Chapter-5

SUMMARY, CONCLUSION, SUGGESTIONS AND EDUCATIONAL IMPLICATIONS
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The question raised in the mind of the researcher is whether Emotional Intelligence has any relation with Need Achievement. According to Goleman (1998) in Emotional Intelligence there is a dimension called ‘Achievement Drive’ which seems to be directly related to Need Achievement. However whether other dimensions like: Self Awareness, Self –Regulation, Empathy and Social Skills of Emotional Intelligence are also related to Need Achievement.

As far as the Character and Temperament are concerned, there are seven (7) dimensions and again we want to know whether Emotional Intelligence is any way related to or has any relationship with these factors. For example, Reward Dependence is dependence on approval of others therefore it is quite possible that students high in Need Achievement may depend highly on approval of others. Similarly in recent times Self Regulation and Self Monitoring has been emphasized in learning situations. Self regulation and monitoring studies are done in the context of cognitive and metacognitive studies. (eg. Kluwe, 1982). Since we consider personality characteristics as generalized in different walks of life including learning, perception etc, therefore the study of personality factors seems to be relevant to Need Achievement as well as to Emotional Intelligence.
Moreover, the investigator chose these four variables on the basis that firstly Emotional Intelligence has recently gained utmost importance and is being applied in all the fields and has earned an edge over IQ in the last decade. Temperament and Character variables are together used mostly in clinical studies. Just like motives are central to any theory of personality and therefore has a strong education implication so are our emotions. Motives are emotions in actions. Temperament and character are both biological and psychological. We cannot disregard temperament and character from any understanding of human behaviour and therefore these implications to the field of education cannot be overlooked. It was felt that these variables as a major part of personality should be dealt in educational field and lastly the ‘need’ for “Need Achievement” was because as the study is a research in education, it becomes immensely important to apply these variables in the educational field and classroom environment where the achievement motivation is of paramount importance for the students.

OBJECTIVES OF THE STUDY

The objectives of the present study are given below:

1. To study the relationship between ten sub dimensions of Emotional Intelligence and Need Achievement.

2. To study the relationship between ten sub dimensions of Emotional Intelligence and four sub dimensions of Temperament.
3. To study the relationship between the ten sub dimensions of Emotional Intelligence and three sub dimensions of Character.

4. To study the relationship between the four sub dimensions of Temperament and Need Achievement.

5. To study the relationship between the three sub dimensions of Character and Need Achievement.

6. To study the relationship between the four sub dimensions of Temperament and three sub dimensions of Character.

7. To search the factors involved in Emotional Intelligence, Need Achievement, Temperament and Character.

The main objective of the study is to find out the common factors that account for the relationship between Emotional Intelligence, Need Achievement, Temperament and Character.

HYPOTHESES

In order to study the objectives the following hypotheses were formulated in the form of null-hypothesis:

1. There is no relationship between any sub dimensions of Emotional Intelligence and Need Achievement.

2. There is no relationship between any sub dimensions of Emotional Intelligence and any sub dimensions of Temperament.
3. There is no relationship between any sub dimensions of Emotional Intelligence and any sub dimensions of Character.

4. There is no relationship between any sub dimensions of Temperament and Need Achievement.

5. There is no relationship between any sub dimensions of Character and Need Achievement.

6. There is no relationship between any sub dimensions of Temperament and any sub dimensions of Character.

For objectives from one (1) to six (6), the investigator employed the product moment correlation. In order to test the hypotheses from one to six, product moment correlation was found between the four variables along with their sub dimensions.

In order to study the seventh (7th) objective the investigator used the rotated varimax techniques of Factor Analysis.

**FINDINGS BASED ON INTER CORRELATION**

In order to study the six objectives namely:

1. Relationship between ten sub dimensions of Emotional Intelligence and Need Achievement.

2. Relationship between ten sub dimensions of Emotional Intelligence and four sub dimensions of Temperament.
3. Relationship between ten sub dimensions of Emotional Intelligence and three sub dimensions of Character.

4. Relationship between four sub dimensions of Temperament and Need Achievement.

5. Relationship between three sub dimensions of Character and Need Achievement.

6. Relationship between four sub dimensions of Temperament and three sub dimensions of Character.

The product moment correlation coefficient yielded the following results. Only the important and significant results have been summarized as follows:

1) **Temperament: Novelty Seeking** - a sub dimension of temperament has significant negative correlation with Harm Avoidance, Reward Dependence and Persistence (sub dimensions of Temperament) along with Self Directedness, Cooperativeness and Self Transcendence (all the sub dimensions of Character) in all the groups.

