CHAPTER VI
SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS
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SUMMARY, CONCLUSIONS, LIMITATIONS
AND SUGGESTIONS

Present chapter deals with summary, conclusions limitations and suggestions of the study are presented below.

6.1 Summary

Emotion is an affective process which is of great importance in human life. It is the soul of every human relationship. It provides the most important element of human nature. Emotions refer to positive and negative feelings that are produced by particular situations, ultimately associated with feelings. It is very necessary to express the feeling for our well being. But it is very important and difficult to express the emotions in accurate manner. It is the ability or skill to understand one’s own emotions and that of others, and to deal effectively with them, more specifically it is called as ‘emotional intelligence’.

6.1.1 Chapter I Introduction

From the literature available on emotional intelligence it appears that, there are several factors that directly or indirectly help to develop the emotional intelligence. It is just impossible to study all variables, since the present study deals with a few of them i.e. family environment, area of living, SES and gender which are major. These variables are treated as independent variables and emotional intelligence is treated as dependent variable.

The first independent variable intended to be studied in the present research is family environment. Family environment of an individual participates in overall development, protection and well-being. It is psychological climate of the family in the form of interpersonal relationship and attitude, which influence one’s reaction in life to changing circumstances throughout life. It was considered in the study that the family environment is
very important in the emotional development of the adolescence. Emotional developmental processes are much more affected by the family environment. Keeping this view emotional intelligence is studied in relation to family environment. Number of researches conducted in this regard, some of them have argued that family environment is significantly associated with emotional intelligence but some studies do not support such significant association. Above studies report differences in results, hence family environment is undertaken for study.

To study the emotional intelligence in relation to area of living is another view of the present study. Area of living refers to the residential background of the individual. Rural and urban areas of living are the major residential backgrounds which are taken into consideration in the present study. Psychological processes are assumed to be culturally constituted and they vary with the cultural meanings and practices. The urban and rural areas have their own distinctive features and they differ with each other in terms of physical (nature of occupations, environmental settings, educational and technological facilities, social differences etc.) as well as psychological attributes such as behavior patterns, thought processes, belief systems, processes and patterns of socialization, emotional bonds, and sincerity in relationship etc. These distinctive features affect psychological development of adolescents.

Previous studies conducted in this regard show significant impact of area of living on emotional intelligence but some of them are reported that area of living is not related to emotional intelligence. These studies do not give universal or uniform results, they show contradictions in outcomes. So, it seems necessary to study the emotional intelligence in relation to area of living.

Socioeconomic status refers to graded hierarchy of social and economic position which can be used to describe the person's overall social position or standing. Socioeconomic status confirmed through employment status, educational attainment, income and wealth etc (Graetz, 1995). Socioeconomic status (HSES and LSES) plays an important role in the nourishment of
emotional intelligence. HSES can help in providing various means for the
development of emotional intelligence. As such facilities cannot be made
available due to low SES; it will not encourage but may interfere in the
development of emotional intelligence. Some studies conducted in this regard
served contrary results, consequently to conform the results here SES was
undertaken for study.

Gender discrimination is a common phenomenon in almost all the
culture. Basically male and females naturally differ on the basis of their
physiological and biological characteristics. They also differ in various
psychological attributes, because these physiological differences predispose
men and women to certain behavior and aptitude learning. This discrimination
among boys and girls influence several psychological developmental aspects, it
includes emotional intelligence too.

Ample researches have conducted in the field of emotional intelligence
and gender discrimination. They have shown the linkages between gender and
emotional intelligence. Some of them have argued that females have greater
level of emotional intelligence than that of men On the other hand some studies
reported vice-versa results. Some studies argued that male and female are equal
on the level of emotional intelligence as whole, but at the same time male and
female differ on some dimensions of emotional intelligence. But still some
studies argue that emotional intelligence is not related to gender. Lack of
uniformity is indicated by above studies, hence still more researches are needed
in this regard. Obviously gender difference regarding emotional intelligence is
to be focused in the present study. Taken into consideration above discussion
some issues related to EI such as historical prospective, concept, various
models, its measures etc. were presented in chapter one. Along with this
concept of family environment, area of living, gender, SES, adolescence and its
association with EI were also presented in same chapter.
6.1.2 Chapter II Review of Literature

