Chapter V
Summary and Conclusions

Summary:

Family is the first and most important socializing agency, which integrates and regulates the individual’s behaviour as he/she strives to satisfy his/her basic needs. Family members, particularly parents, are the chief architects in shaping the personality of the child. The range and depth of emotions which parents display to their children builds up the psychological interior of their children (Bharadwaj, 1995). Emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are definitely superior to those of children from homes where family relationship is less favourable (Chakra and Prabha, 2004). The person, who succeeds in managing emotions, can bounce back far more quickly from life’s setbacks. It has been found that there is link between emotional intelligence and interpersonal relations, empathic feelings, perspective taking, self-monitoring in social situation, social skills, cooperativeness, affectionate relationship, marital satisfaction and satisfaction in relationships. All researches indicate that emotionally intelligent people are more successful and have less mental health problems as they handle emotional stress productively (Verma et al., 1989). Emotional intelligence appears to be an important set of psychological abilities that relate the life success.

It is been found that there is a link between Emotional Intelligence, interpersonal relations affectionate relationships, marital satisfaction and
life satisfaction. Emotional Intelligence appears to be an important set of psychological Abilities that relate to the success in life.

**Education of the Girls:**

In the process of education girls good emotional development and life satisfaction are two significant factors. School education puts more emphasis on the learning of knowledge rather than student’s frame of mind. Yet students feel nervous, anxious, depressed, frustrated and abused when instructors ignore their emotions. Education of girl child is a trajectory changing event that represents a convergence of physical, mental, social and familial developments. Educators of today underestimate the importance of developing the girls abilities to adapt and get along with other people. However girl’s learning abilities depend on their experience of their capacity to adapt and cope with people.

**Emotional Intelligence:**

Emotional Intelligence refers to an individual’s abilities to be aware of, express and adjust his / her own emotions and social relations, and then think and act constructively to adapt to the environment. Emotional Intelligence consists of five major parts.

- Accurate perception of our emotions.
- Managing emotions of ability to access and generate emotions.
- Motivating ourselves
- Recognizing and influencing other emotions.
- Emotional regulation or managing relationship.

**Locus of Control :**

“A locus of control orientation is a belief about whether the outcomes of our actions are contingent in what we do (internal control
orientation) or on events outside our personal control (external control orientation.)

**Life Satisfaction:**

Life satisfaction is a relative concept dealing with the well being of an individual and the factors influencing the well being of an individual. Life satisfaction tends to be generally stable and reflects the summary of judgment about feelings.

**Parental Education:**

Parental Education is an important factor which influences the basic perceptions of the parents about the education of girl child. Many researchers have shown that educated parents have broad views not only towards education of girl child but towards all other social factors.

**Religion:**

The religious philosophies and principals followed many contribute towards building up specific perceptions and attitudes both among parents as well as among the girls within he familial set up.

**Marital Status:**

The Marital Status of the parents i.e. whether living together or separated exerts a great influence on the upbringing of the children. The psychological aspects of a child may be influenced by traumatic experiences, healthy or unhealthy parent-child relationship and other interpersonal relationship.

The present study was undertaken to make a critical study of Emotional Intelligence, Locus of Control and Life Satisfaction of college girls with the following objectives.

1) To compare the emotional Intelligence, locus of control and life
satisfactions of girls with respect to parental education.

2) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to religion.

3) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to marital status of parents.

4) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to parental education & marital status.

5) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to parental education & religion.

6) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to religion and marital Status.

7) To compare the emotional intelligence, locus of control and life satisfactions of girls with respect to parental education, marital status and religion.

8) To find the correlation between the emotional Intelligence and locus of control among girls.

9) To find the correlation between the locus of control and life satisfaction among girls.

To find the correlation between the emotional Intelligence and life satisfaction among girls.

The above objectives were explained by accepting or rejecting of the following hypotheses.

1 There would be significant difference between girls students of higher educated parents and girls students of high School educated parents on emotional intelligence, life satisfaction and locus of control.
2 There would be significant difference between Hindu and Muslim girls students on emotional intelligence, life satisfaction and locus of control.

3 There would be significant difference between girls students of parents living together and girls students of separated parents on emotional intelligence, life satisfaction and locus of control.

4 There would be significant difference between girls students of high school educated parents living together and girls students of high school educated separated parents on emotional intelligence, life satisfaction and locus of control.

5 There would be significant difference between girls students of higher educated parents living together and girls students of higher educated separated parents on emotional intelligence, life satisfaction and locus of control.

6 There would be significant difference between Hindu and Muslim girls students of high school educated parents on emotional intelligence, life satisfaction and locus of control.

7 There would be significant difference between Hindu and Muslim girls students of higher educated parents on emotional intelligence, life satisfaction and locus of control.

8 There would be significant difference between Hindu and Muslim girls students living together parents on emotional intelligence, life satisfaction and locus of control.

9 There would be significant difference between Hindu and
Muslim girls students of separated parents on emotional intelligence, life satisfaction and locus of control.

