CHAPTER-5

EPILOGUE

The present study was an attempt to study need achievement, assertiveness and anxiety of professional i.e medical, management and engineering students and non-professional i.e. arts, commerce and science stream students. Previous chapter represents data analysis and results, whereas this chapter gives us an idea of the research in brief. In this chapter researcher has presented summary, conclusions, limitations and suggestions with recommendations.

5.1 Summary of the study:

The title of the investigation is ‘A study of Achievement Motivation, Assertiveness and Anxiety level of Professional and non-professional college students of Aurangabad’. With reference to this title the first chapter entitled introduction, incorporated the main concepts such as, achievement motivation, assertiveness and anxiety of professional and non-professional college students. Researcher has been delineated a concept of college student and also included background and significance of the research.

The second chapter regarding review of the literature, in this chapter researcher included various studies on achievement motivation, assertiveness and anxiety of professional and non-professional college students. All the studies are associated with present day situation. Some studies are not
completely but partly related to the present hypothetical variables, which are included in the study.

The third chapter is research methodology. The samples means subjects were drawn from the colleges of Aurangabad city. These colleges and samples were randomly selected. The age range of the sample was 23 to 27 years. Here, researcher used 2x2x2 factorial research design. In this section the researcher has mentioned the objectives, hypotheses, variables, operational definitions, design of the study, standardized tools for the purpose of data collection, all these methodological concepts tried to explain very clearly which are helpful for explain the design of research.

In the fourth chapter i.e. data analysis and results is incorporates analysis of the data, interpretation of results and discussion of data through the hypotheses. This is a survey type research. Hence, researcher has employed and fulfills all the requirements of survey research. By using the 2x2x2 factorial design and ANOVA was used for analysis of data. In this chapter mean scores of three group were compared. ANOVA (Analysis of Variance) and LSD (Least Significant Difference) statistical techniques were used for data analysis.

The fifth chapter is epilogue where the researcher has presented the examination of the research design, sample and statistical analysis with the help of summary of the research, conclusions, limitations and suggestions. Finally references are mentioned.
5.2 Conclusions:

Findings are substantial and relevant on the line of hypotheses. These salient results are mentioned here in brief.

1. Professional college students have low anxiety than nonprofessional college students.
2. There is no difference between male and female professional and nonprofessional college students in terms of their anxiety level.
3. Socioeconomic status may be high or low made no effect on anxiety level.
4. Professional college students are more assertive than nonprofessional college students.
5. Gender has do not impact on assertiveness.
6. High SES students are more assertive than low socioeconomic status students.
7. Professional college students are highly motivated in their achievements than nonprofessional college students.
8. Gender is no contributing factor to decide professional and nonprofessional college student’s achievement need.
9. Socioeconomic status of professional and nonprofessional college students has no impact on need for achievement.
10. There is negative relationship between anxiety and assertive behaviour of professional and nonprofessional college students.
11. There is positive and significant relationship between anxiety and need for achievement of professional and nonprofessional college students.

12. There is positive and significant relationship between need for achievement and assertive behaviour of professional and nonprofessional college students.

5.3 Limitations:

The research design, procedure, and results, when critically examined, lead to the impression that the present study is replete with a number of limitation which must be borne in mind in any attempt to generalize form and interpret the findings. The main limitations have been listed below:

1. The concept of anxiety, used in the present research has been that of general manifest anxiety. The findings, therefore, can not be extrapolated to other forms of anxiety viz. test anxiety, state anxiety etc.

2. The measurement of anxiety has been done by a verbal measure. The assertiveness ability and achievement needs have also been measured by means of verbal tests. The criticisms advanced by psychologists against verbal, self-report inventories are, therefore, applicable to all these measures. In the measuring tool for anxiety, there are no checks against defensiveness or acquiescent response style. Further, except in case of the measure of needs, social desirability variable has not been controlled in the development of either the anxiety-measure or the measure for traits.

3. The sample for the study consisted of male and female college students; therefore, the findings are not applicable to the general population or the
illiterate youth. Since the sample was drawn from the city of Aurangabad, Maharashtra, which has a distinct culture (Marathwada- Urban and Rural culture is very different than Mumbai, Pune, Nashik), precaution should be taken in generalizing about other sub-cultural groups, on the basis of the present findings.

