5.1. Main Findings

After analysis and interpretation of the data the next assignment is presentation of the main findings. In the light of the interpretation of the results of the present investigation, the following are the main findings.

**O₁**- To find out the difference between right hemisphere and left hemisphere preferred adolescents on academic achievement.

**H₁**- There exist no significant difference between right hemisphere and left hemisphere preferred adolescents on academic achievement.

**F₁**- Right Hemisphere adolescents are high academic achievers than Left Hemisphere adolescents.

**O₂**- To find out the differences between High Emotional Intelligent and Low Emotional Intelligent adolescents on academic achievement.

**H₂**- There exist no significant difference between High Emotional Intelligent and Low Emotional Intelligent adolescents on academic achievement.

**F₂**- High Emotional Intelligent adolescents are high achievers than Low Emotional Intelligent adolescents.

**O₃**- To find out the difference between Right Hemisphere preferred High Emotional intelligent and Right Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

**H₃**- There exist no significant difference between Right Hemisphere preferred High Emotional Intelligent and Right Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

**F₃**- Right Hemisphere High Emotional Intelligent adolescents are high achievers than Right Hemisphere Low Emotional Intelligent adolescents.
O4- To find out the difference between Left Hemisphere preferred High Emotional Intelligent and Left Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

H4- There exist no significant difference between Left Hemisphere preferred High Emotional and Left Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

F4- No Significant difference exists between Left Hemisphere preferred High Emotional Intelligent and Left Hemisphere preferred low Emotional Intelligent adolescents on academic achievement.

O5- To find out the difference between Right Hemisphere High Emotional Intelligent and Left Hemisphere High Emotional Intelligent adolescents on academic achievement.

H5- There exist no significant difference between Right Hemisphere preferred High Emotional Intelligent and Left Hemisphere preferred High Emotional Intelligent adolescents on academic achievement.

F5- Right Hemisphere preferred High Emotional Intelligent adolescents are found to be higher than the Left Hemisphere High Emotional Intelligent adolescents.

O6- To find out the difference between Right Hemisphere preferred Low Emotional Intelligent and Left Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

H6- There exist no significant difference between Right Hemisphere preferred Low Emotional Intelligent and Left Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

F6- No Significant difference exists between Right Hemisphere preferred Low Emotional Intelligent and Left Hemisphere preferred Low Emotional Intelligent adolescents on academic achievement.

O7- To find out the difference between Right Hemisphere preferred Male and Right Hemisphere preferred Female adolescents on Academic Achievements.
H₇- There exist no significant difference between Right Hemisphere preferred Male and Right Hemisphere preferred Female adolescents on Academic Achievements.

F₇- No significant difference exists between Right Hemisphere preferred Male and Right Hemisphere preferred Female adolescents on Academic Achievement.

O₈- To find out the difference between Left Hemisphere preferred Male and Left Hemisphere preferred Female adolescents on Academic Achievement.

H₈- There exist no significant difference between Left Hemisphere preferred Male and Left Hemisphere preferred Female adolescents on Academic Achievement.

F₈- No significant difference exist between Left Hemisphere preferred Male and Left Hemisphere preferred Female adolescents on Academic Achievement.

O₉- To find out the difference between High Emotional Intelligent Male and High Emotional Intelligent Female adolescents on Academic Achievement.

H₉- There exist no significant difference between High Emotional Intelligent Male and High Emotional Intelligent Female adolescents on their Academic Achievement.

F₉- No significant difference exists in High Emotional intelligent Male and High Emotional intelligent Female adolescents on academic achievement.

O₁₀- To find out the difference between Low Emotional Intelligent Male and Low Emotional Intelligent Female adolescents on Academic Achievement.

H₁₀- There exist no significant difference between Low Emotional Intelligent Male and Low Emotional Intelligent Female adolescents on Academic Achievement.

F₁₀- No significant difference lies in Low Emotional Intelligent Male and Low Emotional Intelligent Female adolescents on Academic Achievement.

