CHAPTER VI

Summary, Conclusions, Educational Implications and Suggestions for Further Research
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SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS 
AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

Education plays a prominent role in the life of students and their careers. Education has received drastic changes recently, which has added quality and standard both in the life of the individual and in the society. Now education is not meant only for cramming or qualifying the examination but it is closely associated with adding new richness and glow to life. According to National policy of Education (1986) “In our national perception education is essential for all. This is fundamental of our all round development - material as well as spiritual.

In the view of Rana (1992) “Education is a powerful instrument for social change. But in order to become well adjusted in society as per the changing conditions, an appropriate level of social intelligence is also required by the individual. Similarly optimum development of students personality has remained the most important aim of education at all the levels. As such objectives of education should be the development of mind, mental health and development of personality.

Learning is not dependent on the quality of teacher alone. It depends on the characteristics of the student also. Efficient learning depends not on good teaching methods alone but also on the appropriate level of mental ability, emotional intelligence and educational aspiration of the learners.

Diversity of culture is a fact in the world. Modern capitalist economy has systematically revised geographical pattern of
mankind, destroyed traditional and regional divisions, has brought together as free or forced collaborators as equal partners or as competitors, people from four corners of the world. Government has also made provisions for education of depressed class of the society such as scheduled caste in order to bring them near people of general category.

Teachers come across such students who appear to have average or above average scholastic aptitude, yet they are doing very poorly in their course of study. Some students reach their goal but many are unable to achieve what they aspire. The reasons may be lack of emotional intelligence, social intelligence, mental health or disintegration of personality.

With the growing realization of the fact that this centuries old "Varna Vyavastha" has seriously impaired the over all development of the society, Govt. of India has provided special reservation for the socially deprived lower caste namely "Shudras".

However, inspite of all these special treatments including financial help and social development packages, situation does not seem to be very much in control.

**EMERGENCE OF THE PROBLEM**

Researches have been conducted on improved strategies, methods of teaching which are of on experimental nature. But still research studies are lacking where clear patterns should emerge also of variations across different socio-cultural and educational settings.

No doubt, the legislative measures of the government have ensured enhanced numerical reservation of the scheduled castes, but it is worth exploring whether these provisions for reservations for SC's have helped them in the enhancement of their mental ability, emotional and social intelligence, their mental health and
their personality make up. Does caste factor affect their level of educational aspiration and personality patterns? Whether SC students are at equal level with that of their counterparts belonging to general category in their mental ability, emotions and social intelligence? Based on an extensive field survey, the present study attempts to answer all such questions.

Keeping in view the above mentioned problem, present investigation is designed to study the role of some psychological variables i.e. emotional and social intelligence, level of educational aspiration, mental health and personality characteristics in the lives of students belonging to General and Scheduled Caste categories, so that proper direction can be give towards their education.

REVIEW OF RELATED STUDIES

Studies Related to Emotional Intelligence:

Arya (1984) in his study found significant difference in the emotional intelligence of students on the basis of their place of residence.

Kaur (1999) higher study found significance difference in the emotional intelligence and adjustment of girls.

Kaur (2001) in her study revealed that adolescents of working mothers are better adjusted than of non- working mothers.

Lekhi (2005) in her study on a sample of 939 male and female adolescents found that adolescents of general category were having higher level of emotional maturity as compared to the adolescents of scheduled caste category.

Szubaria (2006) in her study found no significant relationship between school success and emotional intelligence.
Singh (2007) in his study found insignificant difference between high creative boys and high creative girls and also between high creative adolescents and low creative adolescents.

Studies Related to Social Intelligence:

Gangopadhyay (1975) in his study concluded that the boys and girls do not differ significantly in their level of social intelligence.

Mihalyi and Larson (1984) concluded that when the dimension of cooperativeness and happiness of social intelligence is low, then students are neither attentive nor happy in the classroom, and they absorb only a fraction of the information being presented.

Kaur (2000) found insignificant relationship between the children of joint and nuclear families with respect to different dimensions of social intelligence.

Kakkar (2002) conducted a study “Social Intelligence as a determinant of Life Satisfaction” and found that there is significant relationship between life satisfaction and recognition of social environment, life satisfaction and sense of human dimensions of social intelligence. Where as there is insignificant relationship between life satisfaction and co-operativeness, life satisfaction and tactfulness, life satisfaction and memory.

Cacioppo et al. (2005) in his study found inverse relationship between social intelligence and anxiety as well as task difficulty. The more stress oscillates, the worse our mental and social efficiency as well as performance become.

