Chapter No-6

SUMMARY AND CONCLUSIONS
SUMMARY AND CONCLUSION

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CHAPTER-VI
SUMMARY AND CONCLUSIONS

Generally we believe that male and female differ drastically in the way they express and feel emotions but in reality most of the researchers found that there is no significant difference between the two genders. Both the genders use more or less same facial expressions, only they may differ in the intensity and degree which they express their emotions. Thus the stereotype that female are more emotional and males are not as emotional as females is not proved in this study also.

When we go beyond the master stereotype and consider same specific emotional experiences, the context in which emotion is displayed, and certain beliefs about emotion, gender does matter in understandings emotion (Brannon, 1999; Shields, 1991). Consider anger, men are more likely to show anger toward strangers especially other men, when they feel they have been challenged, and men are more likely to turn their anger into aggressive action that women are.

Differences between females and males regarding emotion are more likely to occur in contexts that highlight social roles and relationships. For example, females are more likely than males to give accounts of emotion that include interpersonal
relationship. And females are more likely to express fear and sadness than males, especially when communications with their friends and family.

This in no way implies that we are capable of showing only six different facial expressions. On the contrary, emotions occur in many combinations - for example, Anger along with fear or surprise combined with happiness. Further, each emotion can vary greatly in intensity. Thus while there are only a small number of basic themes in facial expressions, the number of variations on these themes is much complex.

6.1 Background of problem:

In the century there is no field in this word is which is not touched by psychology. The role of psychology is increasing in the field of management science also. In this age of marketing and competition it is a must to maintain and develop human relationship by understanding others emotions and trying to adjust our nature with the people we can uplift elves and our nation as well. In politics too competition is strongly felt. So the political leaders also need to touch people’s emotions to get intended results.

There are people innumerable in these worlds that have amazing capacity and talent but due to their stage, chronic a queer nature their way to development is barricaded. But there are some people who have succeeded in life by their skill of impressing people despite of their average capacity and talent. There are a number of people who fall in the second category. But it does not mean that such people flatter and cajole others. Where such people are try to understanding the situation and try to
mould heir nature favorably. Here their ability for understanding people is experienced with their control of on themselves. Today it is important to know people nature, temperament and emotions and to make necessary changes in our behavior. What is the impact of emotional intelligence in correct identification of emotions from facial expressions? Is there any difference in correct identification of emotions from facial expressions between the people whose emotional intelligence is high & whose emotional intelligence is low or not that much good? What is the effect of Locus of Control in correct identification of emotions from facial expressions? This research aims at studying all the factors cited above.

The aim of the present study is to influence of emotional intelligence, locus of control and gender on correct identification of emotions from facial expressions.

6.2 Significance of the Problem:

The study may provide quantitative data on the identification of emotions from facial expressions, emotional intelligence and locus of control. The study may point out the importance of widely accepted psychological field of emotions in Indian Context. The study may bring an impetus for future experimental studies regarding the effect on identification of emotions from facial expressions on the basis of locus of control and demographic variables.

The study may highlight the importance of the identification of emotions correctly from facial expressions as a field of inquiry to profound our understanding of human nature.
In the basic aim of present investigation was to undertake, a comparative study of recognition of emotion from facial expression high, low emotional intelligent people and extrovert and introvert peoples. This final synopsis contains a summary of the total investigation activities: - the problem objective, hypotheses, sample, as well as tools used in the study. This chapter also includes the main findings of the study, implication and suggestions for further research in the area.

6.3 Research concepts:-

1.3 Emotion: A concept:

There is no universally acceptable definition which has been derived by the researchers. In fact the entire controversy is age old. Many researchers have developed their understanding of the concept according to their understanding and experience.

Personality is ever-changing and flexible response of the individual for the life situation which he or she is facing. In fact though it is ever-changing there is a definite pattern which individual exhibits whenever they face the typical life situation. It means that we all have different personalities and each one of us is unique individuals having our own combinations of traits. It shows what person feels? And what are the bodily changing accompanying those feelings at that point of time. So we can conclude that it involves mind and body simultaneously.