   **Harm Avoidance** - a sub dimension of temperament has significant negative correlation with Reward Dependence, Novelty seeking and Persistence (sub dimensions of Temperament) and Self Directedness, Cooperativeness and Self Transcendence (all the sub dimensions of Character) in all the groups. In life sciences and female
groups Harm Avoidance has a significant positive correlation with Reward Dependence (a sub dimension of Temperament).

**Reward Dependence**- a sub dimension of temperament has a positive significant correlation with Self Directedness, Cooperativeness and Self Transcendence (the three sub dimensions of Character). Reward Dependence has positive correlation with Emotional intelligence having sub dimensions like Self Motivation, Self Development, Managing relations and Total Emotional Intelligence in Total sample and with the same sub dimensions of Emotional Intelligence in addition to Altruistic Behaviour (another sub dimension of Emotional intelligence) was observed in arts group. Reward Dependence is negatively correlated to Harm avoidance (a sub dimension of Temperament) in male group and negatively correlated to Novelty Seeking (a sub dimension of Temperament) in commerce group.

**Persistence**- a sub dimension of temperament is significantly and positively correlated to Self Directedness, Cooperativeness (sub dimensions of Character) and Reward Dependence (a sub dimension of Temperament). The common variable negatively correlated to Persistence in all the groups is Harm Avoidance (a sub dimension of Temperament). Persistence is also negatively correlated to Novelty Seeking (a sub dimension of Temperament) in arts group. Persistence
is positively correlated to Need Achievement; Managing Relations, Self Awareness, Integrity (sub dimensions of Emotional Intelligence) and Total Emotional Intelligence in social sciences group. And Persistence is significantly correlated to Need Achievement and Managing Relations in Total sample.

2) Character: **Self Directedness** - a sub dimension of Character is positively correlated to Persistence (a sub dimension of Temperament) and Cooperativeness (a sub dimension of Character) in all the groups except in life sciences group, where Self directedness is only negatively correlated to Harm Avoidance (a sub dimension of Temperament). Managing Relations (a sub dimension of Emotional Intelligence) is positively correlated to Self Directedness in social sciences group and Value Orientation (a sub dimension of Emotional Intelligence) is positively correlated to Self Directedness in commerce group. Commitment (a sub dimension of Emotional intelligence) is positively correlated to Self Directedness in arts group. Self Directedness is negatively correlated to Novelty Seeking (a sub dimension of Temperament) in Total sample, female, social sciences, commerce and arts groups.

**Cooperativeness** - a sub dimension of character is positively correlated to Reward Dependence and Persistence (sub dimensions of...
Temperament) and Self Directedness (a sub dimension of Character) in all the groups. Cooperativeness is also significantly and positively correlated to Need Achievement in Total sample only. And it is found that Cooperativeness is positively correlated to Empathy (a sub dimension of Emotional Intelligence) in female group and with Self Transcendence (a sub dimension of Character) in commerce group only. Cooperativeness is significantly and negatively correlated to Novelty Seeking (a sub dimension of Temperament) in all the groups except life sciences group and also Cooperativeness is negatively correlated to Harm Avoidance (a sub dimension of Temperament) in social sciences group.

**Self Transcendence** - a sub dimension of character is positively correlated to Reward Dependence (a sub dimension of Temperament) and Cooperativeness (a sub dimension of Character) in Total sample, male, female, commerce and arts groups only. Self Transcendence is positively correlated to Need Achievement in social sciences group only. Self Transcendence is positively correlated to Value Orientation (a sub dimension of Emotional Intelligence) in female group; with Self Awareness, Self Motivation and Managing Relations (sub dimensions of Emotional Intelligence) in arts group only. Self Transcendence is significantly negatively correlated to Harm Avoidance (a sub
dimension of Temperament) in Total sample, male, and life sciences group only.

3) **Need Achievement**: Need Achievement is significantly and positively correlated with Persistence (a sub dimension of Temperament) in Total sample; with Self Directedness and Cooperativeness (sub dimensions of Character) in Total sample, male and female groups. Need Achievement has maintained a positive and significant relationship with almost all the sub dimensions of Emotional Intelligence in all the groups.

