and works hard to lead a happy and secure life. One’s state of mind is one of the most important determinants of happiness in life. Psychologically, feeling of security is the most important state of human existence that an individual longs for. Owing to rapid mechanization, globalization and the pressing ambition of upward mobility, more and more people are being exposed to numerous situations in which they tend to feel insecure. As a consequence, insecurity has now become a core issue of human existence. It is a starkly known fact that the period of adolescence is especially marked by insecurity. The problem of insecurity assumes extraordinary dimensions during this stage of life because it is characterized by stresses and strains, the intensity and frequency of which are neither experienced in the pre-adolescent period nor in the post adolescent period. The problem of insecurity becomes particularly acute during the late phase of adolescence because of heightened needs for self-acceptance, personal identity, independence and social acceptance and because the spectre of formidable realities and responsibilities of adult life start staring in the face and because adolescents are yet cognitively, emotionally and conatively ill-equipped to meet the challenges before him.

Insecurity has been defined by Reber (1995) Dictionary of Psychology as lack of assurance, uncertainty and unprotectedness”.

Oxford Advanced Learner’s Dictionary (2000), “Insecurity is a lack of confidence about oneself and one’s relationship with other people”.

Cambridge Paperback Encyclopaedia (2000), “Insecurity as a feeling of inadequacy, lack of self-confidence and inability to cope, as well as general uncertainty and anxiety about one’s goal, ability or relationship, which prevents one to reach a goal, feel thwarted and insecure”.

According to New Dictionary of Cultural Literacy (2002), “Insecurity is either danger that is lack of objective security or an emotion of general unease or nervousness without obvious purpose”.

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By way of summing up, it can be said that insecurity denotes feelings of fear and of incompetency in facing the realities of life – realities in the shape of demands and challenges of living. Insecure persons experience waves of helplessness when confronted with difficulties and problems of life.

5.2 INSECURITY AND EMOTIONAL INTELLIGENCE

Insecurity is a core issue of human existence which needs special attention during adolescence. The study of factors influencing insecurity have shown emotional intelligence as one of the most important factors in personality development. Emotional intelligence is the product of one’s heredity and its interaction with environmental forces. Many problems may arise from low emotional intelligence. Proficiency in emotional management, conflict resolution, communication and interpersonal skills is essential for children to develop inner self-security to be able to effectively deal with the pressures and obstacles that inevitably arise in their lives. It is one of the potent factors affecting insecurity in adolescents. Feeling of security is an important motivational factor supposed to exercise immense influence on behaviour and personality of an adolescent. A sense of insecurity tends to make an adolescent emotionally fragile. It is a belief that an insecure person is incompetent to handle emotional perturbations and life’s challenges.

Emotional intelligence

Emotional intelligence is a type of intelligence relating to emotional side of life, implying the ability to manage one's own and others' emotions, to motivate oneself, to handle interpersonal relationships effectively and to turn negative feelings into positive ones.

Salovey and Mayer (1990), “Emotional Intelligence is a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”. According to Davies et al. (1998), “Emotional intelligence includes four dimensions: appraisal and expression of emotion in oneself; appraisal and recognition of emotion in others; regulation of emotion in oneself and use of emotion to facilitate performance”.

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Mayer and Cobb (2000), "The ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion".

Stein and Book (2001) defined emotional intelligence as, “set of skills that enables us to make our way in complex world - the personal, social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential to effective daily functioning”.

Caruso (2002), “Emotional intelligence refers to the ability to process emotion laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviour”.

Mangal (2003), “Emotional Intelligence is one’s unitary ability (related to, but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realization of the happiness and welfare of the self in tune with others”.

Singh (2003) explains that, “Emotional Intelligence consists of psychological dimensions such as emotional competency, emotional maturity and emotional sensitivity which motivate the individual to manage and lead others as well as empathize with them”.

Hein (2005), “Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions”.

Singh (2006), “Emotional intelligence is the ability and freedom to grow from mistrust to trust, self doubt to competence, self empowerment, following to leading, isolation to synergy and despair to hope”.