Singh (2007) in his study on low creative and high creative boys and girls of class XI studying in the Senior Secondary schools of Punjab state revealed insignificant difference in social intelligence between low creative and high creative adolescents,
between high creative boys and high creative girls. But significant difference was found in the social intelligence of low creative boys and low creative girl adolescents.

**Studies Related to Educational Aspiration:**

**Sharma (1979)** in his study on 1060 students revealed that level of aspiration significantly affect the academic achievement of students.

**Gupta (1979)** conducted a study on 310 students studying in post-graduate classes under the different disciplines. Study revealed that high educational aspiration and high occupational aspirations groups were under the greatest psychological stress as compared to students with low educational and occupational aspirations.

**Saxena (1981)** found that sex-differences were significant as far as the level of aspiration was concerned.

**Suman (1986)** in a sample consisting 200 arts and 100 science students found that for arts students masters degree was an important aspiration whereas for science students, masters degree in medicine was main aspiration.

**Vijay (1990)** in his study found significant difference in the educational aspiration level of children of working and non-working mothers.

**Aggarwal (1992)** in her doctoral research concluded that socio-economic status, academic achievement and aspirations of scheduled caste students were low to non scheduled caste students but the scheduled caste students did not differ from non-scheduled caste students in terms of their intelligence.

**Hmingthanzual (2001)** in his study found that students from different socio-economic status and different regions have
significant differences in interests, aspiration and academic performances.

Kaur (2007) conducted her study on a sample of 400 students of +1 class taken from Jalandhar city (Punjab). Study revealed that high or low stress students differ significantly in their level of educational aspiration. Also it was revealed that education aspiration level influences academic achievement of adolescents.

Studies Related to Mental Health:

Dubey (1983) in his study on scheduled caste adolescents found significant correlation between personality factors and frustration of scheduled caste students. Further it was found that parental deprivation inhibited the personality development of the scheduled caste students.

Rejio et al. (1988) conducted a longitudinal study on 272 children (9-13 years) and revealed that development of mental health disorders and occurrence of symptoms increased with age and that men and women differ in many ways in terms of the nature of the mental health.


Harpham (1994) asserted that urbanization in developing countries involves changes in social support and life events, which affect mental health mainly depression and anxiety, particularly among low income women.

Kaur (2001) studied the impact of home environment on mental health. She concluded that there is a positive but insignificant relationship between home environment and mental health of students. There is a negative and significant relationship between parental concentration and mental health of school
students. There is a positive and significant relationship between parental avoidance, attitude and mental health of school students.

Dewan (2003) in her study on a sample of 769 students found that students with average academic stress were more emotionally stable as compared to the students having high academic stress.

Deep (2004) in her study on a sample of 200 students of IX class revealed that academic stress affect the academic achievement of the students negatively.

Studies Related to Personality:

Ghiselin (1965) conducted a study on “Creativity in relation to personality values and achievement motivation”. It was found that high creative school going children are more introvert than the low creative.

Dutt (1983) in his study on tribal high school male students of Himachal Pradesh found that tribal students were extrovert than non-tribal students. It was further found that non-tribal students were better with regard to intelligence.

Khatoon (1994) compared the personality patterns of Muslim and Hindu female adolescents with the help of 14 HSPQ. Hindu and Muslim students showed significant difference only on factor H (Shy Vs Venturesome)

Sharma (1997) compared the personality traits of students of Khalsa, Convent, DAV and Govt school students and concluded significant difference in their personality traits.

Mishra (1998) compared the personality patterns of scheduled caste/scheduled tribes and non SC/ST students. The students were administered the 14 HSPQ for measuring personality. The SC/ST students in comparison to non-scheduled
caste/scheduled tribe were found to be reserved, less emotional intelligent, less stable and happy-go-lucky.

**Pannonen (2000)** assessed the personality traits in five cultures i.e. Canada, England, Netherlands, Norway and Israel with the help of Non-verbal Personal Questionnaire of Murray and found significant difference in their personality on many traits.

**Sinha (2006)** conducted his study on students of J & K state and found that general category of students have high self concept in comparison to backward caste students.

