CHAPTER - V

FINDINGS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS

1. FINDINGS

1. Emotional Intelligence

1.1 a) 10.8 percent of high school students have high level of self-awareness.
    b) 8.6 percent of high school students have high level of self-management.
    c) 2.0 percent of high school students have high level of social awareness.
    d) 8.7 percent of high school students have high level of relationship management.
    e) 11.2 percent of high school students have high level of emotional intelligence

1.2.a) 11.3 percent of boys and 10.4 percent of girls have high level of self-awareness.
    b) 7.5 percent of boys and 9.6 percent of girls have high level of self-management.
    c) 1.0 percent of boys and 8.9 percent of girls have high level of social awareness.
    d) 8.8 percent of boys and 8.7 percent of girls have high level of relationship management.
    e) 11.7 percent of boys and 10.8 percent of girls have high level of emotional intelligence.

1.3 There is no significant difference between IX and X standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.4 There is no significant difference between boys and girls in their self-awareness, self-management, but there is significant difference between boys and girls in their social awareness, relationship management and emotional intelligence.

While comparing the mean scores of boys and girls, the girls are better than the boys in their social awareness.
While comparing the mean scores of boys and girls, the girls are better than the boys in their relationship management.

While comparing the mean scores of boys and girls, the girls are better than the boys in their emotional intelligence.

1.5 There is no significant difference between rural and urban students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.6 There is no significant difference between dayscholar and hostel students in their self-awareness, social awareness and relationship management, but there is significant difference between dayscholar and hostel students in their self-management and emotional intelligence.

While comparing the mean scores of dayscholar and hostel students, the hostel students are better than the dayscholar students in their self-management.

While comparing the mean scores of dayscholar and hostel students, the hostel students are better than the dayscholar students in their emotional intelligence.

1.7 There is no significant difference among the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their social awareness, but there is significant difference among the Tirunelveli, Tuticorin, Virudhunagar and Madurai district in their self-awareness, self-management relationship management and emotional intelligence.

While comparing the mean scores of the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tuticorin district students are better than the Tirunelveli, Virudhunagar and Madurai district students in their self-awareness.

While comparing the mean scores of the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tuticorin district students are better than the Tirunelveli, Virudhunagar and Madurai district students in their self-management.
While comparing the mean scores of the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their relationship management.

1.8 There is significant difference among boys, girls and co-education school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

While comparing the mean scores boys, girls and co-education school students, the boys school students are better than the girls and co-education school students in their self-awareness.

While comparing the mean scores of boys, girls and co-education school students, the boys, girls school students are better than the co-education students in their self-management.

While comparing the mean scores of boys, girls and co-education school students, the girls are better than the boys and co-education school students in their social awareness.

While comparing the mean scores of boys, girls and co-education school students, the girls school students are better than the boys and co-education school students in their relationship management.

While comparing the mean scores of boys, girls and co-education school students, the girls school students are better than the boys and co-education school students in their emotional intelligence.

1.9 There is no significant difference among government, aided, and unaided school students in their social awareness, but there is significant difference among government, aided, and unaided school students self-management, relationship management and emotional intelligence in their self-awareness.
While comparing the mean scores of government, aided and unaided school students, the aided school students are better than the government and unaided school students in their self-awareness.

While comparing the mean scores of government, aided and unaided school students, the government school students are better than the aided and the unaided school students in their self-management.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than the government and the unaided school students in their relationship management.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than the government and the unaided school students in their emotional intelligence.

1.10 There is no significant association between birth order of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.11 There is significant association between father’s educational qualification of the students and their self-awareness, self-management, social awareness, relationship management, but there is no significant association between father’s educational qualification of the students and their emotional intelligence.

1.12 There is no significant association between mother’s educational qualification of the students and the self-awareness and emotional intelligence but there is significant association between mother’s educational qualification of the students and their self-management, social awareness and relationship management.

1.13 There is no significant association between father’s occupation of the students and their self-awareness, self-management, relationship management and emotional intelligence but there is significant association between father’s occupation of the students and their social awareness.
1.14 There is no significant association between mother’s occupation of the students and their self-awareness, self-management, social awareness, relationship management but there is significant association between mother’s occupation of the students and their emotional intelligence.

1.15 There is no significant association between parent’s annual income of the students and their social awareness and relationship management but there is significant association between parent’s annual income of the students and their self-awareness, self-management and emotional intelligence.

2. Self-Efficacy of the High School Students
   a. 3.0 percent of high school students have high level of reading efficacy.
   b. 14.0 percent of high school students have high level of writing efficacy.
   c. 16.8 percent of high school students have high level of speaking efficacy.
   d. 0.7 percent of high school students have high level of personal efficacy.
   e. 20.7 percent of high school students have high level of social efficacy.
   f. 18.3 percent of high school students have high level of computer efficacy.
   g. 0.5 percent of high school students have high level of co-curricular efficacy.
   h. 1.3 percent of high school students have high level of leadership efficacy
   i. 10.9 percent of high school students have high level of scientific efficacy.
   j. 12.7 percent of high school students have high level of self-efficacy.

2.2 a. 4.2 percent of boys and 1.9 percent of girls have high level of reading efficacy.
   b. 13.8 percent of boys and 14.2 percent of girls have high level of writing efficacy.
   c. 16.5 percent of boys and 17.1 percent of girls have high level of speaking efficacy.
   d. 1.0 percent of boys and 0.4 percent of girls have high level of personal efficacy.
   e. 18.3 percent of boys and 22.9 percent of girls have high level of social efficacy.
   f. 26.2 percent of boys and 11.0 percent of girls have high level of computer efficacy.
   g. 0.2 percent of boys and 0.8 percent of girls have high level of co-curricular efficacy.
   h. 1.5 percent of boys and 1.2 percent of girls have high level of leadership efficacy.
   i. 9.6 percent of boys and 12.1 percent of girls have high level of leadership efficacy.
   j. 14.8 percent of boys and 10.8 percent of girls have high level of self-efficacy.

2.3 There is no significant difference between IX and X standard students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social
efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.4 There is no significant difference between boys and girls in their reading efficacy, writing efficacy, speaking efficacy, leadership efficacy, co-curricular efficacy, scientific efficacy and self-efficacy, but there is significant difference between boys and girls in their personal efficacy, social efficacy and computer efficacy.