Thus, emotional intelligence is an umbrella term that encompasses within its fold a number of abilities for effective emotional goings with oneself and with others.

5.3 INSECURITY AND SELF-CONCEPT

Within the large array of significant influences, self-concept is an important dominating factor influencing insecurity. Self-concept is a process through which the individual is represented in his or her own awareness and in the setting of those things with which he or she identifies. Adolescents, who have positive and well developed self-concept display good competencies, can recognize their weaknesses and can overcome
them, have a good self of well-being and positive development while the adolescents having low self-concept develop a feeling of insecurity.

**Self-concept**

Self-concept is the mental and conceptual understanding and persistent regard that sentient beings hold for their own existence. Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Components of the self-concept include physical, psychological, and social attributes, which can be influenced by the individual's attitudes, habits, beliefs and ideas.

Self-concept has been referred by Lowe (1961) as, “one’s attitude towards self”. Pederson (1965), “Self-concept is an organized configuration of perceptions, beliefs, feelings, attitudes and values which the individual views as a part of characteristics of himself”.

According to Pandit (1969), “Self-concept is the nucleus world around which the entire personality structure revolves in its homeostatic process of maintaining consistency and stability within the individual”.

Cronbach (1977) remarked, “Self-concept is a central aspect of emotional development. As the person becomes acquainted with himself, his views form a system of interrelated ideas about what he can do and about how others regard him. These ideas are loaded with emotions”.

Saraswat and Gaur (1981) described self-concept as, “The self-concept is the individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaving”.

In the words of Cushman, Valentinsen and Dietrich (1982) “Self-concept is an empirically verifiable construct that provides a theoretical representation of the conceptual forms through which individual actors understand and cope with the world. The construct self-concept thus allows the exploration of the link between thought and action”.

Goldenson (1984), “Self-concept is individual’s conception and evaluation of himself including his values, abilities, goals and personal worth”.

Dictionary of Education (1989) has termed self-concept as, “The picture or image, a person has of himself”.

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Hattie (1992), “Self-concept has typically been defined in terms of the cognitive appraisal one makes of the expectations, descriptions and prescriptions that one holds about one’s self”.
Stephanie (1995) operationally defined, “self-concept as an attitude towards one’s self reflecting both a description and an evaluation of one’s own behaviour and attributes”.
Merriam - Webster’s Dictionary (2001) described self-concept as, “The mental image of one has of one self”.
Thus, self-concept stands for beliefs and convictions about one’s personality characteristics, abilities and capabilities, values and ideals.

5.4 INSECURITY AND PARENTAL INFLUENCE

Insecurity can be a significant problem in life, and it takes root when an adolescent’s attachment bond fails to provide the child with sufficient structure, recognition, understanding, safety, and mutual accord. The parents play a vital role in the overall development of adolescents. The parents have a powerful effect on the behaviour of their children. The adolescents show a feeling of trust and security in their parents by sharing confidence with them while the adolescents who don’t have a healthy identification with their parents develop a sense of insecurity. Adolescents who perceive themselves as accepted feel more secured than the adolescents who perceive themselves as rejected or unwanted by their parents. The nature of close affectional bonds leaves as impact on human development across the life span. Kaur (1993) conducted a study on 200 adolescents and found that there exists a significant relationship between security-insecurity and parental attitude.

Parental influence

Parental influence is the influence that parents exercise and exert to bring up their children according to the modes and mores of society and according to their own ideals of earthly life.
Parson and Bales (1955) state that, “Parents influence their children by defining their behaviour to early stages and later on children influence their parents and these influences may change substantially with the passage of time. It is the interaction effect
that makes it so difficult to identify the variables of child training that are associated with 
given patterns of child behaviour as a product of parental behaviour.”

