

CHAPTER V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1. FINDINGS

1. Affect Intensity of Women Students

- 1.1.
 - a) 16.45% of women students have high level of positive affect.
 - b) 40.36% of women students have high level of negative affect.
- 1.2. There is no significant difference between rural and urban women students in their positive affect, negative affect and affect intensity.
- 1.3. There is no significant difference between undergraduate and post graduate women students in their positive affect but there is a significant difference in their negative affect and affect intensity. While comparing the mean scores of undergraduate (59.56) and post graduate (58.31) women students, the undergraduate students are higher in their negative affect. While comparing the mean scores of undergraduate (127.39) and post graduate (125.17) women students, the undergraduate students have more affect intensity.
- 1.4. There is no significant difference between arts and science women students in their affect intensity.
- 1.5. There is no significant difference among Hindu, Christian and Muslim women students in their positive affect, negative affect and affect intensity.

- 1.6. There is no significant difference among women students grouped on the basis of Part IV course in their positive affect, negative affect and affect intensity.
- 1.7. There is no significant difference among women students grouped on the basis of father's occupation in their positive affect, negative affect and affect intensity.
- 1.8. There is no significant difference among women students grouped on the basis of mother's occupation in their positive affect, negative affect and affect intensity.
- 1.9. There is no significant association between father's education of women students in their positive affect and affect intensity but there is a significant association in their negative affect.
- 1.10. There is no significant association between mother's education of women students in their positive affect and affect intensity but there is a significant association in their negative affect.
- 1.11. There is no significant association between family income of women students in their positive affect and affect intensity but there is a significant association in their negative affect.

2. Modernity of Women Students

- 2.1.
 - a) 17.91% of women students have high level of attitude towards ICT.
 - b) 13.9% of women students have high level of attitude towards women empowerment.

- c) 14.54% of women students have high level of attitude towards social groups.
- d) 14.09% of women students have high level of attitude towards religious beliefs.
- e) 15.09% of women students have high level of attitude towards progressive thoughts.
- f) 10.62% of women students have high level of attitude towards westernization.
- g) 14.63% of women students have high level of modernity.

2.2. There is no significant difference between rural and urban women students in their attitude towards ICT and religions beliefs but there is a significant difference in their attitude towards women empowerment, social groups, progressive thoughts, westernization and modernity.

While comparing the mean scores of rural (28.54) and urban (29.42) women students, the urban students have more favourable attitude towards women empowerment.

While comparing the mean scores of rural (24.26) and urban (24.69) women students, the urban students have more favourable attitude towards social groups.

While comparing the mean scores of rural (28.28) and urban (28.84) women students, the urban students have more favourable attitude towards progressive thoughts.

While comparing the mean scores of rural (21.85) and urban (22.29) women students, the urban students have more favourable attitude towards westernization.

While comparing the mean scores of rural (147.69) and urban (150.38) women students, the urban students have higher scores on modernity.

- 2.3. There is no significant difference between undergraduate and post graduate women students in their attitude towards ICT, women empowerment, social groups, religious beliefs, progressive thoughts and westernization and modernity.
- 2.4. There is no significant difference between arts and science women students in their attitude towards ICT, religious beliefs and westernization but there is a significant difference in their attitude towards women empowerment, social groups, progressive thoughts and modernity.

While comparing the mean scores of arts (28.51) and science (29.22) women students, the science students have more favourable attitude towards empowerment.

While comparing the mean scores of arts (24.12) and science (24.75) women students, the science students have more favourable attitude towards social groups.

While comparing the mean scores of arts (28.10) and science (28.92) women students, the science students have more favourable attitude towards progressive thoughts.

While comparing the mean scores of arts (147.38) and science (150.06) women students, the science students have higher scores on modernity.

- 2.5. There is no significant difference among Hindu, Christian and Muslim women students in their attitude towards ICT, women empowerment, social groups, westernization and in their modernity but there is a significant difference in their attitude towards religious beliefs and progressive thoughts.

While comparing the mean scores of Hindu (24.00), Christian (23.74) and Muslim (21.59) women students, the Hindu students have more favourable attitude towards religious beliefs.

While comparing the mean scores of Hindu (28.16), Christian (29.19) and Muslim (30.16) women students, the Muslims have more favourable attitude towards progressive thoughts.

- 2.6. There is no significant difference among women students classified on the basis of Part IV course in their attitude towards ICT, social groups and progressive thoughts and westernization but there is a significant difference in their attitude towards women empowerment, religious beliefs and modernity.