4. One limitation of the present study is related with the use of demographic variable-gender and SES -as sources of variation in anxiety. It should be noted that demographic variables of whatever social importance they may be, are not psychological variables and present the danger of fostering erroneous interpretations and unjustified complacency. This point has been emphasized by Sechrest (1976) in the following words:

"The problem with demographic variables in psychological studies is that they really end up being surrogate variables, but it is rarely possible to know for what real variables they are surrogates in any given sense. Take sex as an example. When sex is included as a variable in personality research, the investigator is almost never interested in biological maleness or femaleness per se. Yet any given samples of males and females potentially differ in so many ways e.g. in field-independence, aggressive tendencies, self-esteem, interests, ambitions, sex-role orientation ... that it is difficult, if not impossible to know what specific characteristic might have been involved in a sex treatment interaction."
5. Apparently, most interpretations regarding differences associated with demographic variables are likely to be arbitrary and should be taken with caution.

6. The limitations of any paper pencil tests such as response biases, carelessness, positive and negative faking tendency somewhat affected the responses.

7. As there is a difference in individuals there may be some kind of lacuna in giving responses.

5.4 Suggestions for further research:

After giving thought over the findings of the present study and the realization of its limitations, following suggestions for further research to extend the present study can be made:

1. The study of the need for achievement, assertiveness and anxiety should also be made on different samples such as general population, illiterates and various sub-cultural groups so that broader generalizations may be arrived at. In this endeavor different types of anxiety should be studied and in addition to verbal measures of anxiety, behavioral and physiological measures, too, should be used.

2. Sex differences in anxiety should be studied after including measures of defensiveness and acquiescence. Further the anxiety patterns of the two sexes should be studied in terms of the anxiety intensity across situations and modes of responses.
3. In any consideration of demographic antecedents of anxiety childrearing practices in the population from which the sample has been drawn should be studied. In this connection studies of parent-child relationships early childhood experience and family structure, in relation to anxiety, are necessary. Such studies need to be made on different samples.

4. Studies on urban-rural differences should be made by varying the sex-composition of the samples. Such studies may perhaps resolve the contradiction in findings of different researches about urban-rural differences in anxiety. Similarly, studies regarding anxiety-intelligence relationship may be done after varying the range of intelligence in different samples. The findings of these studies may provide answer to the mutually incompatible results of different studies.

5. Perhaps the relation of anxiety and other needs of an individual is a function of the coping styles of the group of which the individual is a member. It is, therefore, necessary to study coping styles, of different sub-cultural groups, in anxiety arousing situations.

6. The relation of anxiety to personal variables has been mostly studied by using bi-variate methods. It is necessary to take up multivariate studies.

7. The role of situational, cognitive, and perceptual factors needs to be studied in relation to anxiety. In this connection it can be suggested that one strategy may be to identify anxiety, arousing situations and then to find out the effect of variations in them. In this connection Sharma (1978) has observed that:
"Studies by Endler and Magnusson in Canada and Sweden, and Sharma and Dang (1977) have shown that college students respond differentially to four situations: physical danger, ambiguous, interpersonal ego-threat, and daily routines. The omnibus measures of general anxiety overlook such research findings. Thereby a multifaceted view is ignored in preference to an over simplified narrow concept of anxiety. A more fruitful research might be to first intuitively identify plausible anxiety-arousing situations, then to find out empirically whether they are so, and vary them within a given culture" (p, 36).

8. There is ample scope to carry out the research in this area. A widespread research be carried out in the area of family related structures. Besides the variables studies in this research, the researcher can study variables such as area of residence i. e. urban and rural, caste, culture, religion, marital status etc.

9. Systematic studies with other standardized tools should be done on the basis of college students’ attitudes and aspirations about life.

10. There should be provision of the participants with low level achievement motivation need guidance and training centers to increase the achievement level, assertiveness and coping styles of anxiety on grass root level of resident area that will be helpful to enhance an achievement motivation among students.
5.5 Applications of the present research:

1. This study is applicable in the field of educational setting.

2. This study is applicable for the professional and non-professional college students to overcome their anxiety.

3. This study is applicable for the improvement of the ability of assertiveness to any individual.

4. This study will guide to search out inner achievement motivation in the individual.

5. This study is definitely helpful for counseling purpose for college students.

6. This study will helpful for personality development of college students.

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