O₁₁- To find out the difference between Right Hemisphere preferred Urban and Right Hemisphere preferred Rural adolescents on their Academic Achievements.

H₁₁- There exist no significant difference between Right Hemisphere preferred Urban and Right Hemisphere preferred Rural adolescents on their Academic Achievements.

F₁₁- Right Hemisphere preferred Urban adolescents are high achievers than the Right Hemisphere preferred Rural adolescents in academic field.
O₁₂- To find out the difference between *Left Hemisphere preferred Urban* and *Left Hemisphere preferred Rural* adolescents on their Academic Achievements.

H₁₂- There exist no significant difference between *Left Hemisphere preferred Urban* and *Left Hemisphere preferred Rural* adolescents on their Academic Achievements.

F₁₂- No significant difference exist in *Left Hemisphere preferred Urban* and *Left Hemisphere preferred Rural* adolescents on Academic Achievement.

O₁₃- To find out the difference between *High Emotional Intelligent Urban* and *High Emotional Intelligent Rural* adolescents on their Academic Achievements.

H₁₃- There exist no significant difference between *High Emotional Intelligent Urban* and *High Emotional Intelligent Rural* adolescents on their Academic Achievements.

F₁₃- No significant difference exists in *High EMI Urban* and *High EMI Rural adolescents* on Academic Achievement.

O₁₄- To find out the difference between *Low Emotional Intelligent Urban* and *low Emotional Intelligent Rural* adolescents on their Academic Achievements.

H₁₄- There exist no significant difference between *Low Emotional Intelligent Urban* and *low Emotional Intelligent Rural* adolescents on their Academic Achievements.

F₁₄- Low EMI Urban adolescents are higher achievers than the Low EMI Rural adolescents in academic field.

O₁₅- To find out the difference between *Right Hemisphere preferred Govt.* and *Private School* adolescents on their Academic Achievement.

H₁₅- There exist no significant difference between *Right Hemisphere preferred Govt.* and *Private School adolescents* on their Academic Achievement.

F₁₅- Right Hemisphere preferred Private School adolescents are high achievers than the Right Hemisphere preferred Govt. School adolescents.

O₁₆- To find out the difference between Left Hemisphere preferred Govt. and Private School adolescents on Academic Achievement.

H₁₆- There exist no significant difference between Left Hemisphere preferred Govt. and Private School adolescents on Academic Achievement.
\textbf{F_{16} -} Left Hemisphere preferred Private School adolescents are high achievers than Left Hemisphere preferred Govt. School adolescents.

\textbf{O_{17} -} To find out the difference between \textit{High Emotional Intelligent Govt.} and \textit{Private School} adolescents on Academic Achievement.

\textbf{H_{17} -} There exist no significant difference between \textit{High Emotional Intelligent Govt.} and \textit{Private School} adolescents on Academic Achievement.

\textbf{F_{17} -} \textit{High Emotional Intelligent Private School} adolescents are high achievers than the \textit{High Emotional Intelligent Govt. Schools} student.

\textbf{O_{18} -} To find out the difference between \textit{Low Emotional Intelligent Govt.} and \textit{Private School} adolescents on Academic Achievement

\textbf{H_{18} -} There exist no significant difference between \textit{Low Emotional Intelligent Govt.} and \textit{Private School} adolescents on Academic Achievement.

\textbf{F_{18} -} \textit{Low Emotional Intelligent Private Schools} adolescents are high achievers than the \textit{Low Emotional Intelligent Govt. School} adolescents.

\textbf{O_{19} -} To find out the difference between \textit{Right Hemisphere} preferred \textit{Arts Stream} and \textit{Science Stream} adolescents on Academic Achievement.

\textbf{H_{19} -} There exist no significant difference between \textit{Right Hemisphere} preferred \textit{Arts Stream} and \textit{Science Stream} adolescents on Academic Achievement.

\textbf{F_{19} -} Right Hemisphere Science Stream adolescents are high achievers than the Right Hemisphere Arts Stream Adolescents in academic field.