While comparing the mean scores of women students with no Part IV course (28.66), technology or management based Part IV course (28.91) and Part IV in other areas (30.48), the students with Part IV course in other areas have more favourable attitude towards women empowerment.

While comparing the mean scores of women students with no Part IV course (23.62), Part IV course in technology or management (23.93) and Part IV course in other areas (24.87), the students with Part IV course in other areas have more favourable attitude towards religious beliefs.

While comparing the mean scores of women students with no Part IV course (148.05), technology or management based Part IV course (149.06) and Part IV in other areas (152.87), the students with Part IV course in other areas have higher scores on modernity.

- 2.7. There is no significant difference among women students classified on the basis of father's occupation in their attitude towards ICT, women empowerment, social groups, religious beliefs, progressive thoughts, westernization and in their modernity.
- 2.8. There is no significant difference among women students grouped on the basis of mother's occupation in their attitude towards ICT, women empowerment, social groups, religious beliefs and westernization but there is a significant difference in their attitude towards progressive thoughts and modernity.

While comparing the mean scores of students whose mothers are self employed (27.39), government employed (28.18), unemployed (28.58) and private employed (28.86), the students whose mothers are private employed have more favourable attitude towards progressive thoughts.

While comparing the mean scores of students whose mothers are self employed (145.10), government employed (148.29), unemployed (149.01) and private employed (149.25), the students whose mothers are private employed have higher scores on modernity.

- 2.9. There is no significant association between father's education of women students and their attitude towards ICT, social groups, religious beliefs, progressive thoughts, westernization and modernity but there is a significant association between father's education and attitude towards women empowerment.

- 2.10. There is no significant association between mother's education of women students and their attitude towards ICT, women empowerment, social groups, religious beliefs, westernization and modernity but there is a significant association between mother's education and attitude towards progressive thoughts.
- 2.11. There is no significant association between family income of women students and their attitude towards ICT, women empowerment, social groups, religious beliefs, progressive thoughts, westernization and in their modernity.

3. Leadership Style of Women Students

- 3.1. a) 11.45% of women students have high level of authoritarian leadership style.
- b) 13.63% of women students have high level of participative leadership style.
- c) 13.00% of women students have high level of delegative leadership style.
- 3.2. There is no significant difference between rural and urban women students in their authoritarian, participative and delegative leadership style.
- 3.3. There is no significant difference between undergraduate and post graduate women students in their authoritarian, participative and delegative leadership style.
- 3.4. There is no significant difference between arts and science women students in their authoritarian leadership style but there is a significant difference in their participative and delegative leadership style.

While comparing the mean scores of arts (36.37) and science (37.07) women students, the science students are better in their participative leadership style.

While comparing the mean scores of arts (37.36) and science (37.92) women students, the science students are better in their delegative leadership style.

- 3.5. There is no significant difference between Hindu, Christian and Muslim women students in their leadership style.
- 3.6. There is no significant difference among women students grouped on the basis of Part IV course in their authoritarian, participative and delegative leadership style.
- 3.7. There is no significant difference among women students grouped on the basis of father's occupation in their authoritarian and participative leadership style but there is a significant difference in their delegative leadership style.

While comparing the mean scores of women students whose fathers are unemployed (36.74), government employed (36.86), self-employed (37.67) and private employed (38.13), the students whose fathers are private employed are better in their delegative leadership style.

- 3.8. There is no significant difference among women students classified on the basis of mother's occupation in their authoritarian, participative and delegative leadership style.

- 3.9. There is no significant association between father's education of women students and their participative leadership style but there is a significant association between father's education and authoritarian and delegative leadership style.
- 3.10. There is no significant association between mother's education of women students and their participative and delegative leadership style but there is a significant association between mother's education and authoritarian leadership style.
- 3.11. There is no significant association between family income of women students and their authoritarian, participative and delegative leadership style.

4. Relationship between Affect Intensity and Leadership Style of Women Students

- 4.1. There is no significant relationship between negative affect and authoritarian leadership style of women students but there is a significant relationship between positive affect and authoritarian leadership style of women students.
- 4.2. There is no significant relationship between negative affect and participative leadership style of women students but there is a significant relationship between positive affect and participative leadership style of women students.
- 4.3. There is no significant relationship between negative affect and delegative leadership style of women students but there is a significant relationship between positive affect and delegative leadership style of women students.