According to Jersild (1957), “The adolescent’s relationship with his parents may be 
viewed as a 3 act drama. In first act, young adolescent continues, as in earlier childhood 
needs his parents, he is dependent on parents and influenced by them. He begins to 
become more keenly aware than he was before, of his parents as persons. Increasingly, he 
is absorbed in the larger world outside home. He begins, in a psychological sense, to 
leave home to move into this larger world in which he eventually must reside as a self-
directing adult.”

Dinkinmeyer (1967) “The family is major environmental influence and remains so 
throughout the life. It is the most pervasive of all influences.”

Cattle (1968) “Good parents produce good students. This means parents play a key role 
in providing guidance to inspire the children to do fruitful activities related to education.”

Thompson (1969) writes, “Parents provide reasonably acceptable models by their own 
behaviour, approval and disapproval used in an intelligent and consistent manner to 
reflect the personal social values of the home and the larger community, opportunities for 
the child to participate in the activities of various agencies and institutions designed to 
transmit social values (school, church, youth groups and the like).”

Coleman (1973) remarks, “The family carries responsibility for the welfare of its member 
from cradle to grave”

Bloom (1989) says, “The climate of the family may be regarded as providing network of 
forces and factors which surround, engulf and play on the individual.”

Thus, parental influence means capacity or power of parents to produce effects on 
adolescents through environment. Divergent configurations of parental influence means 
different shapes or aspects of parental influence as perceived by the adolescents like 
accepting, over-indulgent, over-submissive, over-coercive, perfectionistic, excessively 
responsible, neglecting, rejecting, punitive etc. Out of which the investigator has selected 
accepting parental influence and rejecting parental influence for the present study.

(iii) Accepting parental influence: It is exemplified by parents who, in their 
relations with their children, are basically reasonable, friendly, affectionate, 
approving and emotionally warm.
(iv) **Rejecting parental influence**: It is exemplified by parents who, in their relations with their sons or daughters, are consistently hostile, unaffectionate, disapproving and emotionally distant.

5.5 **EMERGENCE OF THE PROBLEM**

While it requires hardly any extraordinary intellectual exertion to be convinced about the relation of adolescent insecurity with such variables as emotional intelligence, self-concept and parental influence, there is no clear evidence regarding the exact nature of the relation in question. Insecurity is a core issue of human existence which needs special attention during adolescence and the study of factors influencing insecurity will help in developing balanced personality among adolescents. Surprisingly the study of research literature so far accomplished and accumulated in black and white shows that the realm of insecurity in adolescents in our country has remained almost wholly untouched by earlier investigators. A diligent, cognitive incursion into the realms of relevant international abstracts - psychological, sociological and anthropological has also brought to light that there is no clear cut empirical evidence regarding the relationship of adolescent insecurity with emotional intelligence, self-concept and divergent configurations of parental influence. The perusal of the other related studies which have not been published so far also leads to the same conclusion. In view of this factual situation, investigations are certainly needed to discover the nature of insecurity faced by adolescents in India and also about the relationship of insecurity with relevant environmental and organismic or individual variables.

The study is important from social point of view also. It is the duty of the adolescent to perpetuate his race and develop some usefulness in himself as well as in others. The burden of his family, society and community lies on his shoulders. Only a secure person can perform his duty in a healthy way. A secure individual is a symbol of progress. A sense of security is described as a state of emotional, psychological and social wellness confirmed by satisfying interpersonal relationship, effective behaviour, coping a positive self-concept and emotional stability. An insecure individual, on the other hand, is burden, is a parasite on the society. Insecurity brings social deterioration
for the person. Therefore, massive efforts are needed to help the teacher, school and community to help such pupils learn how to live in productive, socially accepted ways.

The said facts pertaining to the relationship between adolescents’ insecurity and other three principal variables along with the high importance of the problem of the study prompted, motivated and inspired this investigator to undertake this research work. The present problem of the study was chiselled out of the vast unexplored field of insecurity in adolescents.

5.6 STATEMENT OF THE PROBLEM
The problem under investigation is stated as under:
“INSECURITY AMONG ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, SELF-CONCEPT AND DIVERGENT CONFIGURATIONS OF PARENTAL INFLUENCE”.