\textbf{O_{20} -} To find out the difference between \textit{Left Hemisphere} preferred \textit{Arts Stream} and \textit{Science Stream} adolescents on Academic Achievement.

\textbf{H_{20} -} There exist no significant difference between \textit{Left Hemisphere} preferred \textit{Arts Stream} and \textit{Science Stream} adolescents on Academic Achievement.

\textbf{F_{20} -} Left Hemisphere Science Stream adolescents are high achievers than the Left Hemisphere Arts Stream Adolescents in academic field.

\textbf{O_{21} -} To find out the difference between \textit{High EMI Arts Stream} and \textit{Science Stream} adolescents on Academic Achievement.
H₂₁- There exist no significant difference between *High EMI Arts Stream* and *Science Stream* adolescents on *Academic Achievement*.

F₂₁- High EMI Science Stream adolescents are significantly high achievers than the High EMI Arts Stream adolescents.

O₂₂- To find out the difference between *Low EMI Arts Stream* and *Science Stream* adolescents on *Academic Achievement*.

H₂₂- There exist no significant difference between *Low EMI Arts Stream* and *Science Stream* adolescents on *Academic Achievement*.

F₂₂- Low EMI Science Stream adolescents are significantly high achievers than the Low EMI Arts Stream adolescents.

5.2. DISCUSSION OF THE RESULTS

This study primarily aimed to studying academic achievement of adolescents in relation to emotional intelligence and styles of learning and thinking (Right hemisphere preferred and left hemisphere preferred) along with some demographic variables like Gender, Residence, Type of schools and streams. The aim was to see whether high or low emotional intelligence and style of learning and thinking and demographic variables have their any significant difference on academic achievement of adolescents. The investigator has analysed all data with the help of SPSS and he has find out some results. These statistical outcomes were discussed in briefs in below on following sub headings.

- **Impact of Emotional Intelligence on Academic Achievement**:
  Present study revealed that high emotional intelligent adolescents are high academic achievers than low emotional intelligent adolescents. Though various researches on academic achievements in relation to emotional intelligence strongly stands with the present study. *Parker (2004)* find out that academic success was strongly associate with emotional intelligence. Some other findings also support present study. Emotional intelligence has been found to be positively correlated with academic achievement *Sood and Anand (2011)*. It has found that emotional intelligence has significantly associated with academic achievement *(Patil, 2006)*.
Research indicating a close connection between emotional intelligence and school performance. Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998); Tapia (1998) and Ogundokun (2007), their positions point in the direction of significant positive relationship existing between emotional intelligence and academic achievement of students.

- **Impact of Styles of Learning and Thinking on Academic Achievement:**

Present study revealed that Right Hemisphere preferred adolescents are high academic achievers than Left Hemisphere preferred adolescents. This finding supported by Mohansundaram and Kumaran (2011). They found that there was significant correlation between Right and Integrated Hemisphere dominance and achievement in History of the students.

Forbes-Resha (in Venkataraman, 1993) studied 31 members of the Los Angeles section of the Society of Women Engineers and found that they were higher on the integrated scale than the norms group. This supports the contention that practicing engineers have to make use of both the right and left specialized cerebral functions to succeed.

Two groups of inventors, each scored higher on the right scale than the norms groups. One such group consisted of 27 students enrolled in a creative machine design course and the other consisted of 33 inventors with the safety and security inventive industrial corporation. In both the groups the mean right score exceeded the mean score of the norms group at the .01 level.

Mathews (in Venkataraman, 1993) had incorrectly hypothesized that performance on the art judgement test, significantly and positively correlated with scores on the right scale. He studied 149 eight-grade students and found no statistically significant relationship between these two kinds of functioning when sex, public and private art training, race are counted. Apparently, the art judgement test requires both right and left hemisphere functioning.