While comparing the mean scores of boys and girls, the girls are better than the boys in their personal efficacy.

While comparing the mean scores of boys and girls, the girls are better than the boys in their social efficacy.

While comparing the mean scores of boys and girls, the boys are better than the girls in their computer efficacy.

2.5 There is no significant difference between rural and urban students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy but there is significant difference between rural and urban students in their computer efficacy.

While comparing the mean scores of rural and urban students, the urban students are better than the rural students in their computer efficacy.

2.6 There is no significant difference between dayscholar and hostel students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, scientific efficacy and self-efficacy, but there is significant difference between dayscholar and hostel students in their leadership efficacy.

While comparing the mean scores of dayscholar and hostel students, the hostel students are better than the dayscholar students in their leadership efficacy.
There is no significant difference among the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their speaking efficacy, social efficacy and scientific efficacy, but there is significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their reading efficacy, writing efficacy, personal efficacy, computer efficacy, co-curricular efficacy, leadership efficacy and self-efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their reading efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Madurai district students are better than Tirunelveli, Tuticorin and Virudhunagar district students in their writing efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their personal efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their computer efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their co-curricular efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their Leadership efficacy.

While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their self-efficacy.
There is no significant difference among boys, girls and co-education school students in their reading efficacy, speaking efficacy, co-curricular efficacy, leadership efficacy and self-efficacy but there is significant difference among boys, girls and co-education school students in their writing efficacy, personal efficacy, social efficacy, computer efficacy and scientific efficacy.

While comparing the mean scores of boys, girls and co-education school students, the boys school students are better than the girls and co-education school students in their writing efficacy.

While comparing the mean scores of boys, girls and co-education school students, the girls school students are better than the boys and co-education school students in their personal efficacy.

While comparing the mean scores of boys, girls and co-education school students, the girls school students are better than the boys and co-education school students in their social efficacy.

While comparing the mean scores of boys, girls and co-education school students, the boys school students are better than the girls and co-education school students in their computer efficacy.

While comparing the mean scores of boys, girls and co-education school students, the girls school students are better than the boys and co-education school students in their scientific efficacy.

There is no significant difference among government, aided and unaided school students in their reading efficacy, speaking efficacy and co-curricular efficacy but there is significant difference among government, aided and unaided school students in their writing efficacy, personal efficacy, social efficacy, computer efficacy leadership efficacy, scientific efficacy and self-efficacy.

While comparing the mean scores of government, aided and unaided school students, the government school students are better than aided and unaided school students in their writing efficacy.
While comparing the mean scores of government, aided and unaided school students, the government school students are better than aided and unaided school students in their personal efficacy.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than government and unaided school students in their social efficacy.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than government and unaided school students in their computer efficacy.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than government and unaided school students in their leadership efficacy.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than government and unaided school students in their scientific efficacy.

While comparing the mean scores of government, aided and unaided school students, the aided school students are better than government and unaided school students in their self-efficacy.

2.10 There is no significant association between birth order of the students and their reading efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy but there is significant association between birth order of the students and their writing efficacy and speaking efficacy.

2.11 There is no significant association between father’s educational qualification of the students and their writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy but there is significant association between father’s educational qualification of the students and their reading efficacy.
2.12 There is no significant association between mother’s educational qualification of the students and their speaking efficacy, personal efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy but there is significant association between mother’s educational qualification of the students and their reading efficacy, writing efficacy and social efficacy.

2.13 There is no significant association between father’s occupation of the students and their reading efficacy, speaking efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy, but there is significant association between father’s occupation of the students and their writing efficacy and social efficacy.

2.14 There is no significant association between mother’s occupation of the students and their reading efficacy, writing efficacy, speaking efficacy personal efficacy, computer efficacy, co-curricular efficacy, scientific efficacy, and self-efficacy, but there is significant association between mother’s occupation of the students and their social efficacy and leadership efficacy.

2.15 There is no significant association between parent’s annual income of the students and their reading efficacy, speaking efficacy, personal efficacy, computer efficacy, co-curricular efficacy, leadership efficacy and scientific efficacy, but there is significant association between parent’s annual income of the students and their social efficacy and self-efficacy.

3. Reflectiveness of High School Students

3.1 12.7 Percent of high school students have high level of reflectiveness.

3.2 14.0 Percent of boys and 10.0 percent of girls have high level of reflectiveness.

3.3 There is no significant difference between IX and X standard students in their reflectiveness.

3.4 There is no significant difference between high school boys and girls in their reflectiveness.

3.5 There is no significant difference between rural and urban school students in their reflectiveness.
3.6 There is no significant difference between dayscholar and hostel students in their reflectiveness.
3.7 There is no significant difference among the Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their reflectiveness.
3.8 There is no significant difference among boys, girls, and co-education school students in their reflectiveness.
3.9 There is no significant difference among government, aided and unaided school students in their reflectiveness.
3.10 There is significant association between birth order of the students and their reflectiveness.
3.11 There is no significant association between father’s educational qualification of the students and their reflectiveness.
3.12 There is no significant association between mother’s educational qualification of the students and their reflectiveness.
3.13 There is no significant association between father’s occupation of the students and their reflectiveness.
3.14 There is no significant association between mother’s occupation of the students and their reflectiveness.
3.15 There is no significant association between parent’s annual income of the students and their reflectiveness.

4. Academic Achievement of High School Students
4.1 13.5 percent of high school students have high level of academic achievement.
4.2 11.30 percent of boys and 15.6 percent of girls have high level of academic achievement.
4.3 There is significant difference between IX and X standard students in their academic achievement.
    While comparing the mean scores of IX and X standard students, X students are better than the IX standard students in their academic achievement.
4.4 There is significant difference between boys and girls in their academic achievement.
    While comparing the mean scores of boys and girls students, the girls are better than the boys school students in their academic achievement.
4.5 There is no significant difference between rural and urban students in their academic achievement.
4.6. There is significant difference between dayscholar and hostel students in their academic achievement.
While comparing the mean scores of dayscholar and hostel students, the dayscholar students are better than hostel students in their academic achievement.

