CHAPTER - V

SUMMARY, CONCLUSIONS, LIMITATIONS,
SUGGESTIONS PRACTICAL IMPLICATIONS,
RECOMMENDATION

5.1. Summary

The system of debt bondage in India is an outcome of certain categories of indebtedness involving certain economically exploited, helpless and weaker sections of the society. This system originated from the uneven social structure characterized by inequitable distribution of land and assets. It has been observed that very large number of students in college belonging to the Scheduled Castes and Scheduled Tribes Categories. The Scheduled Caste and tribe people, all over India, have suffered from various types of socio-economic problems from time immemorial over which the social scientists, specially the anthropologists and sociologist have given not much attention to make diagnosis of their problems and to suggest ways and means to eradicate their problems. Further students belongs to schedule caste are deprived of the stimulating environment which is a prerequisite for the all sided development of an individual. In the absence of stimulating environment, development of students retards. They cannot develop their personality well, even when they have necessary potentials. Development of various psychological functions is shaped by the characteristics of environment in which developing organism is placed and to which it is exposed. Importance was long back recognized
by Psychologists. Students from backward community become victim of our social system and therefore, they are generally inferior to Non-backward groups in various psychological characteristics. Hence, this study will be conducted to compare the students from the schedule and non-schedule caste on selected variables like personality, achievement motivation (n-Ach) and emotional intelligence in relation to their gender. A stratified systematic sample of 400 college students with age range of 18 to 25 from various college of Aurangabad was taken in for study. The whole sample constituted with students from scheduled caste (e.g. Mahar, Mang, Matang, Dhor and Chambhar (n=200) and non-scheduled caste (n=200) population. Both groups were made with equal number of male and female students. The data were collected by using tests namely Deo-Mohan A.M.(n-ach) Scale by Pratibha Deo & Asha Mohan (1985), Emotional Intelligece Scale (EIS) by Hyde, Peth and Dhar (2001) and Maudsley Personality Inventory (MPI) and. These tests were administered on selected sample. 2X2 factorial design was used to precede the investigation. To analyze the data the present investigation deals with 2 Way ANOVA. On the basis of analysis following conclusion were made.

5.2. Conclusions

The drawn conclusions are as follows;

- Students belonging to scheduled caste were found to be significantly less emotionally intelligent as compare to non-scheduled caste students.

- Male are significantly higher in their emotional intelligence as compare to female adolescents.
• Interaction effect of caste and gender was found significant on students’ level of emotional intelligence.

• Students who belonging to non-scheduled caste found to be significantly higher in their motivation regarding achievement as compare to those students who come from scheduled caste.

• Gender difference was found to be significant in students’ achievement motivation.

• Students’ biological factor i.e. gender and social factor i.e. his caste category (scheduled and non-scheduled) work together to determine one’s level of achievement motivation.

• Students belonging to scheduled caste were found to be more introvert in their personality.

• Students belonging to non-scheduled caste were found to be more extroverts in their personality.

• Females were found to be more introverts in their personality.

• Males were found to be more extroverts in their personality.

• Interaction effect of caste gender on Introvert/extrovert personality dimension of students was found to be significant.
5.3. Limitations and Suggestions

In any Social Science investigation, the external validity of the results of the study is limited by many constrains related to the sample selection/availability, time boundation, research design, reliability and validity of the tools under study and number of variables feasible to study at a time. Due to certain constraints some errors are unavoidable and irreversible. Therefore it is obvious to emerge some limitation in any research.

However the findings derived from the present investigation provide a promising foundation for further researches in educational psychology. As every possible effort was made in the present study in terms of minimizing the bias and errors but still there is always a scope left for further research investigations thus suggestions will be provided in respect of each limitation.

Following are the limitation and considered suggestions to refine the same have been provided.

- Sample taken for the present study does not properly represent the whole population of students belonging to scheduled and non-scheduled caste so further research is suggested to generalized the results with same objectives in other places.

- Local of the study was restricted to Aurangabad city only. It can be spread into other areas also.

- Pertaining to personality only extrovert and introvert trait has been incorporated in the present study; other traits of personality could have also been studied.

[127]
The study was confined to adolescents only, it would have been better if children case could be considered.

In the present study achievement motivation, personality and emotional intelligence were studied as dependent variables. Relation among these variables can also be studied.

Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.

As only caste (scheduled and non-scheduled) and gender was considered as an independent variable in the present research, other than this variable can be taken into consideration in further research.

The age groups could be segregated for more precise study, so the knowledge regarding dependent variable could have been clearer then.

Achievement motivation and emotional intelligence are a complex area in terms of concept and measurement. However, this study mentioned above attempted quite reliably to advance its nature in relation to students’ caste and gender. Studies relating to training for enhancing achievement motivation are very rare (Raghava, 1985). Further study can be done in this regards.

Therapeutic aspect was not considered in this investigation. Therapeutic intervention in order to personality development with different psychological therapies can be considered in future research.
To conclude, it may be stated that despite the limitations of the present study, the findings, if implemented in further researches conducted on the lines suggested, will contribute positively and advance our knowledge in the area of psychology.

5.4. Practical implications

Following implications were supposed in this investigation:

- The finding will be conducive to advance the knowledge regarding the adolescents’ achievement motivation, personality and emotional intelligence in order to achieve better quality of life.

- The most important implication of this study is the need for uplifting the adolescent’s achievement motivation and emotional intelligence in particular scheduled caste students’ population.

- This research adds to the growing literature on achievement motivation, emotional intelligence and personality which are instantiated in psychology and education.

- It is expected that the findings of the present investigation will help the parents, educator, counsellor and psychologist to deal effectively with adolescents having problems in their area of personality development, achievement motivation and emotional intelligence.

- The present volume will be highly helpful not only for those interested in the study of Scheduled Caste people and their problems, but also for the planners
and administrators who are engaged in the welfare programmers of this downtrodden section of the society.

- The study has important implications for substantive research that focuses on the individual difference across various psychological criteria in particular, across caste and gender.

- The present investigation also will be helpful to all graduate, post graduate and researcher of ‘Psychology’ and ‘Education’ as the variable treated were appears to be quite relevant to some aspect of their curricular demands both in ‘psychology’ and ‘Education’.

5.5. *Recommendation*

The higher motivated to achieve and more emotionally intelligent an adolescent is, more easily he bears the turmoil and pressures of adolescents age specially in area of academics. Further the socio-cultural, economic and educational variables of scheduled population operate as a limiting factor for adolescents to be emotionally intelligent with sound personality. Thus, to bring this culturally and socially isolated population into the mainstream which is a need for national integration to their emotional intelligence and personality development needs to be enhanced.