5. Relationship between Modernity and Leadership Style of Women Students

- 5.1. There is no significant relationship between the dimensions of modernity and authoritarian leadership style of women students.
- 5.2. There is no significant relationship between the dimensions of modernity and participative leadership style of women students.
- 5.3. There is no significant relationship between attitude towards westernization and delegative leadership style of women students but there is a significant relationship between attitude towards ICT, women empowerment, social groups, religious beliefs and progressive thoughts and delegative leadership style of women students.

6. Influence of Affect Intensity and Modernity on the Leadership Style of Women Students

- 6.1. There is a significant influence of affect intensity and modernity on the authoritarian leadership style of women students.
- 6.2. There is a significant influence of affect intensity and modernity on the participative leadership style of women students.
- 6.3. There is a significant influence of affect intensity and modernity on the delegative leadership style of women students.

7. Factor Analysis of Affect Intensity, Modernity and Leadership Style of Women Students

- 7.1. There is a significant factor with positive loading of the variables namely affect intensity, modernity and leadership style of women students and the factor has been identified as Affecto Moderno Leadership.

5.2. INTERPRETATIONS

1. Affect Intensity of College Students

The undergraduate students have higher scores on negative affect than the post graduate students. This may be because undergraduate students in their later adolescence are not able to exercise their negative emotions with constraint leading them to express higher measures of negative affect.

There is a significant association between negative affect of women students and their father's education. Father's education of women students and their negative affect. This may be because the father's with better educational status would have made their children understand the effects of negative emotions in a better way compared to fathers with lower educational status. This finding is in agreement with the finding of Mahalakshmi and Thomas Alexander (2012) who found that there was a significant association between father's education and their affect intensity.

There is a significant association between mother's education of women students and their negative affect. The better educational status of the mothers would have helped their children understand the interplay of their negative emotions and therefore there is a significant association between the mother's education and negative affect. This finding is in agreement with the finding of Maria Claribel Sujatha and Sebastian (2004) who found that there was a significant association between affect intensity of high school students and educational qualification of mother.

There is a significant association between family income of women students and their negative affect. The construct of negative affect and its expression

may be influenced to a greater degree in the case of students with lower family income due to the paucity of funds that give rise to greater negative emotions.

2. Modernity of Women Students

The urban women students have higher scores in their attitude towards women empowerment, social groups, progressive thoughts, westernization and modernity than rural women students. The wider exposure of the urban women students to opportunities in curricular and co-curricular circles and their access to popular cultures imported from the western world may have led them to hold modern views on women empowerment and westernization. The changes in their lifestyle would have led them to question the social norms of the day resulting in the emergence of progressive thoughts that cut across the social grouping found in the Indian society. This finding supports the finding of Zhang *et al.* (2003) who found that the students from town scored high in modernity than those from country side. However this finding contradicts the finding of Antonyraj and Annaraja (2009) who found that rural students scored high in modernity.

The women students learning science courses have higher score in their attitude towards women empowerment, social groups progressive thoughts and modernity than the arts women students. The emphasis that is laid on the development of scientific attitude may have encouraged the science students to think rationally with a scientific bent of mind while addressing problems of women empowerment, social equality and traditional beliefs. All these would have made the science women students to have modern thoughts compared to arts students.

The Hindu women students are better in their religious beliefs than Christian and Muslim college students. The Hindu students, being a majority group

may not suffer from the feelings of religious insecurity generally found among the Christian and Muslim students. This may have led to the rigid religious views of Christians and Muslim women students while the Hindus show modern views on religious beliefs.

Muslims are better in their attitude towards progressive thoughts than Hindu and Christian women students. This may be attributed to the greater degree of inter-cultural exchange between Muslim students and foreign culture as many Muslim families have trade contacts across the globe. Moreover their religious principles may also have added to their progressive thoughts on issues like astrology, vastu science etc.

Students with Part IV courses on other areas have higher scores on women empowerment than other students with technology or management based Part IV or no Part IV courses. This may be due to their choice of Part IV course that are related to women rights and women education.

Students with Part IV courses in other areas have higher scores on religious beliefs than other students and this may surprisingly be due to relevance of other part IV courses to the development of tolerance in general and religious tolerance in particular.

Students with mothers who are privately employed have higher scores on progressive thoughts compared to other students. The students who can well sense the insecurity associated with private employment may have developed sympathetic views towards other under privileged that may have manifested in progressive thoughts.

Students with fathers who have better qualified educational qualification have better views on women empowerment than students with fathers with lower educational status. The reason may be that modern views on women empowerment may have passed down from their fathers who are gender sensitized owing to their broader educational engagement.

