CHAPTER VI

Summary of Findings, Conclusion, Recommendations And Suggestions for Further Research
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SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.1. OVERVIEW

This Chapter consists of a summary of findings, conclusions and educational implications of the study. It concludes with a list of recommendations for future research based upon the results of this study.

6.2. SUMMARY OF THE STUDY

The need achievement of the professional college students and the altruistic behavior and social intelligence are the variables of this study. These variables are correlated and analyzed to lead the results of this study. The need may directly or indirectly be influenced by the psychosocial factors of altruism and the intelligence factors of social intelligence. This study mainly focuses on finding out the relationship between three variables. It also studied the significant difference between these variables and the demographic factors of the professional college students such as 'gender, family status, type of college type of professional course', type of management and parental income. This study also analyzed the Academic achievement of the professional college students to know the influence via the achievement motivation or need achievement of the students. Therefore the prediction of variables on need achievement and the dimensions of need
achievement were also studied. The subsequent section gives the concise summary of the work done by the investigator.

6.3 RE-STATEMENT OF THE PROBLEM

The college students are pursuing different professional courses and their focus and aim also varies in the aspect of whether learned people are united in this aspect or differ? How college experiences develop students’ propensity to engage in ‘need achievement, altruism and social intelligence’? The present study addresses in these ways and tried to fill the gaps in the existing literature by examining the aspects of selected variables on students’ development that leads to significant public or external benefits. Therefore, this study is entitled ‘Need Achievement and Need Altruism of Professional Course Students in Relation to their Social Intelligence’.

6.4 OBJECTIVES OF THE STUDY

1) To study the Need Achievement of the professional course students and its dimensions such as
   a) Need for academic success
   b) Need for vocational success
   c) Need for social success and
   d) Need for skill achievement

2) To study the Need Altruism of the professional course students.

To study the Social Intelligence of the professional course students and its dimensions such as

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a) Social adjustment
b) Social Skill
c) Social competency and
d) Social Leadership

03) To find out the relationship between the variables
   a) Need Achievement and Need Altruism of the professional course students
   b) Need Achievement and Social intelligence of the professional course students
   c) Need Altruism and Social Intelligence of the professional course students
   d) Need Achievement and Academic Achievement of the professional course students

04) To compare the need achievement, need altruism, social intelligence and academic achievement of the different professional course students.

05) To find out the mean difference in ‘Need Achievement and its dimensions with respect to the demographic variables such as
   a) Gender
   b) Family status
   c) Type of Residence

6) To find out the mean difference in ‘Need Achievement’ and its dimensions with respect to the demographic variables such as
a) Type of Professional course  
d) parental income  
b) Type of Management  
e) Religion  
c) Locality of College  

7) To find out the mean difference in Need Altruism with respect to the demographic variables such as
   a) Gender  
   b) Family status  
   c) Type of Residence  

8) To find out the mean difference in ‘Need Altruism’ with respect to the demographic variables such as
   a) Type of Professional course  
   b) Type of Management  
   c) Locality of College  
   
9) To find out the mean difference in ‘Social intelligence’ with respect to the demographic variables such as
   a) Gender  
   b) Family status and  
   c) Type of Residence  

10) To find out the mean difference in ‘Need Altruism’ with respect to the demographic variables such as
    a) Type of Professional course  
    b) Type of Management  
    c) Locality of College  

d) Locality of College

11) To fit the regression model for ‘Academic Achievement’ with respect to the dimension of ‘Need Achievement’ such as
   a) Need for academic success
   b) Need for vocational success
   c) Need for social success and
   d) Need for skill achievement

12) To fit the regression model for ‘Overall Need Achievement’ with respect to its dimension such as
   a) Need for academic success
   b) Need for vocational success
   c) Need for social success and
   d) Need for skill achievement

6.5. HYPOTHESES OF THE STUDY

01) There is a ‘high’ relationship between the variables of the professional college students. The variables such as
   a) Need achievement and Need altruism
   b) Need achievement and social Intelligence
   c) Need altruism and social intelligence and
   d) Need achievement and academic achievement

02) There is a difference in ‘overall need achievement and its dimensions’ with respect to the demographic variables such as
a) Gender
b) Family status
c) Type of Residence