Studies on emotional intelligence with regard to certain demographic and psycho-social variables such as area of living, gender, SES and family environment has been reported widely, numerous studies were intended to find out the influence of these variables on emotional intelligence of individuals. However, these studies don’t reach to similar conclusions but, have reported the significance of these variables in emotional intelligence. Second chapter deals with some previous representative studies in India and abroad.

6.1.3 Chapter III Method

Third chapter deals with method employed in present research. Psychology is a science; hence every research study should be done scientifically. Present study mainly deals with emotional intelligence and some of the etiological factors of emotional intelligence. From the relevant literature it appears that development of emotional intelligence is mainly a function of environmental factors. Hence, four factors gender, family environment, area of living (culture) and socio-economic status were treated as independent variables; and it was assumed that the other factors were kept constant.

Sample selection was done using scientific sampling technique. Only those tools, which were having high psychometric characteristics, were used for data collection. Suitable research design was used and data were treated by appropriate statistical techniques for testing the hypotheses given on following pages. In sum; the study was carried out scientifically.

Aim of Study

In present study four factors were considered as independent variables. They are namely; family environment, area of living (Culture), socio-economic status (SES), and gender. Emotional intelligence is treated as dependent variable. Considering these, the study is aimed at finding out the relative
importance of family environment, area of living, SES and gender on the development of emotional intelligence.

**Objectives of Study**

There are five broad objectives and a few specific objectives, which serve as guidelines to carry out the study systematically. Objectives of the study are as follows:

1. To search the extent to which males and females differ from each other on the intrapersonal awareness.

2. To study the importance of family environment in the development of intrapersonal awareness, and find out whether Ss from favorable family environment and those from unfavorable family environment differ significantly from each other or not.

3. To search the influence of area of living (culture) on intrapersonal awareness and find out whether the Ss belonging to different areas of living differ significantly on intrapersonal awareness or not.

4. To search the extent to which HSES and LSES Ss differ from each other on intrapersonal awareness.

5. To find out the extent to which males and females differ from each other on interpersonal awareness.

6. To assess the influence of family environment on the development of interpersonal awareness, and find out whether Ss with favorable family environment and Ss with unfavorable family environment differ significantly from each other or not.

7. To measure the influence of area of living (culture) on interpersonal awareness and find out whether the Ss coming from different areas of living differ significantly from each other on interpersonal awareness or not.
8. To search the extent to which HSES and LSES Ss differ from each other on interpersonal awareness.

9. To search the extent to which males and females differ from each other on intrapersonal management.

10. To examine the importance of family environment in the development of intrapersonal management, and search whether the Ss from favorable family environment and those from unfavorable family environment differ from each other significantly or not.

11. To assess the influence of area of living (culture) on intrapersonal management and find out whether the Ss belonging to different areas of living differ significantly from each other on intrapersonal management or not.

12. To search the extent to which HSES and LSES Ss differ from each other on intrapersonal management.

13. To search the extent to which males and females differ from each other on the interpersonal management.

14. To study the effect of family environment on the development of interpersonal management, and find out whether the Ss with favorable family environment and those from unfavorable family environment differ from each other significantly or not.

15. To search the influence of area of living (culture) on interpersonal management and find out whether the Ss belonging to different areas of living differ significantly on interpersonal management or not.

16. To search the extent to which Ss from HSES and LSES differ from each other on interpersonal management.

17. To search the extent to which males and females differ from each other on emotional intelligence.
18. To assess the effect of family environment on the development of emotional intelligence, and find out whether Ss from favorable family environment differ significantly from those coming from unfavorable family environment or not.

19. To search the influence of areas of living (culture) on emotional intelligence and find out whether Ss belonging to different areas of living differ significantly on emotional intelligence or not.