Stellem, Marlowen and Jacobs (in Venkataraman, 1993) used this same sample to study the role of hemisphericity in cognitive functioning in the judgement of line orientation, bender-gestalt scores. Judgement of line orientation was interpreted as a visuospatial ability calling for right hemisphere functioning and the bender-gestalt
performance as an indicator of impulsivity control. Those subjects classified as having a right hemisphere preference scored higher on the torque test than their counterparts with left hemispheric preferences. On a word production test, the rights were higher than the lefts, but on written spelling, the lefts were higher than the rights.

Torrance and Mourad (In Venkataraman, 1993) developed the rationale that teacher-directed learning tends to favour students with a left hemisphere style of learning, while self-directed learning favours right hemispheric learners. To explore this construct, they administered Guglielmino’s self directed learning readiness scale along with Form A of SOLAT to 41 graduate students (7 males and 34 females) with a great variety of majors. As hypothesized, right scale scores correlated .43 with scores on the self directed learning readiness scale, and the left scale correlated .34 with this measure.

Torrance (1982) noted a common notion that the right hemisphere is dominant in creative thinking. He further explained the difference between critical intelligence as a specialized function of the left hemisphere and creative intelligence of the left hemisphere and creative intelligence as a specialized function of the right hemisphere. Therefore, creative thinking and problem solving require both the left and right hemisphere functions.

The study of Hunter (1996) and Sperry (1998) concludes that the right hemisphere has a great neuronal capacity to deal with informational complexity. There is a difference in the styles of learning and thinking among children. Children who preferred right hemisphere for information processing were more “content preferred” in the learning style and “creative” in thinking style. Those children who preferred left hemisphere for information processing were more “Verbal” in their learning styles and “convergent and divergent” in their thinking styles. Right hemisphere preference for the concepts of learning style is in the following order, Content, Preference, Interest, Learning preference, Class preference and Verbal. The preference for the concepts of learning style in left hemisphere is in the following order, Verbal, Learning preference, Class preference, Interest and Content preference. In right hemisphere the preference for the concepts of thinking styles are the following, Creative thinking, Problem solving, Convergent/Divergent thinking, Logical/Fractional and Imagination. In the left hemisphere, it is Convergent/Divergent thinking, Creative, Imagination, Problem solving and Logical/Fractional. Reynolds
and Torrance (1978) concluded that teacher-directed learning tends to favour students with a left hemisphere style of learning while self-directed learning favours right hemispheric learners. Such a conclusion may not be possible here, but the possibility of such a case may exist since the component of each hemisphere styles are so.

- **Impact of Styles of Learning and Thinking and Emotional Intelligence on Academic Achievement:**

In the present investigation it was found that Right Hemisphere High Emotional Intelligent adolescents are high academic achievement than the Right Hemisphere Low Emotional Intelligent adolescents. The mean value of *Right Hemisphere High Emotional Intelligent adolescents* (70.72) was found to be higher than the *Left Hemisphere High Emotional Intelligent adolescents* (67.38) on academic achievement. On the other hand it was found that *Right Hemisphere High Emotional Intelligent adolescents* are high achievers than *Left Hemisphere High Emotional Intelligent adolescents* in academic field. These findings suggest that right hemisphere preference and high emotional intelligence are helpful for adolescents in academic fields. The present finding is supported griffin (1985). Right hemisphere of the brain to a great extent than the left hemisphere Vital (1982).

On the basis of the findings it may be concluded that high emotional intelligent adolescents are high academic achievers than low emotional intelligent adolescents. And right hemisphere preferred adolescents are high academic achievers than left hemisphere preferred adolescents, Secondly, high emotional right hemisphere preferred adolescents are higher achievers than low emotional intelligent left hemisphere preferred adolescents. Further the demographic variables like Residence, Type of schools and streams; their interaction with emotional intelligence and styles of learning and thinking have significant difference on academic achievement of adolescents.