03) There is a difference in ‘overall need achievement and its dimensions’ with respect to the demographic variables such as
   a) Type of Professional course         d) parental income
   b) Type of Management                 e) Religion
   c) Locality of College

04) There is a difference in ‘overall Altruism with respect to the demographic variables such as
   a) Gender
   b) Family status
   c) Type of residence

05) There is a difference in ‘overall Altruism with respect to the demographic variables such as
   a) Type of Professional course         d) parental income
   b) Type of Management                 e) Religion
   c) Locality of College

06) There is a difference in ‘overall Social Intelligence and its dimensions with respect to the demographic variables such as
   a) Gender
   b) Family status
c) Type of residence

07) There is a difference in ‘overall social intelligence and its dimensions with respect to the demographic variables such as

a) Type of Professional course       d) parental income
b) Type of Management                e) Religion
c) Locality of College

6.6 METHOD OF STUDY

The present study was carried out by Normative Survey Method (Shidu, K, 2011).

6.7. VARIABLES OF THE STUDY

The study mainly consists of three variables namely; a) Need Achievement, b) Need Altruism and c) Social intelligence. Apart from that, the investigator felt that the need achievement is related to the academic achievement also; here the academic achievement is also considered for this study. It predicts the influence, if any of achievement motivation.

Primarily the independent variables are ‘Need Altruism and Social Intelligence’. The dependent variables are ‘Need Achievement and Academic Achievement’. But these two dependent variables are interchanged in the regression model part. The focus and importance was given to this study for all the four variables. i.e., a) Need Achievement, b) Need Altruism and c) Social intelligence and d) Academic achievement. The demographic variables such as gender, type of residence and so on are considered as intervening variables of this study.
6.8. DELIMITATIONS OF THE STUDY

On the basis of the available facilities, time and resources, the study was delimited in the following manner

f) This study was carried out in Salem, Namakkal and Dharmapuri District, Tamilnadu.

g) The samples of the study were drawn from 18 professional colleges such as B.Ed., Nursing, Medical and Engineering course students pursuing their final year.

h) The revised research tool of 'Altruism Scale' was used for this study

i) The 'academic achievement' of the professional course students was also considered up to the completed semester marks of Nursing, Medical and Engineering and the Model Examination Marks at B.Ed., level. Even though the system may differ, but this study is related to Need Achievement of the College students.

j) The result portrayed in this study is based on the statistical applications (SPSS) of the collected data from the samples./ subject.

6.9. STATISTICAL TECHNIQUES USED

The investigator has employed statistical techniques to test the objectives / hypotheses. The following statistical analyses were used to arrive at the findings, conclusion and discussion.

a) Descriptive Analysis: Mean and Standard Division

b) Differential Analysis: t-test, percentage and F-test
c) Correlation Analysis: Pearson Product Moment Correlation and

d) Regression Analysis: Multiple and Step-wise Regression

6.10. FINDINGS OF THE STUDY

1) The overall need achievement of the professional course students is ‘above average’ and its four dimensions namely ‘need for academic success, need for vocational success, need for social achievement and need for skill achievement’ are also in above average. Among the four dimensions the ‘need for skill achievement’ is ‘higher’ and the ‘need for academic success is lower.

2) The mean and standard deviation of the ‘overall altruistic behaviour’ of the professional course students is 52.89 and 11.21. More than sixty five percentages of students possess ‘high and extremely high’ altruistic behaviour. Twenty three percentage of students possess low and extremely low altruistic behaviours.

3) On perusal of the mean and standard deviation for social intelligence, the professional college students are found to be ‘average’ in ‘overall social intelligence’ and in view of the four dimensions, the dimension ‘social adjustment’ is higher and ‘social competency’ is lower. The rest of the two dimensions ‘social skill and leadership’ lie at an average level.

4) The relationship between ‘need achievement’ and ‘need altruism’ of the professional course students is ‘high’ and the relationship between ‘need
altruism' and 'social intelligence of the professional course students is also high. The relationship between 'need achievement' and 'social intelligence of the professional course students is 'moderate'. The relationship between the achievement motivation and academic achievement is also 'moderate'.