4.7. There is significant difference among Tirunelveli, Tuticorin, Virudhunagar, Madurai district students in their academic achievement.
While comparing the mean scores of Tirunelveli, Tuticorin, Virudhunagar and Madurai district students, the Madurai district students are better than the Tirunelveli, Tuticorin, Virudhunagar district students in their academic achievement.

4.8. There is significant difference among boys, girls and co-education school students in their academic achievement.
While comparing the mean scores of boys, girls and co-education school students, the co-education school students are better than the boys and girls school students in their academic achievement.

4.9. There is significant difference among government, aided and unaided school students in their academic achievement.
While comparing the mean scores of government, aided and unaided students, the unaided school students are better than the government and aided school students in their academic achievement.

4.10. There is significant association between birth order of the students and their academic achievement.

4.11. There is significant association between father’s educational qualification of the students and their academic achievement.

4.12. There is significant association between mother’s educational qualification of the students and their academic achievement.

4.13. There is significant association between father’s occupation of the students and their academic achievement.

4.14. There is significant association between mother’s occupation of the students and their academic achievement.

4.15. There is significant association between parent’s annual income of the students and their academic achievement.
5.1. Relationship between Emotional Intelligence, and Academic Achievement of High School Students

5.1.(a) There is no significant relationship between academic achievement and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of the school students.

5.1.(b) There is no significant relationship between academic achievement of the boys and their self-awareness, social awareness, relationship management and emotional intelligence but there is significant relationship between academic achievement and self-management of the boys.

5.1.(c) There is no significant relationship between academic achievement and self-awareness, self-management, social awareness, relationship management and emotional intelligence of the girls.

5.2. Relationship between Self-Efficacy and Academic Achievement of High School Students

5.2.(a) There is no significant relationship between academic achievement of the students and their reading efficacy, personal efficacy, social efficacy, co-curricular efficacy, leadership efficacy and self-efficacy but there is significant relationship between academic achievement of the students and their writing efficacy, speaking efficacy, computer efficacy and scientific efficacy.

5.2.(b) There is no significant relationship between academic achievement of the boys and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy and self-efficacy but there is significant relationship between academic achievement and their scientific efficacy.

5.2.(c) There is no significant relationship between academic achievement of the girls and their reading efficacy, personal efficacy and co-curricular efficacy, but there is significant relationship between academic achievement and their writing efficacy, speaking efficacy, social efficacy, computer efficacy, leadership efficacy, scientific efficacy and self-efficacy.
5.3. Relationship between Reflectiveness and Academic Achievement of High School Students

5.3.(a) There is significant relationship between academic achievement of the students and their reflectiveness.

5.3.(b) There is no significant relationship between academic achievement and their reflectiveness of the boys.

5.3.(c) There is significant relationship between academic achievement and their reflectiveness of the girls.

6. Influence of Emotional Intelligence, Self-Efficacy and Reflectiveness on Academic Achievement of High School Students

6.1 There is significant influence of emotional intelligence, self-efficacy, and reflectiveness on academic achievement of the high school students.

6.2 There is significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the boys.

6.3 There is no significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the girls.

7. Factor Analysis

There is significant factor with positive loading of the four variables namely academic achievement, emotional intelligence, self-efficacy and reflectiveness. The factor for the sample has been identified as “Successful Intelligence”

CONCLUSIONS

I. Emotional Intelligence of the High School Students

The ‘t’ test result reveals that the girls are better than the boys in their emotional intelligence. This may be due to fact that in Indian family system, girls are trained in a way where they are not allowed to show explicitly their emotions everywhere due to social restriction, norms and culture. Moreover, they naturally have an intelligence to control and use their emotions rightly in proper degree and in proper place.

The ‘t’ test result shows that the hostel students are better than the dayscholar students in their emotional intelligence. This may be due to the reason that the hostel students are self-dependent and live in a situation where they have to follow the rules and
regulations of the hostel and to manage themselves. This compelling residential hostel situation to all-manage on their own may be the prime reason for the higher level of emotional intelligence and its dimensions of the hostel students than the day-scholar students who are brought up under the over-protectiveness of the parents.

The ANOVA test result shows that Tirunelveli district students are better than Tuticorin, Virudhunagar and Madurai district students in their emotional intelligence. This may be due to the fact that the Tirunelveli district has comparatively a large number of prestigious educational institutions that has motivated, nurtured and nourished its students to shape emotionally balanced personalities among the students.

The ANOVA test result shows that the girls school students are better than the boys and the co-education school students in their emotional intelligence. This may be due to the reason that the girls possess the skill of adjusting themselves with the demands of the situations and the art of accepting the problems realistically considering the good of the family. More over, their voluntary adherence to the existing and imposed cultural constraints and compulsions have tamed them so much leading to have a higher level of emotional intelligence over boys and co-education school students.

The ANOVA result shows that the aided school students are better than the government and unaided school students in their emotional intelligence. This may be due to the fact that the aided schools have better curricular and co-curricular facilities which are helpful for developing emotional intelligence. It is in general widely accepted that the aided schools do better not only academically but also on other aspects.

The chi-square test result reveals that father’s and mother’s educational qualifications are influencing the emotional intelligence of high school students. This may be due to the fact that the possibilities of the required need pertaining to education being met by the educated parents are more and this reduces to a large extent the emotional stress of the students. Less is the emotional academic stress, higher is the level of emotional intelligence. Having good educational qualifications, the parents themselves are able to guide their wards and this guards them from emotional outbursts.

The chi-square test result reveals that mother’s occupation is influencing the emotional intelligence of high school students. This may be due to the fact that the
children hailing from the rich families enjoy the social and economic benefits and this serves as one of the prime factors in determining the higher level of emotional intelligence.

The chi-square test result reveals that the annual income of the parents is influencing the emotional intelligence of the high school students. Higher is the income, higher is the enjoyment of the facilities and opportunities that would contribute to the development of the emotional factors. Hence, the students from the higher income families show better emotional intelligence.