**STATEMENT OF THE PROBLEM**


**OBJECTIVES OF THE STUDY**

1. To study and compare the difference in the emotional intelligence of general and scheduled caste students.

2. To study and compare the difference in the social intelligence of general and scheduled caste students.

3. To study and compare the difference in the level of educational aspiration of general and scheduled caste students.

4. To study and compare the difference in the mental health of general and scheduled caste students.

5. To study and compare the difference in the personality characteristics of general and scheduled caste students.
HYPOTHESES

1. There will be no significant difference in the emotional intelligence of general and scheduled caste students.

To test this hypothesis following sub-hypotheses are tested:

a) There will be no significant difference in the self-awareness of general and scheduled caste students.

b) There will be no significant difference in the empathy of general and scheduled caste students.

c) There will be no significant difference in the self-motivation of general and scheduled caste students.

d) There will be no significant difference in the emotional stability of general and scheduled caste students.

e) There will be no significant difference in the managing relations of general and scheduled caste students.

f) There will be no significant difference in the integrity of general and scheduled caste students.

g) There will be no significant difference in the self-development of general and scheduled caste students.

h) There will be no significant difference in the value orientation of general and scheduled caste students.

i) There will be no significant difference in the commitment of general and scheduled students.

j) There will be no significant difference in the altruistic behaviour of general and scheduled caste students.

(2) There will be no significant difference in the social intelligence of general and scheduled caste students.
To test this hypothesis following sub-hypotheses are tested:

(a) There will be significant difference in the **patience** of general and scheduled caste students.

(b) There will be no significant difference in the **cooperativeness** of general and scheduled caste students.

(c) There will be no significant difference in the **confidence** of general and scheduled caste students.

(d) There will be no significant difference in the **sensitivity** of general and scheduled caste students.

(e) There will be significant difference in the **recognition of social environment** of general and scheduled caste students.

(f) There will be no significant difference in the **tactfulness** of general and scheduled caste students.

(g) There will be no significant difference in the **sense of humour** of general and scheduled caste students.

(3) There will be no significant difference in the level of **educational aspiration** of general and scheduled caste students.

(4) There will be no significant difference in the **mental health** of general and scheduled caste students.

To test this hypothesis following sub-hypotheses are tested:

(a) There will be no significant difference in the **positive self evaluation** of general and scheduled caste students.

(b) There will be no significant difference in the **perception of reality** of general and scheduled caste students.

(c) There will be no significant difference in the **integration of personality** of general and scheduled caste students.
(d) There will be no significant difference in the autonomy of general and scheduled caste students.

(e) There will be no significant difference in the group oriented attitudes of general and scheduled caste students.

(f) There will be significant difference in the environmental competence of general and scheduled caste students.

(5) There will be no significant difference in the personality characteristics of general and scheduled caste students.

To test this hypothesis following sub-hypotheses are tested:

(a) There will be no significant difference in the personality factor A (experimental Vs conventional) of general and scheduled caste students.

(b) There will be no significant difference in the personality factor B (emotionally stable Vs excitable) of general and scheduled caste students.

(c) There will be no significant difference in the personality factor C (spiritual Vs materialist) of general and scheduled caste students.

(d) There will be significant difference in the personality factor D (Sociable Vs self-centered) of general and scheduled caste students.

(e) There will be no significant difference in the personality factor E (adaptive Vs rigid) of general and scheduled caste students.

(f) There will be no significant difference in the personalities factor F (confident Vs apprehensive) of general and scheduled caste students.
(g) There will be no significant difference in the personality factor G (more inquisitive Vs less inquisitive) of general scheduled caste students.

(h) There will be no significant difference in the personality factor H (relax Vs tense) of general and scheduled caste students.

(i) There will be no significant difference in the personality factor I (affectionate Vs undemonstrative) of general and scheduled caste students.

(j) There will be no significant deference in the personality factor J (persistent Vs casual) of general and scheduled caste students.

(k) There will be no significant difference in the personality factor K (self-critical Vs happy go lucky) of general and scheduled caste students.

(l) There will be no significant difference in the personality factor L (supportive Vs inhibitive) of general and scheduled caste students.

(m) There will be no significant difference in the personality factor M (independent Vs group dependent) of general and scheduled caste students.

(n) There will be no significant difference in the personality factor N (enthusiastic Vs lethargic) of general and scheduled caste students.

(o) There will be no significant difference in the personality factor O (assertive Vs humble) of general and scheduled caste students.
There will be no significant difference in the personality factor P (more analytical Vs less analytical) of general and scheduled caste students.

There will be no significant difference in the personality factor Q (forthright Vs crooked) of general and scheduled caste students.

There will be no significant difference in the personality factor R (divergent Vs convergent) of general and scheduled caste students.