5) As per the comparative analysis, the different professional course students (B.Ed., Nursing, Medical and Engineering) are 'high' in 'need achievement', 'altruism' and 'academic achievement' but 'average' level in 'social intelligence'.

6) The 'overall need Achievement' and its dimensions such as 'need for academic success, need for vocational achievement, need for social achievement and need for skill achievement' do not differ with respect to the variable gender.

7) The overall 'need Achievement' and its dimensions such as 'need for academic success, need for vocational achievement, need for social achievement and need for skill achievement' do not differ with respect to the variable family status either nuclear family or joint family.

8) The overall 'need achievement' and its dimensions such as "need for academic success, need for vocational achievement, need social achievement and need for skill achievement" do not differ with respect to the variable 'type of residence' (Staying in Hostel / Day scholar).
9) The 'overall need achievement' and its dimension 'need for Academic Success is different with respect to the variable 'type of professional course'. The remaining three dimensions 'need for vocational achievement, need social achievement and need for skill achievement' do not differ with respect to 'type of professional course (B.Ed.,/Nursing/Medical/ Engineering).

10) The variable 'type of professional course' differs in overall need achievement. Students have difference only in terms of the 'B.Ed. and Medical' and 'Medical & Engineering' and do not differ in other professional courses.

11) The 'need for vocational achievement' differs with respect to the variable 'type of management'. The remaining part of 'overall need achievement, and its dimensions such as 'need academic success, need social achievement and need for skill achievement' do not differ with respect to 'type of management( Govt./ Private/ Govt.Aided).

12) The overall need achievement and its dimensions 'need for academic success' is differs with respect to the variable 'locality of college'. The remaining three dimensions 'need for vocational achievement, need for social achievement and need for skill achievement' do not differ with respect to the variable 'locality of college( rural/ urban/city)'.

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13) The professional course students differ in ‘need achievement’ with respect to the variable ‘locality of college’. Here, the urban & Rural, Rural and city college students differ in their ‘need achievement’.

14) The ‘overall need achievement’ and its dimensions ‘need for academic success, need for vocational achievement, need for social achievement and need for achievement’ differs significantly with respect to the variable ‘parental monthly income’ and the dimension ‘need for skill achievement’ does not differ with respect to the ‘parental income’. Moreover, other than the parental income of ‘Rupees.10, 000 & below’ and ‘above 50,000’ the students in the in-between parental income group differ in their ‘need achievement’.

15) The dimensions ‘need for academic success differs with respect to the variable ‘Religion’. The ‘overall need achievement’ and the remaining three dimensions ‘need for vocational achievement and need for social achievement and need for skill achievement’ do not differ with respect to religion.

16) The professional course students differ in ‘overall altruism with respect to the variable ‘type of professional course, and ‘locality of the college and religion’ and they do not differ in ‘overall altruism with respect to the parental income’.
17) The overall 'social intelligence' and its dimensions such as 'social adjustment, social skill, social competence and social leadership' do not differ with respect to the variable

- Gender (male / female),
- Family status' (nuclear family / joint family),
- Type of residence (hostler / day scholar),
- Locality of college and
- Parental income

18) The 'overall social intelligence and its dimensions such as 'social adjustment, social skill and social competency' do not differ with respect to the variable 'type of professional course'. The remaining one dimension 'social leadership' differs with respect to 'type of professional course'.

19) The 'overall social intelligence and its dimensions such as 'social adjustment, social competency' and social leadership do not differ significantly with respect to the variable 'type of management'. The remaining one dimension 'social skills differ with respect to 'type of management'.

20) The 'overall Social Intelligence' and its dimensions such as 'social adjustment, social skill' and 'social leadership' do not differ with respect to the variable 'Religion (Hindu/Christian/ Islam). The remaining dimension 'social competency' differs with respect to 'Religion of the students.'
21) The professional college students do not differ significantly in their Academic Achievement with respect to the variable ‘gender’, family status (joint Family and Nuclear family) and type of residence (Hostler / Day Scholar). But they differ in their Academic Achievement with respect to the variables ‘Type of College, type of Management, and locality of the college, parental income and religion’.