**Self-Awareness of High School Students**

The ANOVA test result reveals that the boys school students are better than girls and co-educational school students in their self-awareness. This may be due to the fact that boys school students have better opportunity to gain wider experience by moving in and around the world to a large extent. Further, in our democratic system based society, there is less control over the boys to go out of the school and the home, when compared to that over the girls. In the co-educational schools, the students may not move so freely because of their shy and inhibitive tendencies and the presence of the opposite sex. So, boys school students have higher level of self-awareness than the girls and the co-education school students.

The ANOVA test result reveals that the aided school students are better than the government and the unaided school students in their self-awareness. This may be due fact that the aided schools are run by philanthropists and charity societies with a sense of dedicated service and the administration has more control over the teachers and the students, resulting in the execution of variety of co-curricular and extra-curricular activities apart from their sincere implementation of academic ventured responsibilities. This would certainly contribute a lot to have better awareness of aided school students than the unaided and government school students.

The chi-square test result reveals that education of the parents is influencing the self-awareness of the high school students. This may be due to the fact that the well educated parents guide their wards and develop a positive attitude towards life and self-confidence, apart from providing opportunities to expose their sons and daughters to
prospective entrepreneurship. This would indeed be playing a pivotal role in developing better self-awareness, among the budding students.

**Self-Management of High School Students**

The ‘t’ test result reveals that the hostel students are better than the dayscholar students in their self-management. This may be due to the fact that the hostel students are outside the caring presence of their parents and have to manage themselves on their own. In their effort to survive in the hostel, they mingle with other students and learn to cope up with themselves and others. The prevailing parent-absence environment in the hostel nurtures in them the skill of self-management.

ANOVA results indicate that Tuticorin district students are better than Tirunelveli, Virudhunagar and Madurai district students in their self-management. This may be due to the unique geographical and demographical nature of Tuticorin district. Tuticorin district is a coastal district and fishing is the main occupation of the people. Fishing is a physically challenging and mentally risk-taking job and they have to be at war with the splashing waves for their survival and fish catchments. While fishing in the sea, they have to manage themselves and the possibility of seeing external help is almost nullified. Eventually, the students hailing from fishing families of Tuticorin district would have better self-management ability than the other three districts.

ANOVA results indicate that the boys and the girls have equal mean score value and found to be better than the co-education students in their self-management. This may be due to the fact that the boys and girls when they are alone as a homogeneous group do better without a sense of inhibition. But when the boys and the girls are mixed up in a heterogeneous group, both of them feel shy and become introvert in exhibiting their behaviour and so co-education school students have less self-management skill than the boys and the girls school students.

ANOVA test result shows that the government school students are better than the aided and the unaided school students in their self-management. It may be due to the fact that the government school students experience less control by their teachers. They less depend on their teachers but somehow manage on their own to come up in their studies. The democratic and laissez-faire style practices in the government schools develop a high level of self-management among the government school students.
The chi-square test result reveals that the education of the parents is influencing the self-management of the high school students. This may be due to the fact that the well educated parents provide guidance in managing not only academic difficulties but also in other problems and this largely solves the problems of their wards. The confidence that the children have on their parents and the observance of the educated parents in managing themselves will indeed be a motivating and guiding phenomenon in developing the self-management of the growing high school adolescent students.

**Social Awareness of High School Students**

The ‘t’ test result shows that the girls school students are better than the boys school students in their social awareness. This may be due to fact that girls by nature have an added introspective tendency to brood over the events that occur on their life track and they take those events seriously whereas boys have a casual and care-free attitude and they take the events in lighter ways. This continuous analytic evaluative thinking of those events happened by the girls might have given rise to have a better awareness than the boys school students.

ANOVA test result indicates that girls school students are better than the boys and co-education school students in their social awareness. This may be due to the fact that most of the girl schools are run by Christian missionaries and in these girls schools, they provide better training for the development of social relationship and all round development. They also add extra-curricular and co-curricular activities that would provide community exposure and service programmes on working days and weekends and this would be one of the primary factors for the girls to have gained better social awareness.

The chi-square test result reveals that father’s occupation is influencing the social awareness of the high school students. This may be due to the fact that the government employees have a better and guaranteed income and this would contribute a lot for their children to have higher awareness; whereas the non-government employees may not have a high and secured income resulting in the lesser social awareness among their children.
The chi-square test result reveals that father’s and mother’s educational qualifications are influencing the social awareness of the high school students. This may be due to the fact that educated parents are more aware of the day-to-day happenings in the society by their experience. Further, the educated parents will have an extended and a wider social relationship in the working-circle and this societal awareness is transmitted by the parents to their children.

**Relationship Management of the High School Students**

The ‘t’ test result reveals that the girls are better than the boys in their relationship management. This may be due to the fact that the girls are by nature more emotional, more loving and affectionate. Even when excited, they tranquilize quickly and become amicable and amiable for the sake of social relationship. Further, the soothing and soft approach adopted by the girls smoothen their relationship and help them to be better in managing their relationship than the boys.

ANOVA result reveals Tirunelveli district students are better in relationship management than the other three districts. This may be due to the fact that Tirunelveli district has a large number of good schools and has a higher rate of literacy than the other districts. The acquired quality education by large quantum of the public in general and parents in particular would have nurtured among the students to maintain a smooth string of relationship even amidst dissonance.

ANOVA result reveals that the girls school students are better than boys and co-education school students in their relationship management. This may be due to fact that in a co-education school, amidst the presence of either sex there would be ample reasons for the eruption of tension. In a boys school, owing to their tough and assertive nature once again there would abrupt eruption of emotional outbreaks. But in girl schools, in the absence of the tough nature and of the other sex, a glossy and smooth relationship would be flowering around and so the girl school students have better relationship management.

ANOVA result reveals that the aided school students are better than the government and unaided school students in their relationship management. This may be due to the fact that in aided schools organize sports, conduct camps, celebrate national festivals regularly in which the students are provided with demanding skills to mix up,
interact and collaborate for the attainment of a common prefixed goal resulting in the development of better relationship management among the aided school students.

The chi-square test result reveals that father’s and mother’s educational qualifications are influencing relationship management of high school students. This may be due to the fact that both the educated fathers and mothers concentrate more on their children and offer better guidance and motivate their children develop relationship management with the members of the family, relatives and friends. Further, the educated parents try to be gentle in their approach and move smoothly avoiding the ruptures and itches in their relationship with others and the same is being observed and imitated by their children.