5.7 OBJECTIVES OF THE PRESENT STUDY
The present investigation has been undertaken with the view to fulfill the following objectives:
1. To study insecurity among adolescents.
2. To find out sex differences among adolescents with respect to insecurity, emotional intelligence, self-concept and parental influence.
3. To find out locale differences among the adolescents with respect to insecurity, emotional intelligence, self-concept and parental influence.
4. To find out the difference between adolescents with high and low emotional intelligence adolescents on the variable of insecurity.
5. To find out the difference between adolescents with high and low self-concept on the variable of insecurity.
6. To find out the difference between adolescents with accepting and rejecting parental influence on the variable of insecurity.
7. To find the relationship of insecurity among adolescents with their emotional intelligence, self-concept and parental influence.
8. To find the conjoint predictive efficiency of emotional intelligence, self-concept and parental influence on insecurity of adolescents.

5.8 HYPOTHESES OF THE STUDY

Following are the hypotheses of the present study:

I. There will be a significant difference in insecurity of male and female adolescents.

II. There will be a significant difference in emotional intelligence of male and female adolescents.

III. There will be a significant difference in self-concept of male and female adolescents.

IV. There will be a significant difference between the perceptions of male and female adolescents with respect to their parental influence.

V. There will be a significant difference in insecurity of rural and urban adolescents.

VI. There will be a significant difference in emotional intelligence of rural and urban adolescents.

VII. There will be a significant difference in self-concept of rural and urban adolescents.

VIII. There will be a significant difference between the perceptions of rural and urban adolescents with respect to their parental influence.

IX. There will be a significant difference between adolescents with high and low emotional intelligence on the variable of insecurity.

X. There will be a significant difference between adolescents with high and low self-concept on the variable of insecurity.

XI. There will be a significant difference between adolescents with accepting and rejecting parental influence on the variable of insecurity.

XII. There will be a significant relationship between insecurity and emotional intelligence of adolescents.

XIII. There will be a significant relationship between insecurity and self-concept of adolescents.

XIV. There will be a significant relationship between insecurity of adolescents and their parental influence.

XV. Conjoint effect of emotional intelligence, self-concept and parental influence is higher as compared to their separate prediction in predicting the insecurity of adolescents.
5.9 **DELIMITATIONS OF THE STUDY**

The delimitations and constraints of the study are:

1. The present study is delimited to adolescents studying in 10th class only.
2. The study is restricted to 250 boys and 250 girls of Govt. / Govt. aided schools of Punjab.
3. The study is delimited to the variables of insecurity, emotional intelligence, self-concept and divergent configurations of parental influence.
4. The study is confined to the schools of four districts of Punjab selected randomly.

5.10 **SAMPLE**

The sample of the present study consisted of 500 adolescents studying in class X and was raised from four randomly selected districts in Punjab, viz. Ludhiana, Jalandhar, Moga and Mohali. The total sample was balanced equally on the basis of sex and locale.

5.11 **DESIGN OF THE STUDY**

The present study was a descriptive survey, which was conducted on 500 adolescents. The total sample for the study was selected by multistage randomization, meaning thereby, randomization was followed at the district and school level from the four districts out of existing twenty districts of Punjab. The sample was equally balanced between adolescents from rural/urban areas as well as males and females. The study was conducted in different phases:

**Section I**  
It deals with the nature of score distribution for the variables of insecurity, emotional intelligence, self-concept and parental influence of adolescents to justify the application of various statistical techniques.

**Section II**  
This section deals with the calculation of percentages of adolescents depicting different levels of insecurity, i.e., very high, high, average, low and very low. Percentages of adolescents at different levels of insecurity have also been calculated for male, female, rural and urban adolescents separately.
Section III

It has been devoted to locate the significant differences, if any, in the scores of adolescents on the variables of insecurity, emotional intelligence, self-concept and parental influence due to gender (male/female) and locale (rural/urban). This section also deals with finding out significant differences in insecurity among adolescents with high and low emotional intelligence, with high and low self-concept and with accepting and rejecting parental influence.