**PRIMARY EMOTIONS AND SECONDARY EMOTIONS**

Primary emotions are the emotions felt as a first reaction to anything which we respond to for eg. Getting angry when things are not, the way we want it. Usually
Primary emotion go away faster than secondary emotions. Since it is an immediate response. Happiness, sadness, fear, anger are the few examples of primary emotions.

Secondary emotions are the emotions which are felt after we feel primary emotions as a result it is a mixture or a blend of different emotions. It remains with us longer than primary emotions. It is a complex emotion. It increases the degree of any emotions which individual is feeling at that moment.

Primary emotions can be easily recognised if we look at the facial expressions of the individual. Eyes, face and body are the major organs which react to the situation. If one can differentiate between primary and secondary emotions then individual really has powerful coping skills.

**Facial expressions:**

Facial expressions are the important gateway for nonverbal expressions. Even though humans have acquired powerful capability of verbal language, the roles of facial expression in person-to-person interactions remain substantial. Innermost feeling of human being is not easily vocalized but exhibited in the facial expression. It can reveal part of the feeling which is so very private. Any amount of words are not enough to express those feelings, but just one facial expression will give entire picture.

**Importance of facial expression:**

According to NSF report by Paul Ekman and Terrance Sejnowiski. (1992) face are windows which govern our emotional and social lives. It provides information about

- Affective state for example fear, surprise.
- Cognitive activity for example, Concentration.
- Temperament and personality – for example sociability.
- Truthfulness. On verbal message and leakage of concealed emotions.
- Psychopathology diagnostic information. For example. Depression
Emotional Intelligence.

The world is changing very fast so are the rules of world of work and success. All of us are judged by others almost every day. Our family, friends, teachers, boss, superiors use different yardstick for their evaluation. They do not just evaluate on our training and expertise but they see how we manage our relations. How are we handling our life, challenges and important others? It all depends on how smartly we handle our relations with others, and manage our emotions. All these factors are going to give fair idea to us whether we are going to be successful or unsuccessful in our career.

Generally we were told that our academic degrees and scores are going to determine our success, but according to new measure more than these factors our personal qualities such as how self aware we are? Or how flexible we are? Is considered more so one can conclude that future world is not only looking at expertise, technical knowhow but something more than this may be leadership. But do we require only leaders or we require sound followers also? So it’s not only leadership. Whether we live in most developed country, or under developed country, whether we are in the joint family or nuclear family, whether we are working in large organization or small organization, or self employed, we all require portable skills, and term used by Dr. Goleman a famous Professor of Harvard university. He says the term has been loosely discussed under different titles like personality, character, soft skills etc. but the new name for all this term is “Emotional Intelligence”

Some of the most successful when interviewed frankly admits that they were not in so called “bright student” in their school days but when they started working they were different, more successful and liked by people. Equation had changed almost 360 degrees! Why such things happen?
Emotional intelligence includes certain types of abilities.

1. **Perceiving emotions:**

   The first and foremost ability which any individual should possess is the ability to understand his own feeling and interpret others emotions not only in pictures, voices, cultural artifacts but also in faces for day to day communication. It is one of the most basic ability as it makes all the other processing of emotional information possible.

2. **Using emotions** –

   Our emotions are used to its best when we can connect emotions to help different mental activities. Those thinking activities will help and individual in problem solving, decision making and planning. Those individual that has high emotional intelligence uses these abilities to change their approach, moods, feeling in order to perform best for the task which they are handling.

3. **Understanding emotions** it is an ability to understand emotional language and how complexly our emotions are interwoven with each other. It also means understanding that our emotions evolve over the time.
4. **Managing emotions** – It is an ability to regulate one’s emotions and other too. So people with the good emotional intelligence not only control their emotions but use their emotions for their benefit even though it is negative still they use it to achieve their goals which they are intending

**Locus of control:**

Locus of control is considered to be an important aspect of personality. In 1950’s the concept was originally developed by Julian Rotter. Julian Rotter (Oct 22 1916-Jan 6 2014) was an American Psychologist known for developing theories which had a strong impact till this date, for example his social learning theory and locus of control theory is still very effective till this date.

Julian Rotter was born in 1916 in Brooklyn New York United states. His family was Jewish immigrant family. He was a third son of the family. He was deeply interested in Psychology from very beginning of his academic career. He attended Brooklyn College in 1933 for his undergraduate degree. Due to scope he studied chemistry even thou he was interested in Psychology.