**Self-Efficacy of High School Students**

ANOVA test result reveals that the Tirunelveli district students are better in their self-efficacy than the Tuticorin, Virudhunagar and Madurai district students. This may be due to the fact that Tirunelveli district students have better opportunity and higher level of motivation to attend various programmes. Further, their families too are in an affordable position to meet out their needs. The innate urge to actualize the hidden and budding potentialities seek psychological fulfillment, which in turn produces higher level of self-efficacy.

ANOVA test result reveals that the aided school students are better than the government and the unaided school students in their self-efficacy. This may be due to the fact that aided schools organize many programmes to develop self-efficacy among the students.

The chi-square test result reveals that parent’s annual income is influencing the self-efficacy of high school students. This may be due to the fact that the students hailing from higher income group will indeed have ample exposition and extravagant social occasions leading to improve their leadership and efficacy attributes. Besides this, the higher income segment students are gifted with electro-techno audio-visual global and ground realities of different strata. The domineering and empowering hidden money power develop and an attitude to lead rather than to be led in the macro-cosmos.
**Reading Efficacy of High School Students**

ANOVA test result shows that Tirunelveli district students are better in their reading efficacy than Tuticorin, Virudhunagar and Madurai district students. This may be due to the quality education imparted to the students and the higher percentage of educational ratio found among their parents. The existing large number of private and government schools in which the teachers teach with a rivaling competitive spirit to excel the other schools in the academic performance drives in a higher level of reading efficacy among the students.

The chi-square test result reveals that parent’s educational qualification is influencing the reading efficacy of high school students. This may be due to the fact that the educated parents offer better guidance in developing reading and writing skills of their wards right from the early childhood. The prevailing conducive and congenial post-natal atmosphere at home and providing their children with different types of books and magazines would strengthen study skills. Further, the educated parents are in a position to help in the on-going reading and writing process on their own rather than depending on others. The educated parents also expose their children to different relationship developing situations like going for a picnic, tour and actively participating in the social functions like marriage and this develops better social efficacy among their students.

**Writing Efficacy**

The ANOVA result shows that Madurai district students are better in their writing efficacy than Tirunelveli, Tuticorin and Virudhunagar district students. This may be due to the fact that Madurai being the second largest city in the Tamilnadu comprising 2,267 number of inhabited villages with tropical dry climate, the students of these backward district would be poor in studies and the teachers resort to teaching through writing. The students may be given more writing tasks even to memorize their lessons and to prepare for the examinations.

The ANOVA result shows that boys’ school students are better in writing efficacy than girls’ and co-education school students. This may be due to fact that the boys are by nature more playful, more active, and more carefree in their attitude and may not employ that much concentration in studies like girls. Therefore, to make the boys sit and study in a particular place, the teacher might resort to giving more writing works that
compels them to do their work. Further, it also serves as an indirect means to have control over the class. This sort of study technique adopted by the teachers would in due course make the boys more skilful in writing efficacy than girls’ and co-education school students.

The ANOVA result shows that the government school students are better in writing efficacy than the aided and the unaided school students. This may be due to the fact that the government schools never reject even the weakest student rejected by the aided and the unaided schools but admits them irrespective of their social and academic backgrounds. The presence of more number of weaker students and yet the compelling external and internal pressure on the part of the teachers to make the students still get through the commonly held government examination system in par with the other aided and the unaided school students. This forces the teachers to make the students repeatedly write to learn and to have full mastery over the learning content.

The chi-square test result reveals that birth order is influencing the writing efficacy of the high school students. This may be due to fact the first born children receive more attention and care from the parents and other family members than the second and the third born children. It is also a general observance that the families that have single child receive a lot of attention and providential care and this would eventually lead to better writing efficacy among those children.

The chi-square test result reveals that father’s occupation is influencing the writing efficacy of the children. This may be due to the fact that higher income group parents could spare financial resources needed to develop the writing efficacy of their children.

The chi-square test result reveals that mother’s educational qualification is influencing the writing efficacy of the high school students. This may be due to the fact that educated mothers who spare more time with their kids could certainly teach their children on how to write effectively and neatly.

**Speaking Efficacy**

The chi-square test result reveals that birth order is influencing the speaking efficacy of the high school students. It may be due to the fact that the first born child is
given more love and affection in the family and more amount of time is spent in coaxing and cajoling the child and therefore these children would be better in speaking efficacy.

**Personal Efficacy**

The ‘t’ test result shows that the girls are better than the boys in their personal efficacy. This may be due to the fact that the girls in general are more diligent than boys. The girls possessing a higher level of aesthetics and a sense of beauty and appreciation may look into the minute details and wish to do the assigned tasks meticulously without an iota of blemish dots. This attitude would eventually improve the overall personal efficacy of the girls than the boys. The study conducted by Cowan and Thomas (2008) in Bandura’s later works affirms, “Efficacy belief is a major basis of action. People guide their lives by their beliefs of personal efficacy” in congruence with the finding of this study.

ANOVA results reveal that the Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their personal efficacy. This may be due to fact that Tirunelveli district has various religious educational institutions imparting and insisting on self-discipline. The teachers also serve as exemplary role models to the students by their sincere execution of their duties and so the students who have been observing them tend to imitate them and it forms the basis of developing personal-efficacy.

ANOVA results reveal that the girl school students are better than the boys school and co-education school students in their personal efficacy. This may be due to the fact that the girls are more interested in actively participating in dancing, singing, and other self-talent-revealing performances. Further, feel that they are more efficient apart from openly coming out to prove their abilities. This gives them a sense of self-confidence which lead to higher personal-efficacy.

ANOVA test result reveals that the government school students are better than aided and unaided school students in their personal efficacy. This may be due to the fact that the government school students are coming up in life on their own. The aided and the unaided school students are spoon-fed and so they develop a sort of dependency on their masters even for doing something that is good, being unable to decide whether to execute or not, lacking the skill of individual decision making to march ahead in a crisis.
tangled moments. Nevertheless, the government school students are brought up in an environment where they have to decide on their own and act for their survival in the competitive academic arena and so these students would be better in personal efficacy than the rest of the school students.