Section IV

It explores the relationship of insecurity of adolescents with their emotional intelligence, self-concept and parental influence. This section also finds the relationship of insecurity of male, female, rural and urban adolescents with their emotional intelligence, self-concept and parental influence.

Section V

It has been devoted to locate the conjoint effect of emotional intelligence, self-concept and parental influence on insecurity of adolescents.

5.12 TOOLS USED

The following tools were employed in the study:

(I) Scale for measuring Insecurity (Self-constructed tool).

(II) Mangal Emotional Intelligence Inventory by Mangal and Mangal (2004).


(I) Scale for measuring insecurity (Self-constructed tool)

Scale for measuring insecurity among adolescents contains 49 items, both positive and negative. Positive statements were placed at no. 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 37, 38, 39, 40, 41, 42, 43, 45, 46, 47, 48, 49 and negative statements were placed at no. 9, 31, 35, 36, and 44. There are three alternative choices for every item – Always, Sometimes and Never. The subject has to choose only one alternative. The scoring procedure of the test is different for positive and negative statements: For positive statements, if the response of the subject towards item is positive, i.e., he ticks the option ‘always’, a weightage of 2
(two) points is given. If he ticks the option ‘never’, no weightage or 0 (zero) point is given and if the response to the subject towards item is for ‘sometimes’, a weightage of 1 (one) point is given. Similarly for negative statements, if the response of the subject towards item is positive, i.e., he ticks the option ‘never’, a weightage of 2 (two) points is given. If he ticks the option ‘always’, no weightage or 0 (zero) point is given and if the response to the subject towards item is for ‘sometimes’, a weightage of 1 (one) point is given. All the weightages (both for positive and negative statements) are summed up to arrive at the total score of the subject and this score is termed as insecurity score. The reliability of the tool by Split-half method is 0.84 and it possess both content as well as face validity.

(II) Mangal Emotional Intelligence Inventory (MEII) by Mangal and Mangal (2004)

Emotional intelligence inventory has 100 items. For scoring, one mark is to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. ‘Yes’ response shows presence of emotional intelligence for items 6, 18, 19, 20, 23 to 25, 27 to 29, 31, 41 to 44, 51 to 56, 58 to 68, 70, 71, 73 to 76, 79 to 82, 84, 88 to 90, 96, 99 whereas, ‘No’ response shows presence of emotional intelligence for items 1 to 5, 7 to 17, 21, 22, 26, 30, 32 to 40, 45 to 50, 57, 69, 72, 77, 78, 83, 85 to 87, 91 to 95, 97, 98, 100. As the present emotional intelligence is scored on the positive side, i.e., presence of emotional intelligence, a higher scores of the individual (in the respective areas as well as total) here shows a higher level of emotional intelligence and lower score shows a lower level of emotional intelligence. Reliability coefficients of MEII by split half method is 0.89, by K-R (20) method is 0.90 and by test-retest method is 0.92. Validity coefficients of MEII by Adjustment Inventory for college students is -0.662 and by Emotional Maturity Scale is -0.613.

(III) Self-Concept Questionnaire by Saraswat (1984)

The inventory contains 48 items. The respondent provided with five alternatives to give his responses ranging from the most acceptable to least acceptable description of his self-concept. The alternatives or responses are arranged in such a way that scoring system for all the items will remain the same, i.e., 5, 4, 3, 2, 1 whether the items are
positive or negative. If the respondent put tick mark for the first alternative - the score is 5, for second alternative - the score is 4, for third alternative - score is 3, for the fourth, it is 2 and for the fifth and the last alternative the score is one. The summated score of all the forty-eight items provide the total self-concept score of an individual.