20. To search the extent to which Ss from HSES and LSES differ from each other on emotional intelligence.

21. To search whether urban males coming from HSES and favorable family environment differ significantly from rural females coming from LSES and unfavorable family environment on intrapersonal awareness.

22. To assess interpersonal awareness of urban males with HSES and favorable family environment is significantly differ from rural females with LSES and unfavorable family environment or not.

23. To search whether intrapersonal management of urban males having HSES and coming from favorable family environment significantly differ from rural females having LSES and coming from unfavorable family environment or not.

24. To assess urban males coming from HSES and favorable family environment develop significantly better interpersonal management than rural females coming from LSES and unfavorable family environment or not.

25. To search males brought up in urban culture, coming from HSES and having favorable family environment and females brought up in rural culture, coming from LSES and having unfavorable family environment differ significantly on emotional intelligence or not.
Hypotheses of Study

Since, there are four independent variables and five dependent variables, several hypotheses could be framed and tested. They are given below. Assuming that the other factors are kept constant; it is hypothesized that:

1. Males develop significantly better intrapersonal awareness than the females.

2. The Ss coming from favorable family environment develop significantly better intrapersonal awareness than the Ss coming from unfavorable family environment.

3. Area of living (culture) plays significant role in the development of intrapersonal awareness; the Ss born and brought up in urban culture develop significantly better intrapersonal awareness than those brought up in rural culture.

4. The Ss coming from HSES background develop significantly better intrapersonal awareness than the Ss coming from LSES, background.

5. Males develop significantly better interpersonal awareness than the females.

6. The Ss coming from favorable family environment develop significantly better interpersonal awareness than the Ss coming from unfavorable family environment.

7. The Ss brought up in urban culture differ significantly from the Ss coming from rural culture in interpersonal awareness.

8. The Ss coming from HSES background develop significantly better interpersonal awareness than the Ss coming from LSES, background.

9. Males develop significantly better intrapersonal management than the females.
10. The Ss coming from favorable family environment develop significantly better intrapersonal management than the Ss coming from unfavorable family environment.

11. The Ss brought up in urban culture differ significantly from the Ss brought up in rural culture in intrapersonal management.

12. The Ss with HSES background develop significantly better intrapersonal management than the Ss coming from LSES, background.

13. Males develop significantly better interpersonal management than the females.

14. The Ss coming from favorable family environment develop significantly better interpersonal management than the Ss coming from unfavorable family environment.

15. The Ss brought up in urban culture differ significantly from the Ss coming from rural culture in interpersonal management.

16. The Ss coming from HSES background develop significantly better interpersonal management than the Ss coming from LSES, background.

17. Females develop significantly better emotional intelligence than the males.

18. The Ss coming from favorable family environment develop significantly better emotional intelligence than the Ss coming from unfavorable family environment.

19. The Ss brought up in urban culture differ significantly from the Ss brought up in rural culture in emotional intelligence.

20. The Ss coming from HSES background develop significantly better emotional intelligence than the Ss coming from LSES, background.
21. Urban males coming from HSES and favorable family environment develop significantly better intrapersonal awareness than rural females coming from LSES and unfavorable family environment.

22. Interpersonal awareness of urban males with HSES and favorable family environment is significantly better than rural females with LSES and unfavorable family environment.

23. Intrapersonal management of urban males having HSES and coming from favorable family environment is significantly better than that of rural females having LSES and coming from unfavorable family environment.

24. Urban males coming from HSES and favorable family environment develop significantly better interpersonal management than rural females coming from LSES and unfavorable family environment.

25. Males brought up in urban culture, coming from HSES and having favorable family environment develop significantly better emotional intelligence than females brought up in rural culture, coming from LSES and having unfavorable family environment.

Sample

First, 544 urban students and 544 rural students studying in different higher secondary schools from Kolhapur district of Maharashtra were approached. The sample was equally divided into male and female subjects and for both urban and rural locale. The ratio of urban and rural students was also 1:1. Therefore, the initial sample for the study was comprised of total 1088 subjects.