**Social Efficacy**

The ‘t’ test result reveals that the girls are better than the boys in their social efficacy. This may be due to the fact that the girls are not deprived of any opportunity to enter in any venture whether it is indoor or outdoor and in fact, it is girls who actively take part in all the social activities and functions. Further, their loving and concerned nature helps them maintain a good friendly relationship with others.

The ANOVA test result reveals that the girl school students are better than boys and co-education school students in their social efficacy. This may be due to the fact that the girl students move with each other freely and amicably subduing their sense of love-strain-engendering ego consciousness. They like talking with each other and show keen interest in promoting all the activities that would upsurge the friendship and social concern. Further, the presence of women teachers alone in the girls’ school boosts up the smooth relationship between teachers and students.

The ANOVA test result reveals that the aided school students are better than government and unaided school students in their social efficacy. This may be due to the fact that in the aided schools there prevail an open and supportive organizational climate in which the students, teachers and the administering authorities look forward to the welfare of each other in a spirit of mutual trust and co-operation. The maintenance of quality education and the enjoyed public reputation also creates a sense of upright and upward domineering feeling in them that paves the path for moving with others without inhibition and inferior thoughts but increasing the skill of relating with others at school, family and society.

The chi-square test result reveals that the mother’s educational qualification is influencing the social efficacy of the high school students. This may be due to the fact that the children of the well-educated mothers are maintaining good social relationship and many would maintain even their school-friendship live even for years. The children are allowed to move with to the extent of becoming family-friends.
The chi-square test result reveals that the parent’s occupation is influencing the social efficacy of the high school students. This may be due to the fact that the children of the employed parent’s have good relationship with families of the fellow employees’ families. In many cases, the children of the father’s work place visit the house and maintain good friendship and so these children would be in an advantageous position to learn the technique of having good social skills.

The chi-square test result reveals that the parent’s annual income is influencing the social efficacy of the high school students. This may be due to the fact that the children of the highly income parents have much opportunity to extend their relationship with members of the clubs and other public organisations in which their parents are members.

**Computer Efficacy**

The ‘t’ test result reveals that the girls are better than the boys in their computer efficacy. This may be due to the fact that the girls are good at memorizing and applying those computation formulae. Further, girls are good and faster in typing than boys in general and this is helpful in working and using the computer for browsing, typing, emailing and messaging. Moreover, they have the patience to sit and work before a computer for hours, as they are less going out of home than the boys.

The ‘t’ test result reveals that the urban students are better than rural students in computer efficacy. This may be due to the fact that urban students have wider exposure and are aware of the recent developments in the field of computer. The opportunities available to the urban students to study and learn computer is also more when compared to the rural students.

The ANOVA test results reveal that Tirunelveli district students are better in their computer efficacy than Tuticorin, Virudhunagar and Madurai district students. This may be due to the fact that the existing many number of quality schools provide not only theoretical knowledge in computer but also more hands-on experience using their well established computer laboratories.

The ANOVA test result reveals that the boys are better than the girls and the co-education school students in computer efficacy. This may be due to the fact that the boys
have more inclination to earn more money to settle in life and to acquire wealth than the girls. Being aware of the modern blooming reality to mint money in the field of computer industries, boys show more interest in excelling in their computer efficacy.

The ANOVA test result reveals that the aided school students are better than the government and the unaided school students in computer efficacy. This may be due to the fact that the aided schools have better infrastructure facilities and computer laboratory facilities which are properly used by the students and teachers. Further, the management also takes keen interest and monitor that the computer laboratory is used properly for the benefit of their students without keeping them idle in the laboratory.

**Co-curricular Efficacy**

The ANOVA test result reveals that Tirunelveli district students are better than Tuticorin, Virudhunagar and Madurai district students in their co-curricular efficacy. This may be due to the fact that there are many schools that maintain applauding and commendable standard in curricular and co-curricular activities in Tirunelveli district and they continue to give due importance to the co-curricular activities also just like curricular activities.

**Leadership Efficacy**

The ‘t’ test result shows that the hostel students are better than the dayscholars in their leadership efficacy. This may be due to the fact that in a hostel, the students are entrusted with responsibilities that would promote leadership qualities by the creation of office-bearers like study monitor, mess monitor, games monitor and various group monitors to run the hostel. Further, they are also guided and guarded by the hostel wardens in leading the fellow hostellers and unfortunately, the day-scholars are void of these opportunities.

The ANOVA test result reveals that Tirunelveli district students are better than the Tuticorin, Virudhunagar and Madurai district students in their leadership efficacy. This may be due to the fact that Tirunelveli district students originate mostly from families belonging to leaders who played vital role and took the lead in the freedom moments.
ANOVA test results reveal that the aided school students are better than government and unaided school students in leadership efficacy. This may be due to the fact that aided school students are well guided and directed by the team of dedicated teachers and management in the art of leading themselves and others in fixing a greater amount of self-confidence.

The chi-square test result reveals that the mother’s occupation is influencing the leadership efficacy of the high school students. This may be due to the fact that the government employees enjoy job security and an assured income regularly and are exposed to the world of knowledge more and the same experience is passed on to their children that helps directly and indirectly to develop leadership efficacy among the growing children. The children of the non-government employees may not be exposed to such wider experience and they may not be in a position to afford the possibilities that would undertake activities that influence and lead others.

**Scientific Efficacy**

ANOVA test result reveals that the girls school students are better than the boys and co-education school students in their scientific efficacy. This may be due to the fact that the girls spend more time in studies than the boys and they are good at memorizing the formulae in mathematics and science which come in handy when the situations demand to apply and solve the problems. Further, they are not disturbed on emotional grounds unlike co-educational schools.

ANOVA test result reveals that the aided school students are better than the government and the unaided school students in their scientific efficacy. This may be due to the fact that aided schools have better laboratory facilities to do the science experiments and students also show keen interest to make use of them. Many aided schools have separate Physics, Chemistry, Botany and Zoology laboratories to make their students skillful and promote the knowledge of Science. Further, the aided school managements also take the trouble of maintaining the laboratory properly and provide the required chemicals and apparatus utilizing the grant-in-aid received.

