Annexure 2

Summary of the Findings

Research is best highway of human development. The objective of the present research study was to know (explore) whether there is any different in emotional maturity and self control between tribal and Non-tribal students. It was aimed at to know effect of social status (Tribal and Non-tribal), Gender (Girls and Boys) and Faculty of Study (Arts and Commerce) on Emotional Maturity and Self control more over it was aimed at to know where there is any effect types of family (Joint Family and Nuclear Family) and area of residency (rural and urban) with reference to Emotional Maturity and Self Control of students. It was also aimed at to know whether there is any correlation between Emotional Maturity and Self Control of students. First of all Information regarding tribal students was obtained from Arts and Commerce Colleges of Sardar Patel University Vallabh Vidyanagar. Selection of 400 samples was done by Stratified random sampling method. From list of obtained was sample in which 200 were tribal students and 200 were Non-tribal students. Personal information sheet, Emotional maturity scale and Self Control Scale were used as tool to get information from students considering the objectives of the study. 2×2×2 Factorial Design was decided and Constructed for the study of main objectives of the present study. In which a try was done to know main and interactional effects of social status, gender and faculty of study on emotional maturity and self control of students by F-Anova Method. Statistical analysis 't' method was used for the study know whether there is any effect in emotional maturity and self control with reference to type of family and area of residence. Karl Pearson multiplication method 'r' was used to know whether there is any correlation between emotional maturity and self control. Summary of the Finding as under

(1) Significant Difference is seen in Emotional Maturity among Tribal and Non-Tribal Students. ('F'-Value 8.22)

(2) No Significant difference among students Girls and Boys students with reference to Emotional maturity. ('F'-Value 0.35)

(3) No Significant difference among students of Arts and Commerce Faculty with reference to Emotional Maturity. ('F'-Value 0.17)

(4) No Significant interaction effects of Social Status and Gender is seen with reference to Emotional Maturity of students. ('F'-Value 1.09)

(5) No Significant effect of mutual interaction of Social Status and faculty of study is seen with reference to Emotional Maturity of students. ('F'-Value 0.41)

(6) No Significant effect of mutual interaction of Gender and Faculty of study are seen with reference to Emotional Maturity of students. ('F'-Value 0.004)

(7) Significant effect of mutual interaction of Social Status, Gender and Faculty of Study are seen with reference to Emotional Maturity of Students. ('F'-Value 9.74)

(8) No Significant Difference is seen in Self Control among tribal and Non-tribal Students. ('F'-Value 0.69)

(9) Significant difference is seen among Girls students and Boys students with reference to Self Control. ('F'-Value 20.68)

(10) No Significant difference is seen among students of Arts and Commerce Faculty with reference to Self Control. ('F'-Value 0.38)

(11) No Significant effect of mutual interaction of Social Status and Gender is seen with reference to Self Control of students. ('F'-Value 1.28)

(12) No Significant effect of mutual interaction of Social Status and faculty of study is seen with reference to Self Control of students. ('F'-Value 0.85)

(13) Significant effect of Mutual interaction of Gender and Faculty of study is seen with reference to Self Control of students. ('F'-Value 4.41)

(14) No Significant effect of mutual interaction of Social Status, Gender and Faculty of Study are seen with reference to Self Control of Students. ('F'-Value 0.46)

(15) No Significant difference is seen among students of Joint and Nuclear Family with reference to Emotional Maturity. ('t'-Value 0.16)

(16) No significant difference is seen among students of Rural and Urban area with reference to Emotional Maturity. ('t'-Value 1.22)

(17) No Significant difference is seen among students of Joint and Nuclear Family with reference to Self Control. ('t'-Value 0.57)

(18) No Significant difference is seen among students of Rural and Urban area with reference to Self Control. ('t'-Value 0.001)

(19) Negative correlation is seen in Emotional maturity and Self Control of Tribal and Non-tribal students. ('r'-Value -0.29)

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Annexure 03

CONTRIBUTION TO THE SOCIETY

The present study will be useful to every class of society. It is important to study factors like emotional maturity and self-control for students coming from each class of society. Each person who has lack of emotional maturity and self control has to face difficulty of each and every stage of life. Some-times it is seen that purple misuse of these persons who have lack of emotional maturity and self control. Persons who have lack of emotional maturity and self control frequently come under influence of other people very quickly.

Emotional Maturity of tribal students is seen less than the Non-tribal students in the present study. So the study suggests developing emotional maturity of tribal students studding in college and arrange programmers' to have psychological equality of students coming from weaker section of society.

Self control of girls was seen less than boys in the study. Absence of self control means to have affected of suggestion of other persons more i.e. more tendency of accepting suggestion of others. Study of this statement was done by viplav as an experiment. Tendency of accepting suggestions was seen more in children, women, aged persons and illiterate persons in finding of his study. This study supports findings of experimental study of Viplav. Self control of girls is seen less in the present study also. Absence of administering of suggestion of women is seen in our patriarchal society as on today also. Equality of men and women is not seen in the twenty first century. Women live dependency on men in this firm patriarchal society.

It can be said on the basis of the present study that programmes should be arranged in such a way that self development of girls and boys may occur in schools and colleges their self confidence may increase self control and emotional intelligence may develop, so that equal psychological development of girls can be done.

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