22) The extend of relation between criterion variable namely, academic achievement and the four dimensions of achievement motivation the dimension ‘skill for achievement’ alone entered the stepwise regression. Therefore this model is fitted. The remaining three dimensions ‘need for academic success, need for vocational achievement and need for social achievement do not have any contribution to the ‘academic achievement’.

23) The extend of relation between predicted criterion variable namely, ‘need achievement’ and the four dimensions ‘need for social achievement, need for academic success, need for skill achievement and need for vocational achievement entered the stepwise regression. Therefore this model is fitted and all the four dimensions contributed to the need achievement of the professional course students.

6.11. DISCUSSION

According to the quoted research review, achievement motivation plays an important role in predicting the students’ future success or failure. Therefore, it is crucial to put special emphasis on forming high level of
student’s need for achievement through special training programs for the students from rural areas. The present study indicates that, the need achievement of the Professional course students does not differ with respect to gender and all the different course students are in same status of achievement motivation. These findings are matched with the findings of the study done by (Samuel E. Oladipo, 2013), stating no influence on achievement motivation with respect to gender. Similar studies coded by (Nagarathanam and Rao, 2007) also have the same results of male and female difference in achievement.

There is a difference in need achievement (Riffat Un Nisa Awan, 2011) but the present study does not have any difference in achievement motivation and academic achievement. The Boys and girls differ in achievement motivation (Kaur, 2004) at school level but at college level gender does not have any difference or influence in achievement motivation as the peer findings of the present study.

There is relationship between the achievement motivation and the Academic achievement of the professional course students revealed that these findings are supported by the study conducted by (Vijaykumari, 2010) stating that Academic achievement and achievement motivation are positively correlated. Therefore the achievement motivation can be treated as an important psychological predictor for success and failure (Sabina Kilodziej, 2010). The achievement motivation of the students has average...
relationship with academic achievement (Riffat Un Nisa Awan, 2011). These findings support the present study also. The present study shows that, the overall achievement motivation is above average, the females are higher than males in achievement motivation and there is no difference in ‘parental income’. It concurred with the study done by (Adsul, R.K et.al., 2008).

The present study differs in academic achievement and need for academic success. It also coincides with the findings of (Kaur, 2004). The students from rural and urban schools also differ. Therefore, it is noteworthy that the college and school students are in the same status of achievement motivation. Ways (2008) examined that the achievement motivation is positively correlated with academic achievement, the present study also has positive correlation.

The family attitude contributed to greater academic achievement among the youth (Tsang, 2004) the same result is found in the present study. The finding of this study shows that, the students from nuclear family and joint family in the Indian context also differ in their achievement motivation or need for achievement. It also strengthens the findings of the joint family and nuclear family study conducted by (Manjuvani & Anuradha, 2011). The parental expectation and guidance developed the need for high achievement. As in the result pointed out by his research (Tripathi, 1991) achievement motivation and academic achievement is playing a dominant role in educational research. The remarkable findings of this study show that professional course students have
high academic achievement and there is a relationship between the need for achievement and academic achievement (Tripathi, 1991). The professional course students differ in academic achievement with respect to the Locality of college, this study also differs in academic achievement (Gakhar et. al., 2004). Bahago (2011) conducted a research and his finding leads to the conclusion that high academic achievement and high achievement motivation is present among the students community, the present study also shows the same results.

The discussion on altruistic behavior of the college students shows that it is high in the present study. (Alecia, C.Eabanks, 2008) asking at what extent the altruism works in students? Altruism is the behavior of helping others. The present study indicates that the majority of professional course students (PCS) have a high level of altruistic behavior irrespective of their different stream or course. This also depicts that the professional course students do not differ in altruism behaviors with respect to parental income. It also concurred with the findings of (Ignacio Orturo et. al, 2013). There is a negative relationship between the parental income and altruism.

As in the report given by (Sophie Leotopoulou, 2010) altruism appeared to be strongly related to demographic and personal characteristics. The findings of this study also shows that the PCS differ with respect to religion, locality of college and type of professional course (B.Ed., Engineering, Medical & Nursing, ) family status and residence. It is noteworthy that the study of (Landan M.Reddy et. al., 2011). Altruism in the
context of door courtesy, it was found that the males hold the door more often than the females. The present study also coded that PCS have high altruistic behaviors but in reverse the present study noted that the females have high altruistic behavior than male PCS.