**Reflectiveness of High School Students**

The ‘t’ test result shows that the first born students are better than the second and the third birth order students in their reflectiveness. This may be due to the fact that
the first born students receive better attention from their parents and so they would probably be better in their knowledge. Further, in our culture, the first born is destined to look after and settle the second and the third along with their parents and this responsibility makes them think and reflect again and again until those problems pertaining to their younger brothers and sisters.

**Academic Achievement of High School Students**

The ‘t’ test result reveals that the X Standard students are better than the IX Standard students in their academic achievement. This may be due to the fact that the X Standard students are highly motivated to score higher marks in the held public examination which forms the basis for their further higher studies and career options. Further, a higher level of parental and administrative compulsion is exerted upon the X Standard students to do better than upon the IX Standard students. This finding is supported by the study undertaken by Shanthi (2008) which shows that there is significant relationship between school environment, school management, physical facility, teacher role, peer group relationship, teaching techniques and academic achievement of X Standard students.

The ‘t’ test result reveals that the girls school students are better than the boys and the co-education school students in their academic achievement. This may be due to the fact that the girls concentrate more in their studies without being much disturbed by the external phenomena unlike the boys. The submissive and obedient nature of girls, the committed guidance of the women teachers and the conduciveness created in the school climate that encompass the campus make the girls to do better in studies and to be in the forefront of academic achievement.

The ‘t’ test result reveals that the dayscholar students are better than the hostel students in their academic achievement. This may be due to the fact that the dayscholars are under the direct control of their parents and so much of academic assistance is provided with love and affection. Further, individual attention is given and appropriate remedial and developmental efforts are taken when their wards are struggling to cope up with their studies.

The ANOVA test result reveals that Madurai district students are better in their academic achievement than Tirunelveli, Tuticorin and Virudhunagar districts. This may
be due to the fact that Madurai is comparatively little more economically backward than the other districts as located in a tropical climate with uncertain climatic conditions. Virudhunagar is an industrial city; Tirunelveli and Tuticorin are coastal cities, and so the viability of economic uplift seems to be prosperous and promising. But for Madurai this is not the case and for the students of this district, education alone remains the only option to come up in life and so these students have a higher level of achievement motivation and this concept is supported by the theory of McClelland’s ‘Achievement Motivation’.

The ANOVA test result reveals that co-education school students are better in their academic achievement than the boys and the girls school students. This may be due to the fact that in a co-education school there prevails a healthy climate wherein the boys try to compete the girls and vice-versa. The high school students being adolescents this competitive spirit to surpass than the opposite sex will indeed be a driving force to excel further in all activities including academic achievement. This driving force remains absent in the boys and the girls schools.

The ANOVA test result reveals that unaided school students are better than the government and the aided school students in their academic achievement. This may be due to the fact that the unaided schools largely depend on the fee from the students for their sustenance and development to the extent that even teachers depend on the fee collected for their monthly salary. In this bound context, unless a good academic achievement is produced, they can’t survive and flourish and so these teachers work more and do their best to make their students excel in academic achievement.

The chi-square test results reveal that the birth order is influencing their academic achievement. This may be due to the fact that the first born children are treated almost like pets to their parent and so much of love and concern is showered upon them which has a significant impact also on their studies; whereas the children of other than the first birth order do not receive not that much care and attention as enjoyed by the first born children.

The chi-square test results reveal that the parent’s educational qualification, parent’s occupation and parent’s annual income are influencing the academic achievement of their children. This may be due to the fact that the home and the school
environment of the children from the highly educated, better earned and higher income group is indeed far better than the low-educated and low-earned. The better-educated and earned parents’ children would be no doubt better because of the facilities provided by their parents that leads to better academic achievement. The study by Vamadevappa (2005) supportively revealed that there was a positive and significant relationship between parental involvement and academic achievement. Another study Saini (2005) also revealed endorsing this finding that the academic achievement of the adolescent children of working mothers were much better than the non-working mothers.

**Relationship of Emotional Intelligence, Self-Efficacy, Reflectiveness to Academic Achievement of High School Students**

The study reveals that there is significant relationship between academic achievement and self-management of the boys. It may be due to the fact that the boys who have got better knowledge of themselves and others, learn and acquire the skill of managing themselves. A person who knows to manage himself can control himself and keep himself abstained from the distractive factors that deviates the attention while being involved in studies as John Milton says, “He who reins within himself and rules passions, desires, and fears is more than a king”. Further, those who manage themselves can concentrate on their work and in the case of studies leading to quicker and longer retention resulting in higher achievement. On the contrary, those who struggle to manage themselves owing to poor self-management capacity, cannot concentrate and employ the demanded attention and eventually they would perform poorly in the area of academic achievement. It becomes a causative entailed effect that higher level self-management offshoots higher level of academic achievement.

The study reveals that there is significant relationship between academic achievement of the students and writing efficacy, speaking efficacy, computer efficacy and scientific efficacy. This may be due to the fact that the level of performance in academic achievement depends largely on the ability of the students to write competitively if it is a written test and on the ability to speak convincingly if it is a oral test. Further, the application of computer skill with scientific potency would be an added in advantage in climbing the ladder of achievement.

The study reveals that there is significant relationship between academic achievement and scientific efficacy of the boys. This may be due to the fact that a
majority section of boys do not adopt rote learning technique but learn with understanding and apply them in the practical context with their own creative potentials. Further, by their temperament, boys are more objective and are not carried away by their whims and fancies and falling a prey because of emotional attachments. This scientific attitude serves as the seed ground for the boys to robust further in their academic achievement by doing the practical experiments squarely well, draw the diagrams with artistic intelligence and solve mathematical problems in a befitting fashion.

The correlation analysis reveals that there is significant relationship between academic achievement and writing efficacy, speaking efficacy, social efficacy, computer efficacy, leadership efficacy, scientific efficacy and self-efficacy of the girls. This may be due to the fact that the girls do better in their examinations as they prepare so well by sitting and studying for hours together. The level of awareness about the value of the high school education which serves as the deciding factor of the future life among the girls by their growing freedom and social relations having writing efficacy serves as the motivating factor to put in all their efforts to come out in flying colours in their examinations. Further, the increased allotment in seat for women in different sectors like education, employment and even in elections stimulate them to develop the skill of leadership, computer applications and self-assertiveness.