Wood and Soloman Asch were his teachers of Psychology. He was greatly influenced by him. He did his masters degree at University of Lowa under Kurt Lewin. He did his internship at the Worcester State hospital where he met Clara Barnes, later he married to her. In 1941, he earned his doctorate degree from Indiana University. He worked on ‘levels of aspiration’. In 1963 he became director of clinical training in University of Connecticut.

‘The interpersonal trust scale’ a research measure of the stable individual difference in personality was developed by Julian Rotter. Recently on Jan 6 2014 he passed away at the age of 97 at his home in Mansfield Connecticut.

When Rotter developed his social learning theory, Freud’s psychoanalytic theory was dominant and acceptable by many professionals which reflected on individual’s
unconscious instinctual motives as determinant of behavior. According to his theory individuals were naïve to their conscious impulses and treatment required a long term analysis of childhood experiences. At that time learning approaches had a deep impact on drive theory which believed that people are motivated by physiologically based impulses which pressurizes individual to satisfy them.

When Rotter developed learning theory he deviated from instinct based psychoanalysis and drive based behaviorism. According to him empirical law of effect is a motivating factor for any social learning. Any learner would like to have positive stimulation or positive reinforcement and avoid the unpleasant or negative reinforcement. Rotter condensed principle of behaviorism and personality factors and stress was lesson on physiological Instincts.

According to Julian Rotter personality indicates an interaction of the individual with his environment. Environment plays extremely important role in shaping up any individual’s personality so one must take both the factors into account i.e. individual and the environment. Rotter’s describes personality as a relatively stable set of potential for responding to situation in a particular. So according to Rotter personality is a dynamic organization. If we change how individual thinks or change the environment, his behavior will change. Also he believes that personality pattern does not get set at particular age or stage of life rather due to our life experiences individual built the new set of beliefs. To change those beliefs one may require more efforts and interventions. He says all learning doesn’t occur due to punishment or in order to avoid punishment rather it happens for seeking to maximize their reinforcement.

Thus Rotter’s social learning theory blends specific and general constructs which enables professionals to measure variables and will be able to make accurate predictions from these variables.

Julian Rotter ‘Locus of control’ concept was based on generalized expectations for control of reinforcement i.e. locus of control means people’s belief about what determines their destiny with or without reinforcement. Many psychologists believe that none of the individual falls into the extreme category i.e. extremely internal or extremely external, in fact they can be put on continuum so that we have one individual in
particular situation internal and same individual external in some other situation.
Success or failure is due to their own efforts where as external believes that reinforces
in life are controlled by fate, chance, luck etc therefore they seek very little impact of
their own efforts on the amount of reinforcement they receive
Rotter has warned and discussed the limitations of his theory according to him
1. Locus of control does not mean certain type of a person.
2. Locus of control is a generalized expectancy so it will be able to say a lot about
   how is people's behavior across situations.

However once an internal locus of control so always Internal, is not a criteria. They may
regress to very internal to external. This is due to their previous experiences and
perception. So one can conclude how personality of the person, environment interacts
to get what is a real potential of the individual

6.4 Statement of the problem:

“Recognition of emotions from facial expressions as a function of emotional intelligence,
locus of control and gender.”

6.5 Objectives of the study:

The following objectives the present study is as below:-

1. To study & compare accuracy of identification of emotions from facial
   expressions of high emotionally intelligent and low emotionally intelligent Ss.

2. To study the effect of personality types on accuracy of recognition of
   emotions from facial expressions.
3. To study and compare accuracy of identification of emotions from facial expressions of male and female.

6.6 Hypotheses tested in the study:

To achieve the objectives following hypotheses have been tested:

*Hypothesis no: 01* The high emotional intelligent people would recognize more emotions correctly from facial expressions than low emotional intelligent people.

*Hypothesis no: 02* Females would recognize more emotions correctly from facial expressions than males.

*Hypothesis no: 03* The high emotionally intelligent females would recognize more emotions correctly from facial expressions than high emotionally intelligent male.

*Hypothesis no: 04* The low emotionally intelligent females would recognize more emotions correctly from facial expressions than low emotionally intelligent male.

