

chapter - 5

SUMMARY & CONCLUSION

SUMMARY AND CONCLUSION

5.1 Introduction

Adolescence is a period which sets everybody's head spinning, younger or older including the adolescent himself. It's the age where young person is caught-up in a biological and social process poised between childhood and becoming an adult; grappling with family life and entanglements beyond the boundaries of his family. Everyone is involved. A new generation is emerging.

Adolescence has been described by G. Stanley Hall as a period of storm and stress, Stanley Hall believes "Storm and Stress" situation of adolescence to be a necessary part of the age, which is unchangeable. On the other hand M. Mead considers the "Storm and Stress" situation of adolescence as a culture dependent factor.

There are certain basic development characteristics of adolescence which are found in every adolescent in varying degrees. The young adolescents' status is ambiguous. It is neither a child nor an adult. It's a period of transition. Perhaps due to this it creates emotional instability. The old patterns of feelings and expressions are being replaced by new patterns of feelings and expressions. It's an age of developed social interaction and exuberant imagination. For most adolescents, it is a period of unhappiness, because there is a lack of harmony between adolescents and other adults in the family. Adult family members are also perturbed due to adolescent's changed pattern of behaviour, and there is turbulence in their life also.

The family is the most important factor through its various rearing components affecting the development of adolescent's behaviour and his

coping mechanisms. The parental temperament as perceived by the adolescent affects not only his self-concept but his adjustment with members of society, In short his/her emotional quotient also gets affected by their temperament pattern.

5.1.1 Parental temperament

Parental temperament is the predictor of the quality of parent adolescence relationships and his development of personality. Parents can tailor their parenting strategies to the particular temperamental characteristics to the child.

5.1.2 Self-Concept

The Self-Concept is best conceived as a system of attitudes towards oneself. Just as a person, as a result of experiences, form attitudes, which he organizes into a self-consistent system and defends against threats and attacks, so the person also forms attitudes towards himself. Self-Concept consists of all the perceptions, feelings, attitudes, aspirations and values of oneself concerning oneself.

The word Self-Concept has been used in two ways, two chief meanings emerge, the self as a subject or agent and the self as individual who is known to himself.

As per Rogers 'Self is a differentiated portion of the phenomenal field, consisting of conscious perceptions and values of an 'I 'or 'Me.

It appears that person is not born with self-concept but gradually forms one as a result of his interaction with the environment. The family is the most important component of this environment, especially the parents. The adequacy of the development of self-concept is to a large

extent a result of the early parent-child relationship, the learning process through which the child passes continuously and maturity.

5.1.3 Emotional Intelligence

The expression emotional intelligence is used to indicate a kind of intelligence that involves the ability of perceive, assess and positively influence one's own and other people's emotions. The term was introduced to psychology in a series of papers by John A. Mayer and Peter Salovey. They showed that being able to direct one's emotions as well as being able to understand and influence, other people's emotional responses went a long way towards effective adaptation to an environment.

In short we can say that emotional quotient refers to self-confidence, self-reliance, self-actualization, assertiveness, relationship skills, empathy, self-control, flexibility and optimism.

5.2 Objectives of the Study

The following specific objectives have been identified.

- Ob1** To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Sociability)
- Ob2** To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Accepting)
- Ob3** To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Cooperative)
- Ob4** To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Aggressiveness)
- Ob5** To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Tough minded)
- Ob6** To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Sociability)
- Ob7** To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Accepting)

- Ob8** To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Cooperative)
- Ob9** To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Aggressiveness)
- Ob10** To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Tough minded)
- Ob11** To study the Sex difference in Self Concept.
- Ob12** To study the Sex difference in Emotional quotient.
- Ob13** To study the relationship between Self Concept and Emotional quotient of adolescents.

5.3 Hypothesis Formed For the Study

Hypothesis is a statement temporarily excepted as true in the light of what is, at the time, known about phenomenal, and it is implied has bases of action in the search of new truth. The following null hypothesis had been formulated to carry out present study:-

- Hp₁** There shall be no Sex difference in Self Concept of adolescents and its relation with Perception of Parental Temperament (Sociability)

- Hp₂** There shall be no Sex difference in Self Concept of adolescents and its relation with Perception of Parental Temperament (Accepting)

- Hp₃** There shall be no Sex difference in Self Concept of adolescents and its relation with Perception of Parental Temperament (Cooperative)

- Hp₄** There shall be no Sex difference in Self Concept of adolescents and its relation with Perception of Parental Temperament (Aggressiveness)

- Hp₅** There shall be no Sex difference in Self Concept of adolescents and its relation with Perception of Parental Temperament (Tough minded)