The correlation analysis reveals that there is significant relationship between academic achievement of students and their reflectiveness. This may be due to the fact that those students who are reflective or thinking or pondering over a specific issue or problem that remains a challenge will somehow find a solution either at an immediate or a later point of time. Further, the reflective students are adamant in nature and so this attitude would certainly increase the academic achievement of the students.

The correlation analysis reveals that there is significant relationship between academic achievement of the girls and their reflectiveness. This may be due to the fact that girls remain most of the time inside the house and their enjoyed freedom is either controlled or curtailed by various agents of society in one way or the other. The given limited enjoyment of individual and social freedom make them think and reflect to find out the causes for the existing social phenomena. This attitude to find out the root cause
for a particular problem is also applied in the field of education and this helps a lot to excel in academic achievement.

**Influence of Emotional Intelligence, Self-Efficacy and Reflectiveness on Academic Achievement of High School Students**

Multiple correlation analysis reveals that there is significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the high school students in its entirety. This may be due to the fact that the students who are emotionally balanced would be good at reasoning and objective in approaching towards their studies. Further, those students with higher level of emotional intelligence would have control over themselves boosting up their self-efficacy. The reflective attitude would help the students to identify their pitfalls in academic process and find a way to solute leading to higher academic achievement.

Multiple correlation analysis result reveals that there is significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the boys. This may be due to the fact that the contemporary society scarcely impose restrictions on the social movement of the male. The freedom enjoyed by the boys reduces their tension, augment their self-efficacy and keeps the door open reflect soberly and these factors would indeed improve the academic achievement. Further, self-efficacy of the boys help them in bringing out their inner abilities to score high in their academic achievement just as reflectiveness concretizes the learned material in their memory span.

Multiple correlation result reveals that there is significant influence of emotional intelligence, self-efficacy, and reflectiveness on academic achievement of the girls. This may be due to the fact that normally the girls have less social-free-movement based leisure activities than boys. When compared to the boys their friendship circle is narrow and this keeps them to be on the higher levels of emotional intelligence. Spending more time on their studies would certainly heighten the academic achievement owing to their diligent reflectiveness. The less distracted environment in which the girls are brought up helps them retain the learnt concept for a longer duration and retrieve while presenting or applying them in the examination. The parents controlled and guided upbringing of the girls pave the way for managing themselves during their developmental stages. On the contrary, if the girls are emotionally imbalanced, they
would have to struggle much in attaining success. As emotional intelligence is the cornerstone for self-efficacy and reflectiveness, those students who are at the higher plane on these aspects will be high in their academic achievement.

Factor Analysis

The factor analysis of the correlation matrix yielded a single factor, with very high loadings. The factor for the sample has been identified as SUCCESSFUL INTELLIGENCE. This factor may be explained in terms of emotional intelligence, self-efficacy, reflectiveness and academic achievement.

RECOMMENDATIONS

SUGGESTIONS TO EDUCATIONAL ADMINISTRATORS

On the basis of findings, the investigator has given the following suggestions to educational administrators.

1. The schools should organize seminar on guidance and counselling and in emotional intelligence skill, so that the students can grow as emotionally matured and balanced persons.
2. A school should implement logical thinking and equitable attitude in their students which will sharpen the mind.
3. The school should provide various opportunities for the children to become emotionally and socially matured citizens.
4. The students must be given training in self-awareness, leadership skills, ICT skills higher order thinking skills, so that they can function as effective leaders. Web based project works can be given in high schools level.
5. Schools should organize personality development programmes in order to enhance the level of self-efficacy.
6. Group study should be encouraged as reflectiveness enhances the academic achievement.
7. Usage of computers in education must be promoted irrespective of the group of study, since computer is now becoming a part of life in every aspects.
8. The students may be taken on field trip to places, which disseminate the knowledge of tradition and culture of our country so that they gain new experiences of our modern culture.
9. Students must be given practical work in the high school curriculum so that they gain hands-on working experience. The curriculum must be activity and web-based.
10. Parent-teacher relationship must be healthy so that they can plan together for bringing out the best in their boys and girls.
11. Multimedia based teaching can be adopted by the teachers at the high school level.
12. Short-term integrated courses for general and professional education may be organized.
13. A new examination system would be appreciable to evaluate the creativity, reflectiveness and ability of the students.
14. Group sessions, contact programmes and special awareness programmes could be conducted periodically to develop the emotional intelligence of the IX and X standard students.
15. General awareness programmes and general knowledge tests could be conducted periodically and it could be included in the curriculum.
16. Separate marks and rewards must be allowed for the good handwriting of the students in aided and unaided schools to develop their writing efficacy.
17. A positive approach and a positive outlook are needed on the part of the Educational Administrators to have empathetic attitude towards understanding the IX and X standard students. The acceptance and handling with care and the care giving attentions are needed on the part of the teacher to carry out the “teaching learning process effectively”.
18. A module on emotional intelligence and self-efficacy can be included in the state board curriculum.
19. Self-evaluation sessions based on emotional intelligence and self-efficacy dimensions can be conducted.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings the investigator has given the following suggestions for further research.

1. A study of relationship of affect intensity, emotional intelligence and academic achievement of the high school students.
2. Relationship between emotional intelligence and modernity of high school students.
3. A study of influence of emotional intelligence and creativity of high school students.
4. Impact of information technology on self-efficacy of the high school students.
5. Relationship between self-efficacy and reflectiveness of high school students.
6. Relationship between self-efficacy reflectiveness and risk-taking of high school students.
7. A study on reflectiveness and locus of control of college students.
8. Relationship between performance of soft skills and reflectiveness of high school students.
9. Effectiveness of ICT-based pedagogy and self-efficacy on brain dominance of high school students.
10. The same study can be done in professional fields including medical students, engineering students, B.Ed students and M.B.A students.
11. The same study can be extended to populations like college teachers, higher secondary teachers, secondary teachers and primary teachers.