There will be no significant difference in the personality factor S (dominant Vs submissive) of general and scheduled caste students.

There will be no significant difference in the personality factor T (conscientious Vs unscrupulous) of general and scheduled caste students.

METHOD

Descriptive survey method is used in the present study.

SAMPLE

Present study is conducted on 713 BA(I) class students (general category= 456 and scheduled caste category = 257) studying in degree colleges in the Union Territory of Chandigarh. For the selection of colleges and classes randomization technique is used.

TOOLS

1. Emotional Intelligence Scale (Hyde, Pethe and Dhar, 2001)
2. Social Intelligence Scale (Chadha and Ganesan, 2002)
3. Educational Aspiration Scale (Sharma and Gupta, 1997)
4. Mental Health Scale (Jagdish and Srivastava 1983)

5. Personality Inventory (Misra, 2005)

STATISTICAL TECHNIQUE OF TO BE USED

In the present study, statistical techniques of mean, S.D and t-ratio are used.

OPERATIONAL DEFINITIONS OF KEY TERMS

1. Emotional Intelligence:

   It is operationally defined as the ability of the individual to monitor and regulate one's own and other's feelings and to use feelings to guide thought and action. Its measurement is the scores on ten dimensions- self awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behavior and total score on Emotional Intelligence Scale by Hyde, Pethe and Dhar (2001)

2. Social Intelligence:-

   It is operationally defined as the ability of the individual to be sensitive about social attributes. Its measurement is the scores on eight-dimensions-patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humor and memory and total score on Social Intelligence Scale by Chadha and Ganesan (2002)

3. Educational Aspiration:-

   Education aspiration is one's strong desire or ambition for advancement in the area of education. Its measurement is the score on Educational Aspiration Scale by Sharma and Gupta (1997).
4. Mental Health :-

It is the combination of physical, emotional, moral, spiritual and social health. Its measurement is the scores on the dimensions of mental health- positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental competence and total score on Mental Health Inventory by Jagdish and Srivastava (1983).

5. Personality:-

The term personality may be defined as the prediction of what a person do in a given situation and is concerned with all the behavior of the individual both over under the skin. Its measurement is the scores on twenty factors as measured by Personality Inventory by Misra (2005)

SIGNIFICANCE OF THE STUDY

Finding of the study would provide the basis for intervention and treatment for modifying, strengthening, accelerating the outcomes of the students belonging to general and scheduled caste categories. It is more important for teachers, so that they can capitalize the opportunities for the students according to their socio-cultural features. But this will only be possible, if we know the various factors such as emotional and social intelligence, personality, mental health, educational aspiration of the students of general category and scheduled caste category.

The present study is also helpful from guidance point of view to parents, teachers and educational administrators because, it will enable them to understand emotional intelligence, social intelligence, mental health, educational aspirations and personality characteristics of students of general category and scheduled caste category. It will lead to make arrangements for
better environment for enhancing their emotional intelligence, social intelligence, developing mental health, raising educational aspirations and flourishing personality traits.

CONCLUSIONS

1. There is insignificant difference in the self-awareness measure of emotional intelligence between students of general category and scheduled caste category at .05 level of significance, \( t = 0.90 \).

   Therefore, hypothesis 1(a) that there will be no significant difference in self-awareness of general and scheduled caste students is accepted in the present study.

2. Significant difference is observed in the empathy measure of emotional intelligence between general and scheduled caste students at .01 level of significance on the basis of \( t\)-value = 2.81

   On the basis of above results, therefore, hypothesis 1(b) that there will be no significant difference in the empathy of general and scheduled caste students is not retained in the present investigation.

3. Results of the present study reveal that there is significant difference in the self-motivation measure of emotional intelligence between general and scheduled caste students at .05 level of significance as \( t\)-ratio is 2.24.

   Thus, hypothesis 1(c) that there will be no significant difference in the self-motivation of general and scheduled caste students is not retained in the present study.

4. There is insignificant difference in the emotional stability measure of emotional intelligence of general and scheduled
caste students as t-ratio is found to be insignificant at .05 level.

Therefore, hypothesis 1(d) that there will be no significant difference in the emotional stability of general and scheduled caste students is not accepted in the present investigation.

5. Results of the present study show that there is significant difference in the managing relations measure of emotional intelligence of students of general category and scheduled caste category as the obtained t-ratio is significant at .05 level of significance. After comparing their mean score of managing relations, it is observed that managing relations by scheduled caste students is somewhat difficult as compared to general caste category.