*Hypothesis no: 05* Extrovert people would recognize more emotions correctly from facial expressions than introvert people.

*Hypothesis no: 06* Extrovert females would recognize more emotions correctly from facial expressions than extrovert male.
Hypothesis no: 07 Introvert females would recognize more emotions correctly from facial expressions than introvert male.

Hypothesis no: 08 The high emotionally intelligent and extrovert people would recognize more emotions correctly from facial expressions than high emotionally intelligent and introvert people.

Hypothesis no: 09 The low emotionally intelligent and extrovert people would recognize more emotions correctly from facial expressions than low emotionally intelligent and introvert people.

Hypothesis no: 10 The high emotional intelligent, extrovert females would recognize more emotions correctly from facial expressions than low emotional intelligent, introvert male.

6.7 Sample:

The sample will be drawn from the population of students taking college education in Mumbai (west) city, Age of the respondents was 18 to 25 years. Care will be taken not to include students acting and painting skills.

There researcher would be choosing sample from the population and the effective sample size will be decide 200 in which 100 students (50 males & 50 females) would be having high emotional intelligence and 100 students (50 males & 50 females) would be having low emotional intelligence.
The primary sample consists of 450 students. They were administrated the emotional intelligence scale and locus of control scale. After the completion of the test the experiment of identification of emotions from facial expression will be conducted on each subject one by one.

Table 3.1: Gender wise and emotional intelligence wise distribution of effective sample.

<table>
<thead>
<tr>
<th>Gender</th>
<th>High E.I.</th>
<th>Low E.I.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

The researcher has selected the first 50 male students from the 73 having high E.I. & (data arranged in descending order) last 50 male subjects. from the 69 having low E.I. first 50 female subjects from 50 having high E.I. and last 50 female subjects from 61 having low emotional intelligence. The effective sample consists of 200 subjects.

6.7 Research Design:-

In this study 2x2 factorial design was used. It is shown in table:

Factorial Design 2x2 ANOVA.

<table>
<thead>
<tr>
<th>Gender</th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>B2</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

N = 200

Key to the Diagram
A = Emotional Intelligence
A1 = High Emotional Intelligence
A2 = Low Emotional Intelligence
B2 = Gender
B1 = Male
B2 = Female

From the above sample the subjects who have internal locus of control and who have external locus of control will be selected and the effect of locus of control will be studied.

6.8 Tools:-

1. Emotional Intelligence Scale (E.I.S.)

The E-I Scale was developed by Hyde, Pethe and Dhar (2001). It contains 34 items. Ten factors of emotional intelligence are included in this scale.

The instructions of this scale were "Here some statements are given and for every statement you have to express your views by making tick ( ) on any one cell of the five alternatives. There is no right or wrong answer. So please give your response on all the items."

Five alternatives are:

1. Strongly Agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly Disagree
Scoring Method:

Each item was scored 5 for strongly Agree, 4 for Agree, 3 for Uncertain, 2 for Disagree and 1 for strongly Disagree.

Reliability:-

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity:

Besides face validity as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judge / experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated which indicated high validity on account of being 0.93

2) Locus of control scale By Dr. N. Hasnain and Dr. D. D. Joshi

Locus of control scale was constructed by Dr. N. Hasnain and Dr. D. D. Joshi. It content 36 items measuring internal and external locus of control with the help of three alternatives. In this scale positive and negative item are included. Positive items are measuring internal and negative items are measuring external locus of control. 36 items were retained in the final scale with three alternatives among them there are 16 positive and 20 negative items.

Instructions:-
The instructions are given on the cover page of the test booklet. They are simple and self-explanatory.

**Scoring:**

As mentioned above the present scale is a three point scale. The testees have to responded in terms of ‘Always’, ‘sometimes’. And Never. Scores of 2, 1 and 0 are given to positive items for always, sometimes and never respectively. The scoring on negative items is done in a reverse order.

**Reliability:**

The internal consistency coefficient of reliability was determined by odd-even procedure using Spearman-Brown prophecy formula. The reliability coefficient thus calculated was found to be 0.55. Test-retest reliability was found to be 0.76.