However, for the final analysis the effective sample consisted of 544 Ss only. While classifying the Ss in the 16 classified groups many Ss were deleted randomly in order to keep the cell frequency of the classified groups equal.
Tools Used For Data Collection

The following tools were used for measuring variables treated in the study. Psychometric properties of the instruments were found adequate. Details of selected instruments are given below:

1. Mangal Emotional Intelligence Inventory (MEI-MM):

   This inventory was constructed and standardized by S.K. Mangal and Shubhra Mangal (2007). It is a self report inventory having 100 items. It has been designed for 16+ year’s age of school, college and university students for the measurement of their emotional intelligence. Reliability of the inventory reported by the author ranges from 0.89 to 0.92 measured through three different methods. Validity of the inventory has been established by adopting two different approaches namely; factorial and criterion related approach. Adequate validity was found by both approaches.

2. Family Environment Inventory (FEI):

   This inventory is constructed by Harpeet Bhatiya and N. K. Chadha (1993). The inventory consists of 69 items, some of them are positive and some are negative. The overall reliability of the inventory reported by the author is 0.95 by Spearman-Brown formula. Both face and content validity were tested and were found adequate.

3. Socio-Economic Status Scale:

   This scale was constructed by D.S. Janbandhu. It is a short scale consisted of 12 questions only. The questions are of either close end or multiple choices in nature. It demands only factual information about the social, economic and educational status of the family of individual. The reliability coefficient was measured by test-retest method, was 0.83; and validity coefficient was 0.73. This scale is widely used in the field of research in psychology.
Procedure of Data Collection

After selecting sample and finalizing tools for collecting data permission was taken from heads of the institutions of the prescribed schools to administer the inventories on the students of 11th and 12th standard. Seating arrangement of the subjects was made in a class room. Sufficient distance was kept between two subjects, so that one could not peep into the responses written by other subjects. A group of 15-25 subjects were called in each setting.

Once, the subjects took their seats they were explained importance and purpose of the study. Through informal talk, good rapport was established with the subjects, and they were assured that their identities and responses given by them would be strictly kept confidential, and will not be disclosed anywhere. Thus, they were assured to give their responses comfortably and honestly. When it was observed that the subjects were eager to take the scales all tests are administered on them following schedule of rest.

After completion of the inventory, response sheets along with the test booklets were collected. Between the second and third instrument ten minutes rest was given to the subjects.

Variables under Study

A) Independent Variables:

Gender, family environment, area of living (culture) and socio-economic status were treated as independent variables. Each of them was varied at two levels e.g. males-females, favorable family environment - unfavorable environment, urban culture - rural culture, and High SES - Low SES.

B) Dependent Variable:

Five factors were treated as dependent variables; they are intrapersonal awareness, interpersonal awareness, intrapersonal management, interpersonal management, and emotional intelligence.
Research Design

Since four independent variables were used and each was varied at two levels, a $2 \times 2 \times 2 \times 2$ factorial design was used. Cell frequency was kept equal in each classified group.

6.1.4 Chapter IV Statistical Interpretation of Results

Fourth chapter deals with statistical interpretation of results. Various statistical techniques were used for this purpose and its interpretation is given in this chapter. First the data were treated by mean and standard deviation. Secondly, four way analysis of variance was used. Finally the data were treated by Scheffe’s post hoc test of multiple comparisons.

6.1.5 Chapter V Discussion

In this chapter results were discussed considering statistical values and finding and earlier research studies and following conclusions are drawn:

6.2 Conclusions

The following conclusions were drawn:

1. The males had significantly better intrapersonal awareness than that of the females.

2. Favorable family environment helps in developing intrapersonal awareness significantly better than the unfavorable family environment.

3. The Ss coming from urban culture develop significantly better intrapersonal awareness than the Ss coming from rural culture.

4. The Ss coming from HSES background developed significantly better intrapersonal awareness than LSES group.

5. Males developed significantly better interpersonal awareness than females.
6. The Ss with favorable family background develop significantly better interpersonal awareness than the Ss coming from unfavorable family background.