Thus, hypothesis 1(e) that there will be no significant difference in the managing relations of general and scheduled caste categories is not accepted here.

6. There is no significant difference in the integrity measure of emotional intelligence between general and scheduled caste students as the calculated value of t-ratio is found to be insignificant at .05 level.

Thus, hypothesis 1(f) that there will be no significant difference in the integrity of general and scheduled caste students is not retained in the present study.

7. There is significant difference in the self-development measure of emotional intelligence between general and scheduled caste students at .05 level of significance on the basis of t-ratio which is 2.08
Thus hypothesis 1 (g) that there will be no significant difference in the self-development of general and scheduled caste students is not accepted here.

8. No significant difference is found in the value-orientation measure of emotional intelligence between general and scheduled caste students at .05 level of significance.

Therefore, hypothesis 1(h) that there will be no significant difference in the value-orientation of general and scheduled caste students is accepted in the present investigation.

9. According to the results of investigation no significant difference is revealed in the commitment measure of emotional intelligence between general and scheduled caste students as t-ratio is calculated to be 1.32.

Hence, on the basis of results, hypothesis 1 (i) that there will be no significant difference in the commitment of general and scheduled caste students is retained in the present study.

10. There is insignificant difference in the altruistic behaviour measure of emotional intelligence between general and scheduled caste students at .05 level of significance (t=1.68).

Therefore, hypothesis 1 (j) that there will be no significant difference in the altruistic behaviour of general and scheduled caste students is accepted.

11. Significant difference is found in the emotional intelligence of general and scheduled caste students as calculated t-value is 1.99 at .05 level of significance.
Therefore hypothesis (1) that there will be no significant difference in the emotional intelligence of general and scheduled caste students is not accepted in the present investigation.

12. Results of the present study reveal that there is insignificant difference in the patience measure of social intelligence between general and scheduled caste students as t-ratio is found to be insignificant at .05 level.

Thus, hypothesis 2(a) that there will be no significant difference in the patience of general and scheduled caste students is retained in the present study

13. There is insignificant difference in the cooperativeness measure of social intelligence between general and scheduled caste students as t-ratio is found to be insignificant at .05 level.

Therefore, hypothesis 2 (b) that there will be no significant difference in the cooperativeness of general and scheduled caste students is accepted in the present investigation.

14. There is significant difference in the confidence measure of social intelligence between general and scheduled caste students as obtained t-value is significant at .05 level.

Therefore, hypothesis 2 (c) that there will be no significant difference in the confidence of general and scheduled caste students is not accepted in the present investigation.

15. Results of the present study show that there is significant difference in the sensitivity measure of social intelligence
between general and scheduled caste students as the obtained t-value is significant at .05 level of significance.

Based on the results of the present study hypothesis 2 (d) that there will be no significant difference in the sensitivity of general and scheduled caste students is not accepted here.

16. There is significant difference in the recognition of social environment measure of social intelligence between general and scheduled caste students as obtained t-value is significant at .05 level of significance.

On the basis of above results of present study, the hypothesis 2(e) that there will be no difference in the recognition of social environment of general and scheduled caste students is not retained in the present study.

17. Students of scheduled caste do not differ significantly from students of general category as t-value is insignificant at .05 level on the tactfulness measure of social intelligence.

Therefore hypothesis is 2 (f) that there will be no significant difference in the tactfulness of general and scheduled caste students is not accepted in the present inquiry.

18. There is insignificant difference in the sense of humour measure of social intelligence between general and scheduled caste students as t value is insignificant at .05 level.

Thus hypothesis 2 (g) that there will be no significant difference in the sense of humour of general and scheduled caste students is accepted.
19. There is insignificant difference in the social intelligence variable between general and scheduled caste students as t value is insignificant at .05 level of significance (t=1.16).

Therefore, hypothesis 2 that there will be no significant difference in social intelligence of general and scheduled caste students is accepted in the present study.

20. Significant difference is observed in the educational aspiration variable between general and scheduled caste students at .05 level of significance on the basis of calculated t-value (1.98).

Therefore hypothesis 3 that there will be no significant difference in the educational aspiration of general and scheduled caste students is not retained here.

21. Results of the present study reveal that there is insignificant difference in the positive self-evaluation measure of mental health between general and scheduled caste students at .05 level of significance.

Hence, hypothesis 4 (a) that there will be no significant difference in the positive self-evaluation of general and scheduled caste students is accepted here.