**Validity:**

The validity of the scale was found by calculating the coefficient of correlation between the scores of subject on this scale and on Roma Pal’s scale. The coefficient of correlation thus calculated came to be 0.76.

**3) Facial Expression Cards:**

A set of photographs, which contains 20 emotions, the list in which the emotions are mentioned randomly result sheet, with four alternatives i.e. A, B, C, and D.
<table>
<thead>
<tr>
<th>Sr.</th>
<th>Name of card</th>
<th>of emotion</th>
<th>Correct alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FEAR</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>HAPPINESS</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>3</td>
<td>ANGER</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>EMBRASMMENT</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>PRIDE</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>SURPRISE</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>7</td>
<td>COTEMPT</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>DISGUST</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>9</td>
<td>FLIATIOUSNESS</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>PAIN</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>COMPASSION</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>12</td>
<td>AMUSEMENT</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>13</td>
<td>INTEREST</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>14</td>
<td>SADNESS</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>15</td>
<td>DESIRE</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>SADNESS</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>17</td>
<td>POLITNESS</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>18</td>
<td>EMBRASSMENT</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>19</td>
<td>PAIN</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>20</td>
<td>LOVE</td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>
6.9 Procedure:

a) Actual Procedure of data Collection:

The principals and lecturers of the various colleges were contacted and explained the purpose of data collection. Data collection schedule was prepared with their consent. Every student was asked to fill in the student's information sheet on the first page of each test which included the full name, gender, age, class, parent's occupation, caste, monthly income of parents, name of the college etc. The researcher confirmed that the students had filled in all the items of student's information correctly.

The researcher first administered the administered locus of control scale. In each test situation, students were asked to read carefully the instructions printed on the cover page of the each test. When the students understood the instruction students were asked to record their responses at the appropriate places. The test booklets were collected from the students, when they finished their work the investigator checked carefully that they had answered all the items of the test. The researcher was very careful to maintain the standard psychological testing situation, at the time of data collection.

After completion of tests, the experiment of identification of emotions from facial expressions was conducted on each student.

A) Precaution:

1. Name list of the emotions was not shown to the respondents.

First of all I will provide you a name list of 20 emotions. I will show you set of photographs one by one, which contains 20 different emotions. Observe the
photographs carefully and neatly and recognize the emotions in photographs with the help of list of emotions which is already provided to you. It is compulsory to give the response to each photograph.

c) **Actual conduct:**

A list of emotions was provided then instructions were given to them. Responses in the result sheet has been recorded and the scoring has been done.

6.10 **Analysis of Data:**

The data were analyzed with the help of descriptive statistics i.e. means, and SD for different variables, recognition of emotion from facial expression. The above R statistics are reported high and low emotional intelligent wise, type of locus of control (extrovert and introvert) wise, as well as male and female for the entire sample.

To evaluate nature differences (nature of emotional intelligence and locus of control wise), two-way analysis of variance (ANOVA) has been carried with as independent variables and recognition of emotion from facial expression.

6.11 **Results of present study:**

1. There are no significant differences on recognition of emotion from facial expression for high emotional intelligent people and low emotional intelligent people \( F = 0.27 \) (\( df=1,196 \)), Thus of **effect of intelligence level i.e. high and low emotional intelligent students** has no influence on recognition of emotion from facial expression.
2. There are significant differences between mean scores of male and female on recognition of emotion from facial expression. \((F = 4.79, P < 0.05)\), female people scoring higher than male people. This indicates that effect of gender has influence on recognition of emotion from facial expression.

3. There are significant differences between mean scores of high emotionally intelligent females and high emotionally intelligent male on recognition of emotion from facial expression. \((t = 1.8, P < 0.05)\), high emotionally intelligent females scoring higher than high emotionally intelligent male. This indicates that effect of gender has influence on recognition of emotion from facial expression.

4. There are significant differences between mean scores of low emotionally intelligent females and low emotionally intelligent male on recognition of emotion from facial expression. \((t = 1.9, P < 0.05)\), low emotionally intelligent females scoring higher than low emotionally intelligent male. This indicates that effect of gender has influence on recognition of emotion from facial expression.