- Hp₆** There shall be no Sex difference in Emotional Quotient of adolescents and its relation with Perception of Parental Temperament (Sociability)

- Hp₇** There shall be no Sex difference in Emotional Quotient of adolescents and its relation with Perception of Parental Temperament (Accepting)
- Hp₈** There shall be no Sex difference in Emotional Quotient of adolescents and its relation with Perception of Parental Temperament (Cooperative)
- Hp₉** There shall be no Sex difference in Emotional Quotient of adolescents and its relation with Perception of Parental Temperament (Aggressiveness)
- Hp₁₀** There shall be no Sex difference in Emotional Quotient of adolescents and its relation with Perception of Parental Temperament (Tough minded)
- Hp₁₁** There shall be no the Sex difference in Self Concept.
- Hp₁₂** There shall be no Sex difference in Emotional Quotient.
- Hp₁₃** There shall be no relation between Self Concept and Emotional Quotient of adolescents.

5.4 Research Methodology

5.4.1 Sampling Technique

Purposive sampling technique has been adopted. A small questionnaire was given to all the students containing number of members in the family with age & sex. Thus, based on this questionnaire, only those families were selected. Which had one girl and one boy between the age 16-18, with both parents alive. This way the sample selected had 200 families of which 200 girls and 200 boys were selected for the present study. For the purpose of getting adolescents perception of Parental Temperament, only mother's perception of Parental Temperament has been recorded.

5.4.2 Sample Size

200 adolescent boys & 200 adolescent girls between 16-18 years of age.

5.4.3 Locale of the Study

The locale of the present study was kept as the school going population of adolescence of Indore district (urban), Madhya Pradesh.

5.5 The Tools for The Present Study

As per the objectives of the study, the following tools were used for data collection.

5.5.1 Dimensions of Temperament Scale Dr. N.K. Chadha & Miss Sunanda Chandna

5.5.2 Self-Concept Scale by Dr.(Miss.) Mukta Rani Rastogi

5.5.3 Emotional Quotient Scale by Dr. S.K. Mangal & Mrs. ShubhraMangal.

5.6 Procedure of Data Collection

For the data collection investigator personally contacted respondents in the school through the help of the schools. Investigator obtained the permission from principal of the school. The selected candidates were given the Dimensions Temperament Scale (DTS), Self-Concept Scale (SCS) and Emotional Intelligence Inventory (EII), one by one. PTS required about 40 minutes and SCS as well as EII required about 30 minutes to complete. Thus Dimensions of Temperament Scale was given to students before lunch break, and Self-Concept Scale and Emotional Intelligence Inventory was given to students after lunch was over. On analysing the perception of Parental Temperament, it was found that of the 15 Parental Temperament types only 5 temperaments were found in parents which were either high or low. Thus only these have been included in further analysis.

5.7 Statistical Analysis of Data

The data collected were tabulated, and analysed to arrive at results and conclusions. As proper use of statistical techniques helps in analysing and interpreting data in a better way. For the statistical analysis Chi-Square, and product movement correlation test was used for fulfilling the objectives of the present study.

5.8. Delimitations of the Study

5.8.1 The study was delimited to only school going adolescents.

5.8.2 The study was restricted to only Indore (urban).

5.8.3 The measurements were based only on the tests mentioned above.

5.8.4 For Parental Temperament only mothers temperament has been included.

5.9 Results & Discussions

On the basis of statistical analysis, the following results have been obtained, which are given below:

Association between Parental Temperament of adolescent boys and girls and self-concept

Objective 1

To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Sociability)

It has been found that perception of Parental Temperament (sociability) has been found to be positively associated with self-concept of boys.

In case of girls, the perception of Parental Temperament has also been found to be associated with self-concept, but this associated has been found to be negative, i.e. high sociability of mothers has been found to be associated with low self- concept in girls.

Thus there has been found to be an a difference between boys and girls in relation to association of Parental Temperament (sociability) and self-concept.

Boys show a positive association whereas girls show a negative association.

Thus, hypothesis H₁ has been rejected.

Objective 2

To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Accepting)

It has been found that perception of Parental Temperament (Accepting) has been found to be positively associated with self-concept in boys.

In case of girls, also perception of Parental Temperament (Accepting) has been found to be positively associated with self-concept,

There is no sex difference with regard to Parental Temperament (Accepting) and its association with self-concept.

Thus, hypothesis H₂ is accepted.

Objective 3

To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Cooperative)

The perception of Parental Temperament (Cooperative) has been found to be positively associated with self-concept in boys.

In case of girls, also it has been found that perception of Parental Temperament (Cooperative) has been found to be positively associated.