When we analyze in terms of Social intelligence, the PCS, the present study indicates that they have a high social intelligence and they do not differ with respect to their gender and type of college. The same result already obtained by the researcher (Vipinder nagra, 2014). It indicates that the male and female do not differ in their social intelligence; it is just the opposite. In the study coded by the researcher the male and female differ in social intelligence in the arts and science disciplines rather than the professional course discipline (Rakesh Rai, Meetu, 2014).

The present study indicate that there is no difference in social intelligence of the PCS with respect to their background variables but the findings of (Ahmad Abdul Hameed, 2012) mentioned that the behavioral characteristics plays a significant role on social leadership.

The present study does not differ in social intelligence with respect to the background variables gender, family status and locality of college but the study made by Michael, E.Ruder, 2010) shows enhancement of problem solving behavior on the part of social intelligence. Meijs, Noorja, Cillessen et al(2010) presented their findings that the vocational students benefitted by doing well either socially or academically. The findings of this study also
mentioned that all the four professional course students are found to be high in need achievement, social intelligence altruism and but in academic achievement B.Ed., students are above average rather than the other professional course students.

Altruism plays a significant role on social intelligence aspects whereas gender and locality do not differ (Sing A.et al., 2010). The present study also shows that the PCS have high altruistic behavior and high social intelligence and high academic achievement. This study shows that the male and female students do not differ in altruism. It is just opposite of the findings made by Balamurugan, M (2010) regarding the altruistic behavior of post graduate students. It may be the fact that during the young period or the graduate period youth are altruism oriented but as age increases their altruistic behavior also differs and there is no relationship between altruism and academic achievement. But the present findings of this study shows significant relationship between altruism, academic achievement and social intelligence of the PCS. It is noteworthy that the present study also shows that the different course of students such as ‘B.Ed., Engineering, medical and nursing’ have high level of social intelligence. This is unlike of the arts and science disciplines (Rakesh Rai, Meetu, 2014).

6.12. EDUCATIONAL IMPLICATIONS

Achievement motivation is one of the crucial psychological factors determining future academic and occupational success. Therefore, general and
professional education should be completed with trainings focused on psychological skills of social intelligence that will be useful and desirable in everyday life. Formation of students 'competence without practicing and developing the needed psychological components will not educate the graduates. Astin (1993) noted that one of the most "exciting developments in higher education" is the increase in institutional involvement in promoting service learning and community service.

On purview of the findings and observation made by the investigator, this study indicates that the achievement motivation, altruism and academic achievement are high among the professional course students. The social intelligence of the college students is an average level. Therefore it is better the students to be motivated in the aspects. It is also noted that the students are required to motivate in academic success. Social competency and social leadership are important phenomenon of the professional college students, the lack of social competency leads the lack of job opportunity, therefore the necessary steps to be in need of the hour. Not everyone want to become a leader but the need of leadership behaviour minimises the hour and maximizing decision making skills.

Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. These motives and goals are viewed as working together to regulate achievement behavior. The
achievement goals can be predictors for performance outcomes. The management of the institution has the role of change in vocational achievement of the professional course students. But, this is in tune with the tie up of the recognised government and other institution, so that it is easy for the pupil to avail the opportunities for their job. Locality of the college and residence type improves the need achievement of the pupil.

6.13 CONCLUSION OF THE STUDY

The study presents the following conclusions.

1) The ‘overall need achievement’ of the professional course students is higher. The dimension ‘skill achievement’ is little better than the other three dimensions and the students are lower in ‘academic success’. On the other hand, the majorities of professional college students is high in altruistic behaviors and are high in ‘social intelligence’. The ‘low and very low’ social intelligence exists in the least position. Among the four dimensions of social intelligence, the dimension ‘social adjustment’ is higher and ‘social competency’ is lower.

2) The relationship between ‘need achievement’ and ‘need altruism’ of the professional course students’ is ‘high’ whereas the relationship between ‘need achievement and social intelligence’, ‘need altruism and social intelligence’ of the professional course students is ‘moderate’. The male and female professional course students and the students belonging to
‘nuclear family and joint family’ and ‘Hostler and Day Scholars’ do not differ in overall ‘need achievement and its four dimensions’.