5. There are significant differences between mean scores of introvert peoples and extrovert peoples on recognition of emotion from facial expression. \((F = 3.93, P < 0.01)\), introvert peoples scoring higher than extrovert peoples. This indicates that effect of locus of control has influence on recognition of emotion from facial expression.

6. There are significant differences between mean scores of extrovert female and extrovert males on recognition of emotion from facial expression. \((t = 4.44, P\)
extrovert female scoring higher than extrovert males. This indicates that
effect of gender has influence on recognition of emotion from facial expression.

7. There are no significant difference between mean scores of introvert females and
introvert males on recognition of emotion from facial expression \( (t=1.68, P>0.05) \),
This indicates that effect of gender of introvert peoples has influence on
recognition of emotion from facial expression.

8. There are no significant difference between mean scores of high emotionally
intelligent and introvert people and high emotionally intelligent and extrovert
people on recognition of emotion from facial expression \( (t=0.22, P>0.05) \),

9. There are significant difference between mean scores of low emotionally
intelligent and extrovert people and low emotionally intelligent and introvert
people on recognition of emotion from facial expression \( (t=2.52, P<0.05) \), the
mean score low emotionally intelligent and introvert people is high than low
emotionally intelligent and extrovert people

10. There are no significant difference between mean scores of high
emotional intelligent, extrovert females and low emotional intelligent, introvert
male on recognition of emotion from facial expression \( (t=0.23, P>0.5) \), there are
no mean difference in identification of emotions from facial expression of low
emotionally intelligent and extrovert females and low emotionally intelligent and
introvert females.

6.12 Conclusions:-
On the basis of data and discussion of results, the hypotheses were tested and verified some of them were retained and some were rejected, following conclusion were drawn:

1. There is no difference between high emotional intelligent people and low emotional intelligent people in terms of their identification of emotions from facial expressions.
2. According emotionally intelligent female people having more recognized emotions correctly from facial expressions than male people.
3. The highly emotional intelligent females recognize more emotions correctly from facial expressions than high emotionally intelligent male.
4. The low emotionally intelligent females recognize more emotions correctly from facial expressions than low emotionally intelligent male.
5. The introvert peoples are recognizing more emotions correctly from facial expressions than Extrovert peoples.
6. The extrovert female is high than extrovert males, it is concluded that extrovert females are recognize more emotions correctly from facial expressions than Extrovert males.
7. The introvert females and introvert males are not showing significantly difference of recognize more emotions correctly from facial expressions.
8. There is no difference in identification of emotions from facial expression of high emotionally intelligent and extrovert people and high emotionally intelligent and introvert people.
9. The low emotionally intelligent and introvert people are recognize more emotions correctly from facial expressions than low emotionally intelligent and extrovert people.

10. There is no difference in identification of emotions from facial expression of low emotionally intelligent and extrovert females and low emotionally intelligent and introvert females.

6.13 Limitations of the present research:

Although the present research study was done carefully and systematically and research has reached to its aim, certain unavoidable limitation may come up. Whenever survey method or self reporting scales are used, it doesn’t provide enough evidence of the respondent’s actual behavior in real life situations. There can be limitations which can be as follows

1) In survey method respondents fill up survey about themselves i.e. self report data. At times it can be misleading because of the following

   • May fake.
   • Give answers based on ideal self not on real self.
   • Misunderstand or misinterpret the questions the survey asks.
   • Would not like to share certain life experiences especially while responding.

2) At the time survey may provide information about behavior that can’t be observed directly so it cannot be proved scientifically.
3) It doesn't allow conclusions about cause-and-effect relationships means it may state the behavior occurred but would not be in a position to pinpoint the actual cause of the behavior.

4) Self reporting scale respondents may fake or may not like to reveal private details.

5) Researcher may face desirability bias.

6) Respondent's state of mind may reflect positively or negatively on the test results.

7) The study is limited for only 18-25 years students residing in Mumbai city but here researcher has chose this age group for the present research in order to become effective.

8) Sample size is small and might not represent the majority of population. To generalize this finding to larger scale use of bigger sample is suggested at different level. Here researcher chose to do quantitative research.

9) Emotional Intelligence Scale by Dr. Hyde, Dhar and Pethe has been used, which is meant for Indian population. In order to generalize the conclusion and result to international level, same study should be conducted using internationally standardized emotional Intelligence scale to get better understanding and precise results. Here since researcher is conducting research for the Indian population, obviously Indian scale is used.