Therefore, there is no sex difference in relation to association between Parental Temperament (Cooperative) and its self-concept.

Thus, hypothesis H₃ has been accepted.

Objective 4

To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Aggressiveness)

It has been found that perception of Parental Temperament (Aggressiveness) has been found to be negatively associated with self-concept in boys. We can interpret that parents temperament of aggression is associated with low self-concept in boys.

In case of girls the same trend has been observed, that there is a negative relationship between parents temperament of aggression and high self –concept.

We can say that there is no sex difference, in relation to association between parental temperament of aggression and self-concept of adolescents.

Thus, hypothesis H_4 has been accepted.

Objective 5

To study the Sex difference in Self Concept of adolescents and its relationship with Perception of Parental Temperament (Tough minded)

It has been found perception of Parental Temperament (Tough Mindedness) is negatively associated with self –concept in boys, i.e. parental tough mindedness is associated with low self-concept

In case of girls also the same direction of relationship has been found.

Parental temperament of tough minded has been found to be negatively associated with self-concept, i.e. tough minded parents adolescent girls have low self-concept.

Thus, hypothesis H₅ has been accepted.

Association between Parental Temperament and Emotional quotient.

Objective 6

To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Sociability)

It has been found that perception of Parental Temperament of sociability has been found to be positively associated with Emotional Quotient we can interpret that sociability temperament of parents develops high Emotional Quotient in adolescents in boys.

In case of girls the same trend has been found. Parental Temperament of sociability is positively associated with high Emotional Quotient.

That shows that there is no sex difference with regard to relationship between Emotional quotient and Parental Temperament of sociability.

Thus, hypothesis H₆ has been accepted.

Objective 7

To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Accepting)

It has been found that relationship between perception of Parental Temperament (Accepting) and Emotional Quotient is positively significant in boys.

In the same way for girls also, the relation between perception of Parental Temperament (Accepting) and Emotional Quotient is positively significant. Which means Parental Temperament of Accepting is related to high Emotional quotient, in girls and boys, both.

Thus, hypothesis H₇ has been accepted.

Objective 8

To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Cooperative)

The perception of Parental Temperament (Cooperative) has been found to be positively associated with Emotional quotient in boys.

In the same way, perception of Parental Temperament (Cooperative) has been found to be positively related to Emotional Quotient of girls .Which means Parental Temperament cooperative is related to high Emotional quotient in girls and boys, both .

Thus, hypothesis H₈ has been accepted.

Objective 9

To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Aggressiveness)

Perception of Parental Temperament (Aggressiveness) has been found to be related to Emotional Quotient negatively in boys, i.e. high aggressive Parental Temperament is associated with low Emotional Quotient in boys.

In the case of girls, the same trend has been observed, Perception of Parental Temperament of Aggressiveness has been found to be negatively associated with Emotional quotient .

That shows that there is no sex difference with regard to relationship between Parental Temperament (Aggressiveness) and Emotional Quotient.

Thus, hypothesis H₉ has been accepted.

Objective 10

To study the Sex difference in Emotional Quotient of adolescents and its relationship with Perception of Parental Temperament (Tough minded)

It has been found that perception of Parental Temperament of Tough Mindedness is negatively associated with Emotional Quotient in boys. This means high tough minded temperament of parents is associated with low Emotional Quotient in adolescent boys.

In case of adolescent girls , the perception Parental temperament of tough minded ,has been found to be negatively associated with Emotional Quotient .This means high tough minded of parents is associated with Emotional Quotient. This means that tough minded temperament of parents has been found to be associated with low Emotional Quotient.

This shows that there is no sex difference, with regard to relation between parents temperament of tough minded and Emotional quotient.

Thus, hypothesis H_{10} has been accepted.

Objective 11

To study the Sex difference in Self Concept.

The sex difference in Self-concept has not been found to be significant.

Thus, hypothesis H_{11} has been accepted.

Objective 12

To study the Sex difference in Emotional quotient.

The sex difference in Emotional Quotient has not been found to be significant.

Thus, hypothesis H_{12} has been accepted.

Objective 13

To study the relationship between Self Concept and Emotional quotient of adolescents.

The Self-concept and Emotional Quotient of adolescents have not been found to be correlated.

Thus, hypothesis H_{13} has been accepted.

5.10 Suggestions for the Further Research related to the Topic

1. A study on relationship between Emotional Quotient and Self-Concept on a large sample.
2. A study of Parental Temperament including mother and father both and its impact on boys and girls separately and combined together.
3. A study of Self-Concept in relation to personality of parents, including mother and father both.
4. A study of Emotional Quotient of adolescents and its relationship with adjustment level of parents.