**5.3. EDUCATIONAL IMPLICATIONS OF THE STUDY:**

The present study makes an initial effort on academic achievement of adolescents in relation to their emotional intelligence and styles of learning and thinking. Despite its limitations it has significant implications for some important areas of education. The findings may be particularly for educational planners, demographers, teachers,
psychologists, physiologists, neurologists, administrators, policy makers and teacher educators.

The most important goal for every institution of school education is academic development. However, in today’s diversified society, students need much more to lead healthy and productive lives concerning academic career and personal goal, therefore it is crucial for institution of higher education to develop academic advising and student learning models that embodies both the academic (cognitive) and emotional (affective) development of students. Students with a strong academic and emotional foundation will model and demonstrate behaviours that are conducive to goal attainment and overall success in life. Consequently, leaders in student’s development must engage in applied institutions research to begin to develop and improve models for student’s retention and performance. This research is vital for students and higher education personal to study and to model continuous programme improvement and effective leadership.

There are many important issues and challenges facing education at schools and higher education levels healthy and safe learning environments are necessary for students and teachers to perform at their highest levels. Learning and applying emotional intelligence skills contribute to academic and career success. Extensive reviews of studies at schools and organizational levels indicate that emotional intelligence skills are essential to academic achievement. Leading educators have identified and emphasized the importance of emotional intelligence on academic achievement. Student’s development programmes utilise an education and research based model of emotional intelligence competences and skills are needed to demonstrate this institutional commitment to accountability.

5.3.1. EDUCATIONAL IMPLICATIONS OF THE FINDINGS RELATED WITH EMOTIONAL INTELLIGENCE:

Emotional intelligence skills are vital to human performance and the management of successful learning organizations. Even though the primary attention of education is academic performance, there is simply too much convincing evidence that schools and colleges should not and cannot neglect the development of emotional intelligence. Building healthy and productive students requires the active and intentional development of emotional skills and competencies as a normal and integral part of the
process of education. To achieve this balanced perspective, the student development mode of learning is reviewed and discussed. Many student development researchers and larders have emphasized human development and affective learning as essential components of the high education experience.

**Should skills related to “emotional intelligence” find their way into school curricula?**

Present school curricula include attributing quantitative values to qualitative phenomena. It’s like putting a price on performance. As a result of this we have all pervasive marks system which now a days is the dominant goal of pupils. It encourages individual competition rather than group collaboration and solidarity. Present system of education believes that learning is a scarce commodity, that takes places only in given places at specific times, with pre-defined subjects and with the help of the experts. In fact, present school curricula emphasises rationality and logic while neglecting emotions and relationships.

**Introducing Emotional Intelligence in Schools:**

Can emotional “skills” be taught in the rarefied atmosphere of schools? It would be like “teaching” emotional intelligence –Is it possible? Many people insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it as now a days, majority of families have shrunk from an extended community to its strict- minimum (one or two parents and one or two children) and much less time is spent in the family than in school. Moreover, parents are not always in a position to cope with or dispense such emotional skills. But what would be the consequence of introducing emotional intelligence in schools? Are school the right place for it? Is it even possible? Scientific research, in particular on how the brain works, indicates that the formation of emotional skills is much easier in the “formative” years from birth to the late teens. Looking that existing structures, school is the major activities in that age group.

**How Schools Can Help in Enhancing Emotional Intelligence in Adolescents?**

- Institute Morning meetings or morning classroom meetings can provide numerous opportunities to support emotional intelligence it helps build a sense of
community, creates a climate of trust, encourages respectful communication and much more which can help the pupils being emotionally intelligent.

- The schools can introduce journal writing in its schedule. This familiar educational tool can be an effective way to help adolescents develop self-awareness which can lead them towards emotional intelligence.
- The schools can establish counselling cell for the students. Students can share their feeling and remove their stress and strain in these cells which are major issues of adolescence age.

Even if any school has not instituted a formal programme for enhancement of emotional intelligence of its students, there are a plenty of activities that a teacher can initiate right in his classroom.