22. According to the results of present study, there is significant difference in the perception of reality measure of mental health between general and scheduled caste students at .05 level of significance as per t-value (t=2.08).

Thus hypothesis 4 (b) that there will be no significant difference in the perception of reality of general and scheduled caste students is not accepted.
There is significant difference in the integration of personality measure of mental health between general and scheduled caste students at .05 level of significance on the basis of t-value (t = 1.99).

Thus hypothesis 4 (c) that there will be no significant difference in the integration of personality of general and scheduled caste students is not accepted in the present investigation.

Significant difference is observed in the autonomy measure of mental health between general and scheduled caste students at .05 level of significance as calculated value of t-ratio is 2.28.

Thus hypothesis 4 (d) that there will be no significant difference in the autonomy of general and scheduled caste students is not accepted here.

No significant difference in found in the group oriented attitudes measure of mental health between general and scheduled caste students at .05 level of significance (t=1.07).

Thus hypothesis 4 (e) that there will no significant difference in the group oriented attitudes of general and scheduled caste students is retained in the present study.

There is insignificant difference in the environmental competence measure of mental health between general and scheduled caste students as t-value is insignificant at .05 level.

Thus hypothesis 4 (f) that there will be no significant difference in the environmental competence of general and
scheduled caste students is accepted in the present inquiry.

27. According to the results of present investigation no significant difference is found in the mental health variable between general and scheduled caste students as t-value is insignificant at .05 level of significance.

Therefore, hypothesis 4 that there will be no significant difference in the mental health of general and scheduled caste students is accepted in the present study.

28. There is insignificant difference in the personality factor A (experimental vs. conventional) between general and scheduled caste students at .05 level of significance due to its t-value (0.74).

Thus hypothesis 5(A) that there will be no significant difference in the personality factor A (experimental vs conventional) of general and scheduled caste students is retained in the present study.

29. Results of the present study reveal that there is insignificant difference in the personality factor B (emotionally stable vs excitable) between general and scheduled caste students at .05 level of significance on the basis of calculated t-value = 0.44.

Therefore hypothesis 5 (B) that there will be no significant difference in the personality factor B (emotionally stable vs excitable) between general and scheduled castes students is accepted here.

30. Significant difference is observed in the personality factor C (spiritual vs materialist) between general and scheduled
caste students at .01 level of significance on the basis of calculated t-value (12.11).

Thus, hypothesis 5 (C) that there will be no significance in the personality factor C (spiritual and materialist) of general and scheduled caste students is not retained in the present inquiry.

31. On the basis of results of the present investigation significant difference is observed in the personality factor D (sociable vs. self-centered) between general and scheduled caste students at .01 level of significant (t= 11.13)

Therefore, hypothesis 5 (D) that there will be no significant difference in the personality factor D (sociable vs self-centered) of general and scheduled caste students is rejected in the present study.

32. There is insignificant difference in the personality factor E (adaptive vs rigid) between general and scheduled caste students as per calculated t-value = 0.121 at .05 level of significance.

Thus, hypothesis 5 (E) that there will be no significant difference in the personality factor E (adaptive vs rigid) of general and scheduled caste students is accepted in the present study.

33. Significant difference is observed in the personality factor F (confident vs apprehensive) between general and scheduled caste students at .01 level of significance as per t-value (5.38).

Therefore, hypothesis 5 (F) that there will be no significant difference in the personality factor F (confident
34. Results of the present study reveal significant difference in the personality factor G (more inquisitive vs less inquisitive) between general and scheduled caste students at .01 level of significance on the basis of calculated t-value (9.11).

Thus, hypothesis 5 (G) that there will be no significant difference in the personality factor G (more inquisitive vs less inquisitive) of general and scheduled caste students is not retained in the present investigation.

35. There is significant difference in the personality factor H (relax vs tense) between general and scheduled caste students according to the t-value (t=9.84) at .01 level of significance.

Therefore, hypothesis 5 (H) that there will be no significance difference in the personality factor H (relax vs tense) of general and scheduled caste students is not retained.

36. There is insignificant difference in the personality factor I (affectionate vs undemonstrative) between general and scheduled caste students on the basis of results of study at .05 level of significance.

Thus, hypothesis 5 (I) that there will be no significant difference in the personality factor I (affectionate vs undemonstrative) of general and scheduled caste students is accepted in the present study.

37. Insignificant difference is found in the personality factor J (persistent vs casual) between general and scheduled caste students...
students on the basis of insignificant t-value (t=1.20) at .05 level of significance.