4) **Emotional Intelligence**: Emotional Intelligence has yielded a constant positive and significant relationship with Need Achievement in all the groups. Emotional Intelligence is positively correlated to Reward Dependence (a sub dimension of Temperament) in Total sample and arts group; with Persistence (a sub dimension of Temperament) in social sciences group only and with Cooperativeness (a sub dimension of Character) in life sciences group only. Further Emotional Intelligence is negatively correlated to Harm Avoidance (a sub dimension of Temperament) in the Total sample.

Therefore the researcher has rejected all the null hypotheses as significant relationships were observed in some or the other sub dimensions
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of all the four variables, namely, Emotional Intelligence, Need Achievement, Temperament and Character.

FINDINGS BASED ON FACTOR ANALYSIS

In order to study the seventh objective namely ‘The factors involved in Emotional Intelligence, Need Achievement, Temperament and Character’, varimax techniques of factor analysis was used and the findings are summarized as follows:

FINDINGS

Considering all the result 23 factors/ traits have emerged, namely:

1) Emotional Intelligence with High Need Achievement.
2) Extrinsically motivated Emotional Intelligent.
3) Spiritual Orientation/ Religious Orientation.
4) Reflective and Persistent Personality.
5) Self Actualization Orientation.
6) Self Directed Optimistic Personality.
7) Leadership.
8) Self Confident/Self Dependent Personality
9) Extrinsically Motivated, Cautious/Pessimistic and Reflective Personality.
10) Highly Motivated for Self Development.
11) Hedonistic/ Self Centered Personality.

12) Self Directed, Reflective and Optimistic Personality.

13) Materialistic and Self Centered Personality.

14) Emotional Intelligent directed towards being Self Centered.

15) Timid and Suggestible Personality.

16) Lively and Conscientious Personality.

17) Bold and Enthusiastic Personality.

18) Motivated for Self Development with Self Centered Attitude.

19) Emotional Intelligent.

20) High Extrinsic Motivation with lack of Self Awareness.


22) Extrinsic Motivation with Altruism.

23) Impulsive and Enthusiastic.

SUMMARY OF THE RESULT

The statistical results and their interpretation have led to certain significant findings. On the basis of these findings, certain significant suggestions are made. Considering all the result, 23 factors have emerged and in a nut shell the result is summarized and concluded as:

1) We find that factor ‘Emotional Intelligence with High Need Achievement’ is common in all the groups except life sciences group
(Though Need Achievement was present with Emotional Intelligence variable in life sciences group, but with low loading).

2) The three factors common in male and female samples are ‘Emotional Intelligence with High Need Achievement’, ‘Self Actualization Orientation’ and ‘Self Directed Optimistic Personality’.

3) The male sample differed from female sample by having factors like ‘Extrinsically Motivated Emotional Intelligent’, ‘Leadership’ and ‘Self Confident/Self Dependent Personality’.

4) The female sample differed from male sample by having factors like: ‘Highly Motivated for Self Development and Hedonistic/Self Centered Personality’.

5) Male and female sample also have one factor i.e, ‘Extrinsically Motivated personality’, which is ‘reflective’ in female sample and which is ‘reflective and cautious/pessimistic’ in the male sample.

6) The factor ‘Religious Orientation’ with intrinsic orientation is present in social sciences group and the same factor with extrinsic orientation is present in arts group.

7) There is a proof for intrinsic and extrinsic religious orientation of Allport (1967). Factor like ‘Self Actualization Orientation’ is found in Total sample, male, female and commerce groups.

8) Factor ‘Spiritual Orientation’ i.e., intrinsically religious orientation according to Allport is found in total sample and life sciences sample.
9) Life sciences group showed unique qualities like 'Timid and Suggestible personality' and 'Leadership'.

10) 'Leadership' was found only in two groups, namely male and life sciences group.

11) The peculiar quality present in social sciences group is 'Materialistic and Self Centered Personality'.

12) The commerce group proved its unique qualities by having factors like 'Live and Conscientious Personality' and 'Bold and Enthusiastic Personality'.

13) Arts group has stood out from the rest of the group by having qualities like 'Extrinsic Religious Orientation', 'Extrinsic Motivation with Altruism' and 'Impulsive and Enthusiastic Personality'.

14) The combination of Self Centered Attitude is present in three groups. In social sciences group 'Materialistic and Self Centered Personality' is present. In life sciences group 'Emotional Intelligent directed towards being Self Centered Personality' is present and in commerce group 'Motivated for Self Development with Self Centered Attitude' is present. The reason being that the sub dimension 'Self Development' is common in all with different combination with other sub dimensions. The variable emotional intelligence with predominance of self centeredness may be related to the present sample, more specifically
‘age’ may be responsible for self centeredness. Once a person gains self-confidence he/she may turn towards others development.