- To begin, the teacher has to recognize that an emotionally intelligent teacher is the first step to an emotionally intelligent classroom. So the teacher has to be very careful in this regard.
- The teacher can formalize tasks in his classroom, such as maintaining chalk boards or white boards, bringing papers to the school office, or handing out playground equipment at recess. Such duties help encouraging a sense of responsibility among the students and provides everyone with the opportunities to contribute to daily classroom management.
- Joshua Freedman, director of programmes for Six Seconds, a non profit organisation supporting emotional intelligence suggests that creativity is most necessary in times of emotional hardship, such as when we are frustrated or angry. Teachers, by providing their students with ongoing opportunities to express their creativity will also help them to handle the inevitable curve balls that life throws at them.
- For adolescents, problem often seems hard to solve and the situation can cause great harm to them. So different type of programmes can be organised by the class teacher for adolescents which can help them in overcoming their problems.
- Adolescents should provide responsibilities according to their capacity. It will help them built self confidence which will later make them emotionally strong.
Every teacher should help the adolescents in understanding emotional competence and managing their emotions. It will help them to know themselves and learn ways to fine-tune their relationship skills.

Setting and achieving goals builds self-actualization. This helps develop good self-confidence. The teacher can help the adolescents in setting some reasonable goals in front of them. Teacher should emphasize those goals which are easier to accomplish. Goals should be clear, specific, and broken into steps of such kind that can be managed and measured by them easily.

Building self-esteem in the adolescents is an easy task. It can easily achieved by the teacher in the classroom with the help of giving and receiving compliments as we all need compliments once in a while. It will help them being emotionally strong.

The teacher should try to make the adolescents flexible. Flexibility means the power of adapting changes and sometimes doing things differently. Flexibility skills can be learned and improved. So every teacher should try to enhance flexibility of students.

Teachers should help the students in team building as sense of community will help the adolescents to have healthy relationship and better adjustment which can lead them to have good emotional intelligence.

Teachers should lay emphasis on the understanding of meaning rather than an accumulation of knowledge of facts. It will help the students gaining confidence.

5.3.2. EDUCATIONAL IMPLICATION OF THE FINDINGS RELATED WITH STYLES OF LEARNING AND THINKING:

According to West, MIT prof. (1978), The right hemisphere appears to have been able to outcome the most difficult, logical and systematic problems which we would hypothesized relaxing the right standard of thought of the left hemisphere. The right hemisphere was perhaps able to design through the experiments which the left hemisphere could not, because of its rigidity. The right hemisphere is thus able to hit upon solutions which could then of course, be recast into strictly logical terms by the left hemisphere.
The right hemisphere processing mode is also hypothesized to be prevalent according to the findings of Hadamard (1945) and Hebb (1966), when artistic judgement is required in task. It is evident that the right cerebral hemisphere makes an important contribution to human performance. It is the neural basis of our ability to take in fragmentary sensory information and from it construct a coherent outside world, a sort of cognitive spatial map within which we plan our actions.

Schools are structured environments that run according to time schedules, Favour facts and rules over patterns, and offer predominantly verbal instruction, especially at the secondary level with which right hemisphere learners are not comfortable with. The stronger the right hemisphere, the more hostile the learning environment seems. (Sousa, 2006).

Traditional teaching methods tend to favour strong sequential learners. Concepts are usually presented step by step, practiced with drill and repetition, reviewed, and then tested under timed conditions. Consequently, gifted visual-spatial learners may have greater difficulty in traditional classrooms and their talents may not be fully recognized (Sousa, 2003). A left brained curriculum tends to downplay right brain’s superior capabilities. (Staley, 1980).

Research done by Reynolds and Torrance (1978), Bracken and Torrance (1979) and Venkatraman (1989) indicate that it is possible to modify a person’s preferred style of learning and thinking over relatively brief period (6 to 10 weeks). It is also possible to control the general direction of the changes in the style of learning and thinking with the knowledge of styles of learning and thinking mechanism. It may also be possible to train individuals to modify their information processing procedures to best fit their demands and the cognitive tasks.