7. The Ss coming from urban culture develop significantly better interpersonal awareness than the rural subjects.

8. High SES helped significantly in bringing favorable improvement in interpersonal awareness.

9. Females developed significantly better intrapersonal management than males.

10. The Ss coming from favorable family environment develop significantly better intrapersonal management than the Ss coming from unfavorable family environment.

11. The Ss brought up in urban culture and those brought up in rural culture differ significantly from each other on intrapersonal management. Urban culture helped in developing superior intrapersonal management among the subjects. Those brought up in rural culture could not develop superior intrapersonal management.

12. The HSES and LSES Ss differ significantly from each other, the Ss with HSES background develop significantly better intrapersonal management than the Ss coming from LSES, background.

13. Males developed significantly better interpersonal management than the females.

14. The Ss coming from favorable family environment and those coming from unfavorable family environment differ significantly from each other on interpersonal management. Favorable family environment favors development of interpersonal management.
15. The Ss coming from urban culture developed significantly better interpersonal management than the Ss coming from rural culture.

16. Socioeconomic status has significant influence on interpersonal management. The group of HSES Ss and LSES Ss are differing on interpersonal management. The Ss coming from HSES develop significantly better interpersonal management than the Ss coming from LSES.

17. Gender has a significant influence on emotional intelligence; it means males and females differ significantly from each other with regards to emotional intelligence; males develop significantly better emotional intelligence than the females.

18. Family environment was strongly related to the development of emotional intelligence. The Ss having favorable family environment and those coming from unfavorable family environment differ significantly from each other on emotional intelligence; the Ss coming from favorable family environment develop significantly better emotional intelligence than the Ss coming from unfavorable family environment.

19. The Ss from urban culture and those coming from rural culture differ significantly from each other on emotional intelligence; the Ss brought up in urban culture develop significantly better emotional intelligence than the Ss brought up in rural culture.

20. Socioeconomic status strongly related to emotional intelligence. The HSES and LSES groups differ significantly from each other; the Ss coming from HSES developed significantly better emotional intelligence than the Ss coming from LSES.

21. Gender, family environment, area of living (culture) and SES not functioned significantly in collaboration with each other in development of intrapersonal awareness.
22. Gender, family environment, area of living (culture) and SES functioned significantly in collaboration with each other in the process of influencing the development of interpersonal awareness.

23. Gender, family environment, culture (area of living) and SES significantly functioned in collaboration with each other in development of intrapersonal management.

24. Gender, family environment, culture (area of living) and gender are not significantly functioned in collaboration, while influencing the development of interpersonal management.

25. All the four main factors i.e. gender, family environment, culture (area of living) and gender significantly functioned in collaboration with each other.

6.3 Limitations:

In present study, it becomes necessary to impose a few limitations. Limited time period, and resource made it inevitable to impose the following limitations.

1. There are many variables which predict emotional intelligence. But in the present study following variables were taken into account only gender, family environment, area of living and socioeconomic status.

2. Sample size of the study was sufficiently large but for classification of the Ss in two groups only broad criteria were used. For example, only favorable family environment and unfavorable family environment categories of family environment were used. Middle class were not included.

3. All measurement tolls in the study were self report measures. The limitations of self report measures were also applicable to the present study.
4. The geographical area of the study was restricted for Kolhapur district only.

6.4 Suggestions

To overcome these limitations and to obtain more stable results following suggestions were given by the researcher.

1. There are wide ranges of variables which can predict emotional intelligence such as social skills, interpersonal competence, psychological maturity, experimental intelligence, parent-child relationship, parenting style, adjustment, personality etc. do provide the basis for the development of the emotional intelligence. Taken into account such variable further research can be conducted.

2. Sample size, geographical area are limited for the study, Hence the same study may replicate on the large area with students from more diverse range of ethnic background.

3. Self report measures have their own limitations; so such studies can be supplemented by personal interviews, discussion with students, their teachers and with their parents.