Parent Behaviour Differential contains positive and negative statements. The tool items at serial no. 2, 3, 4, 5, 6, 7, 9, 11, 13, 15, 16, 18, 20, 21, 23, 24, 26, 27, 29, 30, 31, 33, 34, 36, 37, 39, 41, 43, 44, 46, 47, 49, 51, 53, 54, 56, 58 and 59 are in positive form, whereas items at serial no. 1, 8, 10, 12, 14, 17, 19, 22, 25, 28, 32, 35, 38, 40, 42, 45, 48, 50, 52, 55 and 57 are in negative form. The number of positive items is 38 and that of negative items is 21. In case of positive items, if the testee ticks mark on ‘Yes’, weightage of one point is given and no weightage is given if the testee ticks mark on ‘No’. For negative items, weightage of one point is given, if the response of the subject is in the form of ‘No’ and no weightage is given if the response of the subject is in the form of ‘Yes’. Weightages for all the items are summed up to arrive at a total score termed as acceptance score. The reliability coefficient of the tool by Split-half method is 0.81 and validity coefficient is 0.87.

5.13 STATISTICAL TECHNIQUES

(i) In order to ascertain the normalcy of different distributions of the variables the statistical techniques like mean, median, mode, standard deviation, skewness and kurtosis were employed.

(ii) Formation of high and low groups was done using the formula $M \pm 1SD$ and formation of very high and very low groups was done using the formula $M \pm 2SD$.

(iii) Percentages were calculated to find out the adolescents with very high, high, average, low and very low level of insecurity.

(iv) t-test was applied to test the significance of differences in the scores of insecurity, emotional intelligence, self-concept and parental influence with regard to different factors, viz. gender and locale.
(v) Product Moment Correlation was employed to determine the relationship between insecurity and emotional intelligence, self-concept and parental influence.

(vi) Step-up regression equation was set up for ascertaining the predictability of emotional intelligence, self-concept and parental influence for insecurity among adolescents.

(vii) Data was presented graphically in the form of frequency polygons, pie-charts and bar graphs.

5.14 CONCLUSIONS
The analysis and interpretation of results presented in chapter IV (Section II, III, IV and V) leads to the following conclusions:

Results pertaining to levels of insecurity of adolescents
1. 4.2% of adolescents fall in the group of very high level of insecurity, 11.2% in high level, 14% in low level of insecurity, 0.4% in very low level and 70.2% in average level.

2. 5.6% of male adolescents fall in the group of very high level of insecurity, 8.4% in high level, 16.8% in low level, 69.2% in average level and none in very low level.

3. 3.6% of female adolescents fall in the group of very high level of insecurity, 11.2% in high level, 14.8% in low level, 0.8% in very low level and 69.6% in average level.

4. 4% of rural adolescents fall in the group of very high level of insecurity, 9.2% in high level, 14% in low level, 72.8% in average level and none in very low level.

5. 5.2% of urban adolescents fall in the group of very high level of insecurity, 9.6% in high level, 16% in low level, 0.8% in very low level and 68.4% in average level.

Results pertaining to differences among adolescents on different variables
6. There is no significant difference in insecurity among adolescents on the basis of sex.

7. Male adolescents are significantly more emotionally intelligent than female adolescents.
8. There is no significant difference in self-concept among adolescents on the basis of sex.
9. There is no significant difference among adolescents with respect to sex on the variable of parental influence.
10. There is a significant difference among rural and urban adolescents on the variable of insecurity and the difference is in favour of urban adolescents.
11. Rural adolescents have significantly high emotional intelligence than their urban counterparts.
12. There is a significant difference in self-concept of rural and urban adolescents and the difference is in favour of rural adolescents.
13. There is a significant difference between rural and urban adolescents with respect to their parental influence and the difference is in favour of rural adolescents.
14. Adolescents with low emotional intelligence have more insecurity as compared to adolescents with high emotional intelligence.
15. Adolescents with low self-concept have more insecurity as compared to adolescents with high self-concept.
16. Adolescents with rejecting parental influence are significantly more insecure than adolescents with accepting parental influence.