15) Persistence – a dimension of temperament has quite often been found to form a constellation along with Self Directedness and Cooperativeness- the two dimensions of Character. It seems that a temperament having persistence leads to high character in terms of Self-Directedness and Cooperativeness.

EDUCATIONAL IMPLICATIONS

The educational implications of the study are discussed as follows:

The teacher's level of EQ is an important variable in creating a classroom where EI can be developed more effectively. And the single most important variable in the teacher's EQ is how they handle their own emotions, especially their negative emotions. An effective, successful teacher is largely one who can handle his or her negative feelings in an authentic, real and healthy way.

Suggestion for teachers:

1. To identify one’s feelings- Taking responsibility for them and not blaming the children for one’s feelings. There is a little space between stimulus and response, and in this space lies the power to choose one’s reaction.
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2. Use one's emotional awareness to learn about oneself- One's negative feelings reveal one's unmet emotional needs. The children are not there to meet a teacher's needs, but a teacher is there to meet theirs. Thus, one must either get one's needs met somewhere else, or one must "let go" of some of his/her needs, such as a need to have control, or to feel obeyed. Respect is something you earn, not demand. The easiest way to do this is to show respect for each individual child's feelings, and remember his negative feelings are indications of unmet emotional needs. The more help the child identify and meet the needs, the happier and contended everyone will be.

3. Work on keeping one's area of acceptance wide open. When a person feels good about oneself he/she is more accepting, tolerant, patient, understanding and predictable. This helps the students feel accepted, approved of, secure, relaxed, good about themselves. These contribute to healthy self-esteem, openness to learn and willingness to cooperate.

4. Encouraging students to express their feelings with appropriate vocabulary (giving words to emotions/feelings). And helping students to resolve their own conflicts.

Character is at the core of leadership. We need sincere leaders who can build the Nation. Persistence- an aspect of temperament and Self Directedness, Cooperativeness and Self Transcendence have to be taken into
consideration while planning strategies for teaching into classroom. These factors are important for personality development.

Self Transcendence is necessary for self actualization which is the highest motive in Maslow's hierarchy of Needs. It has to be gradually inculcated and age variable along with other factors should be taken into consideration while teaching for Self Transcendence.

Excessive Harm Avoidance can be related to social phobia which has to be controlled by a competent teacher. There is a need to change the cognitive structure of the students for better social development. In place of excessive Harm Avoidance self confidence, a mature self assertion and self directedness have to be created.

This study emphasizes a holistic approach to personality development among students. They have to be taught actions, choice and responsibility (Character). Self Directedness is very important as Self Directedness includes responsibility, purposefulness, resourcefulness and self acceptance. Goal Orientation is a part of Self Directedness. Recently educational psychologists have emphasized goal orientation which leads to better performance, learning and achievement.

The present day scenario is sometimes full of moral chaos and its resulting negative effects on various aspects of life. Educationists must deal with character in its psychological aspects for a fuller development of personality. Persistence need not be emphasized as for every task and
endeavor this attitude is very essential. Cooperativeness has a component namely ‘integrated conscience’ which of course is related to morality and its development not only occurs through religious practice but also with how one knows and manages his emotions. A constellation of personality factors such as Persistence, Cooperativeness, Self Directedness and if possible Self Transcendence along with Emotional Intelligence is desirable.

SUGGESTIONS FOR FURTHER RESEARCH

Though the present investigation has been carried out with due care and thought regarding various aspects of the research work, it may continue to have some shortcomings which have been realized during the conduction of the research. Being conscious of the shortcomings some suggestions are being made here for further investigations in this area:

- Cloninger (1993) has developed the Temperament and Character Inventory (TCI) with 226 items. The administration of the test with other variables has proved very comprehensive. Hence another test on temperament and character should be developed with fewer items and standardized in our Asian environment.

- The sample was restricted to Aligarh city only. The sample for the data collection could be outside Aligarh city so that a comparative study between the different departments of two or more universities can be studied. Moreover in Aligarh, only Aligarh Muslim University,
selected departments were approached for data collection and affiliated colleges were excluded.

- The sample of the study can include Department of Medicine, Department of Engineering and Department of Business Administration other than the targeted departments of the study, i.e., arts, life sciences, commerce and social sciences only.

- Other variables suggested for further research for factor analytic study are spiritual intelligence, cultural intelligence, aptitude creativity, study habits etc.