Thus, hypothesis 5 (J) that there will be no significant difference in the personality factor J (persistent vs casual) of general and scheduled caste students is accepted here.

38. Results reveal the significant difference in the personality factor K (self-critical vs happy-go-lucky) between general and scheduled caste students as per t-value (t=9.90) at .01 level of significance.

Therefore, hypothesis 5 (K) that there will be no significant difference in the personality factor K (self-critical vs happy-go-lucky) of general and scheduled caste students is rejected in the present study.

39. There is significant difference in the personality factor L (supportive vs inhibitive) between general and scheduled caste students at .01 level of significance.

Hence, hypothesis 5 (L) that there will be no significant difference in the personality factor L (supportive vs inhibitive) of general and scheduled caste students is not retained in the present inquiry.

40. No significant difference is found in the personality factor M (independent vs group dependent) between general and scheduled caste students at .05 level of significance.

Thus, hypothesis 5 (M) that there will be no significant difference in the personality factor M (independent vs group dependent) of general and scheduled caste students is accepted here.
41. There is insignificant difference in the personality factor N (enthusiastic vs lethargic) between general and scheduled caste students at .05 level of significance.

Therefore, hypothesis 5 (N) that there will be no significant difference in the personality factor N (enthusiastic vs lethargic) of general and scheduled caste students is accepted here.

42. Significant difference is obtained in the personality factor O (assertive vs humble) between general and scheduled caste students at .01 level of significance as per calculated t-value (t=11.19).

Thus, hypothesis 5 (O) that there will be no significant difference in the personality factor O (assertive vs. humble) of general and scheduled caste students is not retained in the present study.

43. Insignificant difference is observed in the personality factor P (more analytical vs less analytical) between general and scheduled caste students at .05 level of significance.

Hence, hypothesis 5 (P) that there will be no significant difference in the personality factor P (more analytical vs less analytical) of general and scheduled caste students is accepted here.

44. There is significant difference in the personality factor Q (forthright vs crooked) between general and scheduled caste students at .01 level of significance on the basis of t-value (t=7.33).

Thus, hypothesis 5 (Q) that there will be no significant difference in the personality factor Q (forthright
45. Significant difference is revealed in the personality factor R (divergent vs convergent) between general and scheduled caste students at .01 level of significance (t=9.54).

Thus, hypothesis 5 (R) that there will be no significant difference in the personality factor R (divergent vs convergent) of general and scheduled caste students is not retained in the present study.

46. There is significant difference in the personality factor S (dominant vs submissive) between general and scheduled caste students on the basis of calculated t-value (t=8.75) at .01 level of significance.

Hence, hypothesis 5 (S) that there will be no significant difference in the personality factor S (dominant vs submissive) of general and scheduled caste students is not accepted here.

47. Significant difference is found in the personality factor T (conscientious vs unscrupulous) between general and scheduled caste students as per calculated t-value (t=9.42) at .01 level of significance.

Therefore, hypothesis 5 (T) that there will be no significant difference in the personality factor T (conscientious vs. unscrupulous) of general and scheduled caste students is not retained in the present study.
EDUCATIONAL IMPLICATIONS

1. Results of the study indicate that students of general category are higher on emotional intelligence along its four measures viz. empathy, self motivation, managing relations, self-development and emotional stability. Students of scheduled caste category may be lacking in above aspects due to inferiority complex. Therefore school should organize some cultural as well as some educational activities such as sports, inter-class, inter school competitions in various activities and must ensure that participation of these students. Students of scheduled caste category should be encouraged to take maximum participation in these activities. Besides these, there must be free educational trips, free coaching for all the competitive examinations for these students so that they can feel equivalent to the students of general category. All care should be taken that their ego is not hurt in any way and they get congenial and supporting environment in which their level of empathy, self-motivation, self development find a right place for their well balanced emotional growth.

2. On the variable of social intelligence and its seven measures, significant differences were obtained between the students of general and scheduled caste category on the three measures viz confidence, sensitivity and recognition of social environment. Further students of general category were higher on all these three measures. From generations the people of scheduled caste category are suffering from inferiority complex. They come from poor families, therefore, they neither give nor take dowry whereas for people of general category, it is a common practice. They do not have elementary knowledge about the mechanism of social problems like polio, aids, dowry etc. Therefore students of scheduled caste category must be encouraged for their right
answer in the class, so that they do not have the feeling of humiliation. They should be given rewards for their good act or performance to boost their level of confidence. They should be given opportunity for social participation such as Lohri, fresher parties, bhangra, cultural activities such as debate, discussion, NCC, NSS scouting etc. Besides these school should provide them orientation through talks, lectures, drama, competitions so that they get the training of leadership.