Results pertaining to relationships
17. There is a significant and negative relationship between insecurity and emotional intelligence of adolescents.
18. There is a significant and negative relationship between insecurity and self-concept of adolescents.
19. There is a significant and negative relationship between insecurity of adolescents and their parental influence.

Results pertaining to step-up regression equations
20. 22.1% of insecurity of adolescents is predicted by their emotional intelligence, 7% by their self-concept and 22.2% by their parental influence.
22. 20.5% of insecurity of male adolescents is predicted by their emotional intelligence, 5.2% by their self-concept and 17.7% by their parental influence.
24. 24.6% of insecurity of female adolescents is predicted by their emotional intelligence, 9.5% by their self-concept and 27.7% by their parental influence.
26. 18.4% of insecurity of rural adolescents is predicted by their emotional intelligence, 2.9% by their self-concept and 22.1% by their parental influence.
28. 24.5% of insecurity of urban adolescents is predicted by their emotional intelligence, 10.6% by their self-concept and 21.2% by their parental influence.
29. Emotional intelligence, self-concept and parental influence predict 34% insecurity among urban adolescents.

5.15 EDUCATIONAL IMPLICATIONS

The purpose of educational research is not only to contribute new facts to the field of education for the sake of knowledge alone but it should yield some recommendations for the improvement in educational process and practices. It should orient on practical or applied aspect also. The findings of the present investigation were examined in this light also and the following implications were traced out:

1. Conducive environmental experiences and opportunities should be provided to the adolescents by their parents and teachers to make them secure and to nourish their emotional intelligence and to build positive self-concept.

2. Teachers should collect information about the family atmosphere and a clear picture of family constellation of the adolescents so as to understand and help them in their all round development.
3. Teachers should assist the students to use new concepts and skills focused on the emotional intelligence on a continual basis.

4. Teachers can reduce insecurity by sympathetic handling and providing new openings and avenues to the learners. The teachers can help them to acquire positive and useful goals for growth and achievement.

5. The findings of the present study may be helpful to the administrators also. The administrators may provide such facilities and opportunities in their schools for children which may contribute to their harmonious development.

6. Parents can take advantage of the findings of the present study in building the future of their children. They should not suppress the emotions of their children. They should be sublimated through constructive activities. Parents should encourage their wards to use different thinking strategies to solve their problems. This type of attitude of parents may lead to the development of security in their children.

7. The present study will help the parents, teachers, school personnel, counselors and guidance worker to delve deep into the connective hazards of emotional intelligence, self-concept and parental influence for insecurity, then it can play a pivotal role in the nourishment of secure and harmonious personalities.

So, from this study, we can guide parents and teachers to provide a healthy relationship to the adolescents, loving and caring atmosphere so that they perform like stars in future life in every field.

5.16 SUGGESTIONS FOR FURTHER RESEARCH

The present study opens up certain avenues for further research which are briefly listed below:

1. The present study was confined to 500 adolescents. A similar study with larger sample can be conducted to make findings more reliable.

2. The present study was confined to four districts of Punjab. Similar study can be replicated in other states or districts to study certain regional variations.

3. The present investigation was undertaken on adolescents of 10th grade. This study can be further extended to students of other grades also.
4. A comparative study of private and government colleges can also be taken.

5. Research can be conducted to study the relationship between various dimensions of emotional intelligence and self-concept.

6. Divergent configurations of parental influence are, for example, accepting, over-indulgent, over-submissive, over-coercive, perfectionistic, excessively responsible, neglecting, rejecting, punitive etc. Out of which the investigator has selected accepting parental influence and rejecting parental influence for the present study. The study can be conducted on other configurations of parental influence also.

7. Apart from emotional intelligence, self-concept and parental influence, there are some other factors like creativity, metacognition, personality, school environment etc. which are responsible for infusing insecurity among adolescents which can be explored in further research.

8. Insecurity may be studied in relation to certain organismic and non-organismic variables.

9. A comparative study of insecurity of adolescents of developed and underdeveloped countries can be taken.

10. A comparative study of insecurity of adolescents of general class and scheduled caste can also be taken.