10 There would be significant difference between Hindu and Muslim girls students of high school educated parents living together on emotional intelligence, life satisfaction and locus of control.

11 There would be significant difference between Hindu and Muslim girls students of high school educated and separated parents on emotional intelligence, life satisfaction and locus of control.

12 There would be significant difference between Hindu and Muslim girls students of higher educated parents living together on emotional intelligence, life satisfaction and locus of control.

13 There would be significant difference between Hindu and Muslim girls students of higher educated separated parents on emotional intelligence, life satisfaction and locus of control.

14 There would be positive correlation between emotional intelligence and locus of control among girls students.

15 There would be a positive correlation between locus of control and life satisfaction among girls students.

16 There would be a positive correlation between life satisfaction and emotional intelligence among girls students.

The study was conducted during 2008-10 in Aurangabad division of Maharashtra State. The population of the study consisted of girl students of the age group ranging from 16-24 years pursuing education at
higher secondary level, undergraduate level or Postgraduate level or professional courses. The population was broadly divided into two strata on the basis of their parental educational background (i.e. high school educated and higher educated parents), marital status (parents living together and separated) and religion (Hindu and Muslim.) The total sample consisted of 400 girls students selected randomly from all eight districts of Aurangabad division. The districts were selected on the basis of familiarity and good rapport of the educational institutions and a heterogeneous group of girls. Such atmosphere provides a congenial environment for exploration and data collection. The questionnaires were administered on the respondents following the required instructions and scoring was carried out according to the standard procedure.

The selected sample consisted of 400 respondents, 200 girls belonging to parents who are high school educated and 200 girls belonging to parents who are higher educated. Each group consisted of 100 Muslim girls comprising of 50 girls belonging to parents living together and 50 girls belonging to separated parents and 100 Hindu girls comprising of 50 girls belonging to parents living together and 50 girls belonging to separated parents.

The research design followed for the study was 2x2x2 factorial design. The background variables under study were: Parental Education, Marital Status and Religion, while dependent variables were Emotional Intelligence, Locus of Control, Life Satisfaction.

The Emotional Intelligence was measured by using ‘The Emotional Intelligence scale’ developed by Anookul Hyde, Sanjyot Pethe and Upinder Dhar.

The locus of control was measured by ‘Rotters’ Locus of Control scale developed by Dr. Anand Kumar and Dr. S.N. Srivastava. While the
Life Satisfaction was measured by ‘The Life Satisfaction Scale’ developed by Dr. Q.G Alam and Ramji Srivastava. The information about age, education of parents, qualification of parents, type of family, marital status of parents and family income was collected through a personal information schedule.

**Statistical Analysis :**

Initially the data of each group was scrutinised by applying descriptive statistic like arithmetic mean and standard deviation to all the variable under study. Further the significance of difference between was obtained by applying the analysis of variance and computing the f value. Since the proposed statistical design consisted by 2x2x2 factorial design, the technique of univariate analysis of variance using 2x2x2 factorial design with parental education, marital status and religion as independent variables and emotional intelligence, locus of control and life satisfaction as dependant variable was applied. Through this analysis the interaction effect of all the three independent variables was also studied.

**Conclusions:**

- Girls of higher educated parents have higher emotional intelligence than girls of high school educated parents.
- Girls of higher educated parents experience higher life satisfaction than girls of high school educated parents.
- Girls of higher educated parents exhibit more internal locus of control than girls of high school educated parents.
- The Hindu girls possess higher level of emotional intelligence than Muslim girls.
- Hindu girls experience more life satisfaction than Muslim girls.
• Hindu girls exhibit similar kind of locus of control with Muslim girls.
• The girls of parents living together possess higher emotional intelligence than girls of separated parents.
• The girls those parents living together experience high life satisfaction than girls of separated parents.
• Girls of parents living together exhibit similar kind of locus of control with girls of separated parents.
• That girls of high school educated parents living together have similar kind of emotional intelligence with girls of high school educated separated parents.
• Girls of high school educated parents living together experience higher life satisfaction than girls of high school educated separated parents.
• Girls of high school educated parents living together partially exhibit external locus of control than girls of high school educated separated parents.
• Girls of higher educated separated parents have similar kind of emotional intelligence with girls of higher educated parents living together.
• The girls of higher educated separated parents experiences higher life satisfaction than girls of higher educated parents living together.
• Girls of higher educated parents living together exhibit internal locus of control than girls of higher educated separated parents.
• Hindu girls of high school educated parents possess higher emotional intelligence than Muslim girls of high school educated parents.
• Hindu girls of high school educated parents experiences similar kind of life satisfaction with Muslim girls of high school educated parents.

• The Hindu girls of high school educated parents exhibit more internal locus of control than Muslim girls of high school educated parents.

• Hindu girls of higher educated parents have higher emotional intelligence than muslim girls of higher educated parents.

• Hindu girls of higher educated parents experiences similar kind of life satisfaction with muslim girls of higher educated parents.