Students with mothers who have better educational qualification have better views on progressive thoughts than students with mothers with lower educational status. This may be due to the greater exposure of these students to progressive ideas that may have passed down from their better educated mothers.

3. Leadership Style of Women Students

Women students who learn science have higher scores on participative leadership style than arts students. The greater scope for science students to participate in co-operative activities, group project works and practical activities may have provided them with participatory skills that may have resulted in greater scores on participative leadership style.

Similarly science women students have higher scores on delegative leadership style than arts students. The very nature of science promotes the development of democratic spirit among students. And this may have resulted in the inclination of science students to delegate work to others and thus prefer delegative leadership style.

The students whose fathers are private employed have higher scores on delegative leadership style. These students may have a working knowledge of the delegative work culture that is found in private organizations and this may have influenced their scores on delegative leadership style.

The students whose fathers are high in their educational qualification have higher scores on authoritarian leadership style and delegative leadership style. These students may have imbibed the qualities of independent decision making and delegative assignment of work from their parents who unconsciously project these qualities that they have inherited from the institutions of higher learning.

The students whose mothers are high in their educational qualification have higher scores on authoritarian leadership style. This may be attributed to the ability of the mothers to take decisions independently that may have influenced their children resulting in higher scores on authoritarian leadership style.

4. Relationship between Affect Intensity and Leadership Style of Women Students

Positive affect is significantly related to all the three leadership styles namely authoritarian leadership style, participative leadership style and delegative leadership style. This may be due to the reason that positive emotions like happiness, humour, satisfaction, excitement, interest and gratitude play a major role in the way we relate to others and therefore in deciding our leadership roles and styles.

5. Relationship between Modernity and Leadership Style of Women Students

The different dimensions of modernity namely attitude towards ICT, Women empowerment, social groups, religious beliefs, progressive thoughts and westernization are significantly related to participative leadership style and delegative leadership style of women students. The participative and delegative leadership style requires being receptive to the ideas and opinions of others and the very elements of modernity encourage flexibility in one's approach. This may be the reason for the significant relationship between modernity and the two leadership styles.

6. Influence of Affect Intensity and Modernity on the Leadership Style of Women Students

The affect intensity and modernity of women college students significantly influence their leadership styles namely authoritarian leadership style, participative leadership style and delegative leadership style. This may be due to the role emotions and modern thoughts play in shaping the leadership style of an individual. The interplay of emotions and flexible approach and the degree of this interplay can give rise to the different leadership styles of the students.

7. Factor Analysis of Affect Intensity, Modernity and Leadership Style of Women Students

The significant factor with positive loading of the variables affect intensity, modernity and leadership style of women students has been identified as Affecto Moderno Leadership. Affecto Moderno Leadership characterizes a leader who has stability of emotions and who is receptive to innovative ideologies.

5.3. RECOMMENDATIONS

The following are the recommendations based on the findings:

a) Recommendations to College Students

1. The students should learn to regulate their emotional expressions for the benefit of developing desirable leadership styles.
2. The students should try to apply the knowledge they get on different social issues in practical life situations.
3. The students need to develop a broader outlook that shall make them receptive to healthy ideologies from the western world.

4. The students should realize that women need to redesign their roles in personal and social lives to emerge as powerful leaders.
5. The student community should take the initiative for academic and non-academic responsibilities thereby developing desirable leadership styles.

b) Recommendations to Administrators

1. The students of higher education can be given opportunities to reflect over their emotional behaviour so that they will be able to make use of it for constructive relationships.
2. The students must be made to understand their reactions to negative emotions so that they will be able to handle them better.
3. The emphasis given to the development of cognitive domain abilities alone during curriculum transaction has to be questioned and efforts should be made to facilitate the development of affective domain abilities of students.
4. Higher education should include practical assignments related to the investigation of social issues like women empowerment, religiosity, social stratification etc. so that they will become adept in dealing with social issues as they step out of college life.
5. The curriculum should provide ample scope for the learners of higher education to constructively restructure their attitudes towards women empowerment and westernization.
6. Students should be provided opportunities to understand the different styles of leadership and also to explore their own leadership styles.

7. Students should be made aware of the need for leadership qualities and should be given adequate training to develop their own personal leadership styles through understanding the characteristics of different leadership styles.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The investigator has provided the following topics for further studies:

1. Modernity, wellbeing and social responsibility of college students.
2. Leadership style, emotional intelligence and affect intensity of college students.
3. Leadership style, multiple intelligence and locus of control of college students.
4. Modernity, academic self regulation and decision-making ability of college students.
5. Modernity, soft skills and cognitive self-management of college students.