CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction:

The developmental stage adolescence is a period of rapid physical and emotional change, characterized by stresses and tensions as the child strives to establish and individual identity on the journey from dependence to independence and adulthood. Most of our youngsters get through their adolescent years without major problems. However, it can be a very difficult period during which a great deal of understanding, patience and support will be required. It presents many challenges as physiological, biological, psychological and social changes are confronted, important processes of change need to occur within the young person if these challenges are to be confronted adaptively and with success. When an adolescent is unable to confront and deal with a developmental challenge successfully there are likely to be unhelpful psychological, emotional and behavioural consequences.

Young adults face a number of challenges at home. In order to be independent emotionally and to have feeling of understanding, affection, and respect at the same time is a great challenge for them. Even at the adult stage there may be a baby like treatment from the parents, consequently parents provide over protection, undue involvement in the personal life, and give undue affection for them. Some of the parents impose there wishes and dreams at their wards and thus cut the freedom without any reason.
The acceptance of all these complications as a part of respect to their elders may lead the adolescent frustrated and he may become psychic.

Emotional intelligence is the ability to accurately identify and understands one's own emotional reactions and those of others, and to use them to form good decisions, to act purposefully and to involve effectively in a given situation. "Emotional intelligence refers to the capacity of recognizing one's own feeling and those of others, for motivating ourselves and in our relationships" (Goleman, 1998), Emotional intelligence provides the bedrock for many competencies that are critical for effective performance in the work place. As social engineers the teaching community must keep in mind the relevance of ensuring a definite level of emotional quotient among their students. There must be sufficient programmes in their daily plan and in their lesson plans for the same purpose.

Anything that is acquired or learned is definitely influenced by personal and environmental factors. For example, the need for achievement motivation or n-Ach (used by McClelland) is influenced by individual's wishes for what they want to achieve, their interest which influence the areas of achievements; past even by the racial and caste background. Apart from personal factors there are many environmental factors such as parental ambitions, social expectations, peer pressures; sex appropriateness of aspirations; cultural tradition, social values and competition which influence the n-ach.

Adjustment generally refers to the modification to compensate for to meet special conditions. Adjustment is a continuous process in which a
person varies his behaviour to produce a more harmonious relationship between himself and his environment.

Adjustment can be interpreted as both process and the outcome of that process in the form of some attainment of achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in the process of adjustment what he attain in terms of success in his examination or the fulfilment of his ambition or pride in his achievement is nothing but the results of his adjustment to his self and his environment. In other words when adjustment is perceived as an achievement it means how the effectiveness with which as individual can function in changed circumstances and is, at such, related to his adequacy and regarded as an achievement that is accomplished as badly or well.

**Aim of Study:**

Present Study aimed at to examine the effect of area of residence faculty and gender on emotional intelligence achievement motivation and adjustment among senior college student.

**Objectives of Study:**

- To find out the differences in emotional intelligence of rural and urban area senior college students.

- To measure the emotional intelligence of science faculty senior college students and arts faculty college students.

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• To assess the emotional intelligence of male senior college students and female senior college students.

• To study the impact of area of residence on achievement motivation of senior college students.

• To study the influence of faculty on achievement motivation.

• To find out the differences in achievement motivation among male and female senior college students.

• To find out whether the rural & urban area senior college students differ from each other on emotional adjustment.

• To assess the emotional adjustment among the science faculty senior college students and arts faculty senior college students.

• To measure the emotional adjustment of male and female senior college students.

• To examine the impact of area of residence on family adjustment of senior college students.

• To assess the family adjustment among science faculty senior college students and arts faculty senior college students.

• To study the difference between male and female on family adjustment of senior college students.

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• To find out whether the rural and urban area senior college students differ from each other on social adjustment.

• To assess the social adjustment among science faculty senior college students and arts faculty senior college students.

• To measure the social adjustment of male-female senior college students.

• To find out the differences in health adjustment of rural and urban area senior college students.

• To measure the health adjustment of science faculty senior college students and arts faculty senior college students.

• To assess the health adjustment of male-female senior college students.

• To find out whether the rural and urban area senior college students differ from each other on adjustment.

• To assess the adjustment among science and arts faculty senior college students.

• To measure the adjustment among male and female senior college students.
Hypotheses of Study:

Assuming that the other factors are kept controlled, it is hypothesized that -

- The Ss coming from urban area develop significantly better emotional intelligence than Ss coming from rural area.

- Science faculty Ss develop significantly better emotional intelligence than arts faculty Ss.

- Male Ss develop significantly better emotional intelligence than female Ss.

- The urban area Ss having significantly high achievement motivation than rural area Ss.

- Science faculty Ss having significantly high achievement motivation than arts faculty Ss.

- Male Ss have significantly high achievement motivation than female Ss.

- Ss coming from urban area have significantly better emotional adjustment than Ss coming from rural area.

- Science faculty Ss have significantly better emotional adjustment than arts faculty Ss.

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• Male Ss have significantly better emotional adjustment than female Ss.

• Ss coming from urban area have significantly better family adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better family adjustment than arts faculty Ss.