• Muslim girls of higher educated parents exhibit internal locus of control than Hindu girls of higher educated parents.

• Hindu girls of parents living together have similar kind of emotional intelligence with Muslim girls of parents living together parents.

• Muslim girls of living together parents is experience higher life satisfaction than mean score of and Hindu girls of living together.

• Hindu girls of parents living together exhibit more internal locus of control than Muslim girls of parents living together parents.

• Hindu girls of separated parents have similar kind of emotional intelligence with Muslim girls of separated parents.

• Hindu girls of separated parents experiences higher life satisfaction than Muslim girls of separated parents.

• Muslim girls of separated parents exhibit more internal locus of control than Hindu girls of separated parents.

• Hindu and Muslim girls of high school educated parents living together have similar emotional intelligence.
• Hindu girls of high school educated parents living together experience similar kind of life satisfaction with Muslim girls of high school educated parents living together parents.

• Muslim girls of higher educated parents living together exhibit similar kind of locus of control than Hindu girls of higher educated parents living together.

• Hindu and Muslim girls of high school educated and separated parents have similar kind of emotional intelligence.

• Hindu girls of high school educated and separated parents experiences similar kind of life satisfaction with Muslim girls of high school educated separated parents.

• Muslim girls of high school educated separated parents exhibit similar kind of locus of control than Hindu girls of high school educated separated parents.

• Hindu and Muslim girls of higher educated parents living together have similar kind of emotional intelligence.

• Hindu girls of higher educated parents living together experience similar kind of life satisfaction with Muslim girls of higher educated parents living together parents.

• Muslim girls of higher educated s living together parents exhibit similar kind of locus of control than Hindu girls of higher educated living together.

• Hindu and Muslim girls of higher educated and separated parents have similar kind of emotional intelligence.

• Hindu girls of higher educated and separated parents experiences similar kind of life satisfaction with Muslim girls of higher educated separated parents.
• Muslim girls of higher educated separated parents exhibit similar kind of locus of control as Hindu girls of higher educated separated parents.
• There is positive correlation between Emotional Intelligence and Internal Locus of Control.
• There is positive correlation between Life Satisfaction and Internal Locus of Control.
• There is a positive correlation between Life Satisfaction and Emotional Intelligence.

Limitation of the Present Study:

• The study was restricted to Aurangabad division only.
• The study was confined girls students belonging to the age group 16-24 years only.
• The sample size of the study was small. The study can be done by taking a large sample also.
• The study included only 10 aspects of Emotional Intelligence and 6 areas of Life Satisfaction.
• The study covered only the Urban areas of Aurangabad division.
• 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 and willingness of the respondents to give truthful responses.
Suggestions:

In the light of the above conclusions drawn from the research work the following suggestions are made pertaining to development of emotional intelligence.

Suggestions for Parents:

In order to nurture the girls properly and enable their better emotional adjustment, the parents may adopt the following strategies.

- “Emotionally Intelligent parenting” with love, laughter and limits.
- The earlier emotional education begins the better. Be aware to meet the different social and emotional needs of the girls.
- Help her to learn and generate options to feel better and tell them why it is not helpful to say that others make us feel how we do.
- Facilitating a positive family environment is not just the parent’s responsibility, increase interaction between parents and children should be mareasid to argument life adjustment abilities.
- Engage in the school’s parenting activities to herghten children Emotional Intelligence and promote the ability of recognize and control personal emotions.
- Understand their child’s personal character and abilities train their children to possess multiple capabilities and interests, foster their child learning activities and know what she is learning some help.
• Tech how to manage negative emotions, such as anger and depression

Strategies to be used at home:

• Strive to create an environment of trust, respect and support.
• Remember that modeling “emotional intelligent” behavior at home is the first step in nurturing emotionally intelligent children.
• Be a good listener.
• Treats others with respect and kindness.
• Work with other parents and to celebrate programs a events to celebrate and honor the many culture in your community.
• Bring tighter leaders from throughout your community business people and law enforcement, parents and educations to discuss ways in which you community can make the emotional health and wellness of children ad priority.

Implications of the study:

• This study recommends for the intervention programmes for the respondents to develop at least average and above average status of emotional intelligence.
• The present study helps to know the influence of parenting style on emotional intelligence.
• The study creates awareness among parents, educators and counselors about emotional intelligence.
• The results of the present study creates awareness among parents as how to handle their children which will reduce emotional disturbance and develop emotional intelligence among children.

• The results revealed that majority of the respondents had perceived low parental involvement. Therefore there is need of interventional programme for parents to develop positive and effective parenting styles for developing higher level of emotional intelligence among children.

**Avenues for further research :**

• The present study can be tested under different geographical setting like rural, tribal areas to assess the parenting style and emotional intelligence.

• To identify the development of emotional intelligence across the culture in relation to parenting style and emotional intelligence.

• To study the effect of parenting style and emotional intelligence on the different age groups.

• To study the relationship between emotional intelligence and psychological problems.

• To study the development of emotional intelligence in relation to socio economic status.

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