10) The sample was collected from limited geographical area; in order to become more effective in the conclusion ideally various geographical areas should be
covered. Present research due to limited time and fund, limited geographical area has been taken up.

11) Socio-economic status of the students was not considered as a determinant of recognition of emotion.

12) College environment were not considered as a predictors of identification of emotions.

13) The tools used in this investigation were self-reporting instruments. It is therefore, noted that the accuracy of data reported is limited to the ability & willingness of the respondents, to give truthful responses.

6.14 Recommendations for further Research:

1) More studies are needed in the area of correct identification of emotions from facial expression employing other personality variables like self-concept demographic variables with controlling SES.

2) The present study was limited only to students in the age group of 18-25 years. Future research could be conducted by taking sample from this as well as other age groups, i.e. middle school group, higher education group & undergraduate & post graduate groups. There could be comparisons among these four groups, and it is also possible to see if the present findings are prevalent in other groups too.
3) In present study researcher has aimed to study students between 18-25 years in Mumbai city, same study can be conducted for the different age groups in all the metropolitan cities of India, which will give information about various age groups and geographical areas and their effect on the identification of emotions from the facial expressions.

4) Secondly present study concentrates entire research on facial expressions, since in the process of communication facial expression as vital importance. In future same study can be conducted for body language, for gesture or for postures.

5) In present study in facial expression test, 20 varied emotions has been considered but it can be only for 6 basic emotions i.e. happiness, sadness, fear, anger, surprise and disgust. Which would give elaborate account of feeling for basic emotions which can be extremely useful for understanding younger age groups and design program according to their needs rather than on our assumptions?

6) It is observed that emotional intelligence concept has been changing drastically, in future same study can be conducted which only aims at Urban population, in order to understand their need so that those kind of services can be given to the specific population. Soft skill training programme, Human resources development, training and new counseling modules can be developed which may be more applicable to urban population who changes their entire perspective of life in short span.
7) In fact researcher sees the entire research into different limelight. Currently our education system emphasizes more on memory, information, knowledge, reasoning and application. A complete paradigm shift should be on human emotions and the management of those emotions. Stress should be on identification of emotions, understanding emotions, managing one’s own emotions and others emotions too. The focus of all the activities may be in any subject, be it history or geography or political science, the ultimate aim should be understanding human emotions, to achieve win, win situation, rather than unnecessary competitions and rivalry. Nobody works to make someone unsuccessful; everybody works for their individual need and success. Here point is researcher does not claim that only focus should be emotions but it should strike the balance between abilities, skills and emotions. Ideally education should be able to create individual who is able, responsible and sensitive.

8) In order to achieve above goals educational organizations, universities should be giving not only encouragement but create funds too, so people will be considered no more “Human resource” but ‘Human Wealth’ which should be cultivated, maintained and preserved as wealth and not use as resources.

9) Any country will require population who is not only good academically but gives good competition with other countries, so we require our future generation to compete with the other developed countries. For any organization and industries it is extremely important to get best out of the individual who has been employed by them, ideally to cater to need of these
business houses one should create courses based on these future requirements and elements.

10) Businessmen, industrialists, developers, leaders and officers make important decision for their concern departments organizations, states, and countries. Their responsibilities is much larger and they do not make decision only for few people but make for corers of people. These individuals need to be capable, knowledgeable and responsible in many areas but most importantly they need to be having human qualities of kindness, empathy, altruism and value orientation. They should know their emotions i.e. they should be self aware and motivated to help others

It is our duty to create the kind of citizen which is required by our country not only currently but keeping in mind future needs also. Let’s not create another generation of clerk which was Britisher’s need, for progressing and shining India we require leaders ……………yes leaders who is not only classically intelligent, not mere machine but emotionally intelligent and successful human being. Let’s not commit mistake which western country has made, we hope to get leaders who are classically intelligent but more human, Our country may be the most populated country in the world, but if we strategize same population will become National Wealth in coming years so not to make mistake of following blindly western curriculum but design and create entire new epoch of curriculum to suit the needs of tomorrow.