3. Results of the present study revealed that students of scheduled class are having higher level of educational aspiration. What is seen generally students of general category have all the opportunities for advancement in life specially in the educational area. Students of scheduled caste are having less opportunities and facilities for education from their parents as well as from government, specially for higher education. Although government has provision of scholarships and free access of education but perhaps they are not achieving what they are aspiring. Hence opportunities for students of scheduled caste category for advancement in their educational career should continue in a more rigorous way. Similarly some more suitable methods should be devised to give them the awareness regarding various scholarships, opportunities and facilities.

4. On the variable of mental health and its six measures, students of general category have higher scores on three measures viz. perception of reality, integration of personality and autonomy. Generally students of scheduled caste category have feelings of inferiority and that is why in their case there is lack of integration of personality. They are not sure whether they will achieve their target. Sometimes they have developed false self concept. They blame others for their failure whereas actually their mind set is not positive.
Therefore teachers should help them to develop clear mission and vision and accept the responsibility of their failure. More opportunities and facilities should be provided to them so that they feel autonomy in their decision making power. For all these teachers as well as parents should be oriented to help such type of children.

5. On the variable of personality characteristics and its twenty factors significant differences were found on twelve personality factors i.e. factor C, D, F, G, H, K, L, O, Q, R, S and T. The students of general category were found to be spiritual, sociable, confident, more inquisitive, relax, self-critical, supportive, assertive, forthright, divergent, dominant and conscientious in contrast to scheduled caste category students who were found to be materialist, self-centered, apprehensive, less inquisitive, tense, happy-go-lucky, inhibitive, humble, crooked, convergent, submissive and unscrupulous. These limitations can be overcome by increasing their interaction in friend circle, school and society. School can organize various festivals, organise some street plays related to social evils, provide some projects related to social problems like health, sanitation and female foeticide. This interaction with society will give them a chance to interact in the society and their shyness will be overcome, they will become more inquisitive to know about other problems of the society. Financial security on the part of the government will help them to feel secure and boost their confidence. Guidance and counseling services will help them to shed their conservatism and adopt new and challenging ventures. Schools can also organize various orientation programmes for parents to make them aware about good parenting techniques. This will help parents to understand various psychological needs of the
children. Parents should give children a chance to move freely in society and make their own decisions.

The role of the parents in the personality development of students of scheduled caste category need to be closely monitored. Environment in home as well as school can do a lot to build confidence among children. Generally parents of scheduled caste students are not much educated, hence not aware about good parenting techniques. Schools should provide proper guidance and counseling services to both parents and students, so that children grow up with well balanced personalities.

On the other hand no significant differences were found on personality factors; A,B,E,I,J,M,N and P. Both the groups were adaptive, affectionate, persistent, independent, enthusiastic and analytical. This shows that a lot has been done for the development of scheduled castes by the society. Government has also taken various steps for the upliftment of this deprived section of the society, but still a lot is required.

Therefore school as well as society should try to make them socially more active by way of giving more opportunities to participate in functions to boost their confidence. Proper opportunities should be given to these students to make their own decisions and their decisions should be respected by parents. Government should also forcefully implement the welfare schemes made for the betterment of this weaker section of the society.

6. The findings of the study can be useful in solving emotional, social and behavioural problems of the students. These can be discussed in various educational seminars and orientation programmes as well as in parent-teachers meetings of the
schools and suitable corrective measures can be taken by them to overcome various problems.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be offered for prospective researcher in order to carry further research

1. Similar study may be conducted on the adolescents of ninth or tenth class or students of some postgraduate classes/ university students.
2. The study may be conducted on the students belonging to general and scheduled caste in some other states of India.
3. Present study was conducted on the students of general and scheduled caste category, similar study may be conducted by taking a sample of students belonging to some other class, for example, backward class, OBC, minority community (Muslims, Christians).
4. Comparative study may also be conducted on the students of Government, Model, private or public schools, dominational schools managed by some sects e.g. DAV, missionary schools.
5. Present study has been conducted by taking the variable of emotional and social intelligence, educational aspiration, mental health and personality characteristics. Similar study may also be conducted by deleting one on two of these variables and by adding some more variable such as creativity, anxiety and study habits.
6. A study may be replicated on a larger sample in order to test the reliability of the findings of the present study.