**Some of the procedures that can be undertaken in schools to activate the right hemisphere are as following:**

- Films, charts, maps, diagrams, graphs and cartoons etc. may be used in teaching. Based on the pictures shown students can be asked to construct stories. Incomplete stories can be given to be completed in exercises.
- Learning by doing may be encouraged at all levels in schools and colleges. Students may be given opportunity to work on simple projects and can be assisted
in carrying them out to complete. Use of Metaphores and analogies I subjects can be made, and this will enhance analytical thinking.

- Role playing should form a technique in the teaching of history, language and also in science subjects. In the class room divergent questions may be asked, so that students can think and answer in different ways.
- Problems of specific issues can be given to the students and they can be asked to solve the problems in different ways. Students can be encouraged to record their ideas and write stories, essays, plays, dialogues and stage talk.
- Abilities in sports, music and art should be recognised and cultivated in the schools. Children may be encouraged to play with words and interest can be created in preparing models and construction of buildings using cubes, blocks and clay.
- Training can be given in drawing visual patterns and geometric designs. With the help of pictures, training can be given to the students in identifying the known figures of famous personalities, locations, buildings and streets.
- Excursion and field trips can be arranged to encourage pupil’s curiosity and sense observation.

No doubt, right hemisphericity is more important in cognitive process but to complete a full task both hemisphericity play important role.

**Procedures to Activate Left Hemisphere in Schools:**

- In the class room new concepts can be introduced in an analytical manner with verbal emphasis and importance can be given to the expression of the language.
- Students may be asked abstract speeches heard in the radios, televisions, public meetings and symposium.
- They may be given training in analysing and identifying different speech sounds and encourages to give logical reasoning and examples for unknown activities or functions without experimenting in general.
- Discussions may be arranged on general problems, world affairs from the reading of daily newspapers and magazines. They can be encouraged in writing non-fiction essays and scientific explanations in plain language.
• Games based on verbal materials, numerical, events and meditation can be encouraged after class hours.

The right hemisphere is especially important in regulating attention functions of both sides of the brain. Unless the right hemisphere is activated and engaged, attention is low and learning is poor. (Levy, in Silverman, 2002).

People who approach learning with a left mode processing preference have beautiful gifts. People who approach learning with a right mode processing preference have beautiful gifts. People who access their whole brain flex and flow, they have both sets of beautiful gifts. (Mc Carthy, 1993).

5.4. SUGGESTION FOR FURTHER STUDY:

The present study has been directed towards studying academic achievement of adolescents in relation to emotional intelligent, styles of learning and thinking. It has been conducted under some limitation of time, sample, area etc. Below are given some suggestions for further research:

• The same study may be repeated with a larger sample and at different region so as to have in depth knowledge.
• The present study was conducted on senior secondary schools adolescents only. For generalisation of the findings, the study could be extended to students of other educational levels – primary, secondary and higher education.
• The study may be conducted using other methodology, population and setting.
• Study may be conducted on the same independent variables with separate subjects.
• The triangulation approach should be adopted by applying more than one investigator, more than one method, large sample with more than one method for a single problem.
• Academic achievement should be studies under qualitative research, which may be more meaningful.
• More than two samples should be studied simultaneously to acknowledge real effect on academic achievement.
• Effort should be made to develop and standardized style of learning and thinking in more simple regional languages of India
• It will be a good effort if any study will be conducted on style of learning and thinking with intelligence, creativity and interest.
• It is suggested that any study that may conducted in future on style of learning and thinking should be preferred to analyses all three hemisphere dominant i.e. right, left and integrated.

**Sum up**

This Chapter is the final phase of research study, which includes main findings, conclusion, discussion, educational implications of the findings and the suggestions for further research. The investigator has assessed great value for present investigation in terms of educational implications of the findings of the present study. This chapter included all outcomes of the research which may have great value for educational researcher, administrators and planners and every person who want to contribute something goods for development of adolescents.