• Female Ss have significantly better family adjustment than male Ss.

• Ss coming from urban area have significantly better Social adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better Social adjustment than arts faculty Ss.

• Male Ss have significantly better Social adjustment than female Ss.

• Ss coming from urban area have significantly better health adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better health adjustment than arts faculty Ss.

• Male Ss have significantly better health adjustment than female Ss.
• Ss coming from urban area have significantly better adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better adjustment than arts faculty Ss.

• Male Ss have significantly better adjustment than female Ss.

Methodology:

Sample of the study was selected from Aurangabad district. Total sample of the study at the initial stage was 500, of which to 250 were from urban area and 250 were from rural area. However, since a factorial design was used and cell frequencies were kept equal, finally the effective sample was 400 Ss only. Age range of the Ss was 18-22 years and educational status of the Ss was under graduate level. Male-female ratio was 1:1.

Tools used for data collection:

Emotional intelligence scale (EIS):

This scale is constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The reliability of the scale is determined by calculation reliability coefficient on a sample of 200 Ss. The split-half coefficient is found to be 0.88.
Achievement Motivation Scale (n-Ach):

This scale is constructed and developed by Dr. Mrs. Pratibha Deo and Asha Mohan. The present scale reliability coefficients by test retest method for total group as well as for the separate male and female group are very satisfactory and the scale use be taken as quiet reliable for use, and the present scale for achievement motivation to be sufficiently for use for measuring achievement motivation.

Indian Adaptation of Bell's Adjustment Inventory:

Bell has developed an adjustment inventory, which measures degree of adjustment in four fields, namely family, social, health and emotion. This inventory was modified to suit Indian Conditions and drafted in the form of questions or statements. Indian adaptation of the inventory was done by Lalita Sharma. There are eighty items on the inventory and each item is presented with two alternatives; the job of the Ss is to read each statement or question and select one of the two alternatives, which is applicable to him or her. The author mentioned .73 as reliability coefficients.

Procedure of Data Collection:

Each of the three instruments could be administered individually as well as on small groups. While collecting data for the study, the latter approach was adopted. The Ss were called in a small group of 20-25 Ss and their seating arrangement was made in a classroom. Prior to administration of each test of scale appropriate rapport was formed and
following the instructions and procedure suggested by the authors of the scales and test the instruments were administered.

**Research Design:**

In the present study a balanced 2 x 2 x 2 factorial design was used. The three independent variables were area or residence, faculty and gender. Dependant variables were emotional intelligence achievement motivation total adjustment and four kinds of adjustment.

**Statistical Treatment of Data:**

At the first stage data were treated by mean and standard deviation. At the second stage data were analyzed by three way analysis of variance. Finally DNMRT were used for orthogonal comparison.

**On the basis of the results following conclusions were drawn:**

- The Ss coming from urban area developed significantly better emotional intelligence than Ss coming from rural area.

- Science faculty Ss developed significantly better emotional intelligence than arts faculty Ss.

- Male Ss developed significantly better emotional intelligence than female Ss.

- The urban area Ss had significantly high achievement motivation than rural area Ss.
• Science faculty Ss had significantly high achievement motivation than arts faculty Ss.

• Male Ss had significantly high achievement motivation than female Ss.

• Ss coming from urban area had significantly better emotional adjustment than Ss coming from rural area.

• Science faculty Ss had significantly better emotional adjustment than arts faculty Ss.

• Male Ss had significantly better emotional adjustment than female Ss.

• Ss coming from urban area had significantly better family adjustment than Ss coming from rural area.

• Science faculty Ss were significantly better family adjustment than arts faculty Ss.

• Female Ss were significantly better family adjustment than male Ss.

• Ss coming from urban area had significantly better Social adjustment than Ss coming from rural area.
• Science faculty Ss were significantly better Social adjustment than arts faculty Ss.

• Male Ss were significantly better Social adjustment than female Ss.

• Ss coming from urban area had significantly better health adjustment than Ss coming from rural area.

• Science faculty Ss were significantly better health adjustment than arts faculty Ss.

• Male Ss were significantly better health adjustment than female Ss.

• Ss coming from urban area had significantly better adjustment than Ss coming from rural area.

• Science faculty Ss were significantly better adjustment than arts faculty Ss.

• Male Ss were significantly better adjustment than female Ss.
Suggestions:

On the basis of the results following suggestions are made -

1. More studies should be undertaken to search the techniques of developing emotional intelligence, improving achievement motivation and adjustment of college going students.

2. More opportunities should be given to females to develop their emotional intelligence and adjustment.

3. More freedom should be given to females to show their calliber, it will help them to increase the level of achievement motivation.

Recommendation:

1. There is need to develop awareness about emotional intelligence achievement motivation and adjustment in remote areas and villages.

2. There is need of encouraging rural area a students to opt for higher education which is necessary for development.

3. Effort must be made by government level to get higher education for rural area Ss.
Limitations:

1. Samples size was relatively small

2. It was a small study, though there were many factors which influence the emotional intelligence achievement motivation and adjustment but in the present study only three independent variables were studied.

3. For analyzing the data only univariate approach was used.