3) The ‘need achievements’ of the medical college students differs from the B.Ed., and Engineering college students. The ‘need for academic success’ commonly differs in all the four types of college students such as B.Ed., Nursing, Medical and Engineering. The government, government-aided and private college students differ in ‘need for vocational achievement. The Rural, urban and City College students differ in ‘overall need achievement’ and its dimension ‘need for academic success. The ‘Rural and city’ college students differ in their ‘overall need achievement’.

4) The ‘need achievement’ of the students differs in the above Rs.10,000 to 50,000 /-parental income groups. But the highest and lowest income group students do not differ in their ‘need achievement’ and ‘need for skill achievement’. The ‘need for academic success of male and female students differ with respect to their income background but they do not differ in the other three dimensions.

5) The altruistic behaviour of the professional course students differs with respect to their ‘family status’ and type of residence. The B.Ed./Nursing, Medical and Engineering course students differ in their altruistic behaviour. Likewise the students studying in the Government, Government Aided and Private colleges and the colleges located in rural, urban and city college students differ in their altruistic behaviour. The
altruistic behaviour also differs among the professional college students based on their 'religion'. But the altruistic behaviour of the professional course students does not differ with respect to 'gender' and their 'parental income'.

6) The 'social intelligence' of the various professional course students like (B.Ed.,/Nursing/Medical/Engineering) differ in 'social leadership' aspects. But they do not differ in 'overall social intelligence' and its three dimensions 'social adjustment, social skill and social competency'. The 'social skills' of the college students differ with respect to their 'type management' of the college (government, private and govt-aided) but they are in the same status in 'overall social intelligence and its three dimensions 'social adjustment', social leadership and social competency'. The 'social competency' of the professional course students differs with respect to their religion 'but they do not differ in the 'overall social intelligence and its three dimensions 'social adjustment, social skill and social leadership'.

7) The social intelligence 'and its four dimensions 'social adjustment, social skill, social competency and social leadership' of the 'male and female' professional course students, 'nuclear and joint family', 'Hostler and Day-scholars', 'Rural, Urban and City' college students does not differing in 'overall social intelligence and its four dimensions namely, 'social adjustment, social skills, social competency and social leadership'. The parental income of the students has not any role of difference in 'social
intelligence and its four dimensions such as ‘social adjustment, social skill, social competency and social skills’.

8) The male and female professional college students do not defer in their Academic Achievement. The ‘nuclear family and joint family’ students do not defer in their Academic Achievement. The Hostler and Day Scholar Professional course students do not differ in their Academic Achievement.

9) The students studying in B.Ed., Medical, Nursing and Engineering courses differ in their ‘Academic Achievement’. The students studying in Govt., Govt-aided and Private Colleges and Urban, Rural and City locality colleges also differ in their ‘Academic Achievement’. The professional course students differ in Academic Achievement’ with respect to their ‘parental income ‘and ‘religious’ background also.

10) The contribution of need achievement on the part of academic achievement of the professional course students, among the four dimensions of ‘need achievement’ the dimension ‘skill achievement’ plays an important role in predicting the academic achievement of the professional course students. The need for ‘skill Achievement’ also plays an important role over the other three dimensions in predicting the ‘need achievement’ of the professional college students.
6.14. SUGGESTION FOR FURTHER RESEARCH

In light of the above findings, discussion and conclusion, the following suggestion lead the field of research in meaningful way and strengthen the educational research for the betterments of our nation.

1) Study of social competency in relation with academic motivation and intelligence

2) Developing Academic Skill for the Arts and Science College Students in Relation to Achievement Motivation.

3) Gender Study on Social Intelligence for the Rural and Urban Residing Pupil.

4) The same study may extend in the school samples to improve the status of social intelligence.

5) The achievement motivation correlated to some other variables of moral values

6) Effectiveness of Training Programme on social intelligence and job motivation.

7) Creating the attitude towards altruistic behavior for the delinquent children at district level or state level.

8) A comparative study of achievement motivation and academic achievement of the professional and non professional Degree College students.
9) Preparing a module for improving the social intelligence of the Rural School / College Children.

10) The variable Achievement Motivation Correlated With the home environment of different environment pupil.