Chapter Five

FINDINGS, DISCUSSION
AND SUGGESTIONS
5.0: Introduction

The previous chapter had presented the analysis of the collected data and interpretation of the corresponding results. In the present chapter the summary of the findings of the study have been delineated and discussed in light of the existing and past research studies on concerned variables with reference to the present findings. On the basis of the findings and discussion of the study it was further attempted to offer some suggestions with regard to the study conducted.

5.1: Summary of the Major Findings of the Study

The summary of the major findings of the study on Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement of the Higher Secondary students have been discussed as follows-

5.1.1: Findings on Home Environment

From the analysis of data on Home Environment with ten dimensions, the following findings were observed which is presented in the following diagram and reported subsequently.

5.1.1.i: Diagrammatic Presentation of the Findings on Home Environment_Gender_Differences

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**Fig. 5.1.1.i:** Differences between Male and Female Students in Home Environment

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• The Male Higher Secondary students (Mean= 22.97) were found not significantly different from the Female Higher Secondary students (Mean= 22.35) with respect to the Control dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 28.40) were found not significantly different from the Female Higher Secondary students (Mean= 29.40) with respect to the Protectiveness dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 26.25) were significantly different from the Female Higher Secondary students (Mean= 24.49) with respect to the Punishment dimension of Home Environment. (Fig. 5.1.1.i)

• The Male Higher Secondary students (Mean= 30.91) were significantly different from the Female Higher Secondary students (Mean= 29.78) with respect to the Conformity dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 11.27) were not significantly different from the Female Higher Secondary students (Mean= 10.36) with respect to the Social Isolation dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 31.45) were not significantly different from the Female Higher Secondary students (Mean= 31.15) with respect to the Reward dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 9.12) were significantly different from the Female Higher Secondary students (Mean= 6.82) with respect to the Deprivation of Privileges dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 22.96) were significantly different from the Female Higher Secondary students (Mean= 24.09) with respect to the Nurturance dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 10.48) were significantly different from the Female Higher Secondary students (Mean= 8.70) with respect to the Rejection dimension of Home Environment (Fig. 5.1.1.i).

• The Male Higher Secondary students (Mean= 21.22) were significantly different from the Female Higher Secondary students (Mean= 23.69) with respect to the Permissiveness dimension of Home Environment (Fig. 5.1.1.i).
5.1.1.i: Diagrammatic Presentation of the Findings on Home Environment_Habitat_Differences

**Fig. 5.1.1.i:** Differences between Urban and Rural Students in Home Environment

- The Urban Higher Secondary students (Mean = 22.50) were not significantly different from the Rural Higher Secondary students (Mean = 22.92) with respect to the Control dimension of Home Environment (Fig. 5.1.1.i).
- The Urban Higher Secondary students (Mean = 28.71) were not significantly different from the Rural Higher Secondary students (Mean = 29.36) with respect to the Protectiveness dimension of Home Environment (Fig. 5.1.1.i).
- The Urban Higher Secondary students (Mean = 25.00) were not significantly different from the Rural Higher Secondary students (Mean = 25.94) with respect to the Punishment dimension of Home Environment (Fig. 5.1.1.i).
- The Urban Higher Secondary students (Mean = 29.91) were significantly different from the Rural higher secondary students (Mean = 31.08) with respect to the Conformity dimension of Home Environment (Fig. 5.1.1.i).
- The Urban Higher Secondary students (Mean = 10.92) were not significantly different from the Rural Higher Secondary students (Mean = 10.54) with respect to the Social Isolation dimension of Home Environment (Fig. 5.1.1.i).
• The Urban Higher Secondary students (Mean= 31.02) were not significantly different from the Rural Higher Secondary students (Mean= 31.82) with respect to the Reward dimension of Home Environment (Fig. 5.1.1.ii).

• The Urban Higher Secondary students (Mean= 7.97) were not significantly different from the Rural Higher Secondary students (Mean= 7.99) with respect to the Deprivation of Privileges dimension of Home Environment (Fig. 5.1.1.ii).

• The Urban Higher Secondary students (Mean= 23.39) were not significantly different from the Rural Higher Secondary students (Mean= 23.88) with respect to the Nurturance dimension of Home Environment (Fig. 5.1.1.ii).

• The Urban Higher Secondary students (Mean= 9.33) were not significantly different from the Rural Higher Secondary students (Mean=9.94) with respect to the Rejection dimension of Home Environment (Fig. 5.1.1.ii).

• The Urban Higher Secondary students (Mean= 23.08) were significantly different from the Rural Higher Secondary students (Mean=21.42) with respect to the Permissiveness dimension of Home Environment (Fig. 5.1.1.ii).

• There existed no significant difference in the scores of the Control dimension of Home Environment among the groups of Higher Secondary students considering Gender and Habitat together.

• There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Protectiveness dimension of Home Environment, viz.,
  — There existed significant difference in the scores of the Protectiveness dimension of Home Environment between Urban Female (Mean= 29.678) and Urban Male (Mean= 27.239) Higher Secondary students
  — There existed significant difference in the scores of the Protectiveness dimension of Home Environment between Urban Male (Mean= 27.239) and Rural Male (Mean= 29.851) Higher Secondary students.

• There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Punishment dimension of Home Environment, viz.,
— There existed significant difference in the scores of the Punishment dimension of Home Environment between Urban Female (Mean = 24.738) and Rural Male (Mean = 27.307) Higher Secondary students

— There existed significant difference in the scores of the Punishment dimension of Home Environment between Urban Male (Mean = 25.401) and Rural Female (Mean = 23.714) Higher Secondary students

— There existed significant difference in the scores of the Punishment dimension of Home Environment between Rural Male (Mean = 27.307) and Rural Female (Mean = 23.714) Higher Secondary students

— There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Conformity dimension of Home Environment, viz.,

— There existed significant difference in the scores of the Conformity dimension of Home Environment between Urban Female (Mean = 29.841) and Rural Male (Mean = 32.00) Higher Secondary students

— There existed significant difference in the scores of the Conformity dimension of Home Environment between Urban Male (Mean = 30.042) and Rural Male (Mean = 32.00) Higher Secondary students

— There existed significant difference in the scores of the Conformity dimension of Home Environment between Rural Male (Mean = 32.00) and Rural Female (Mean = 29.571) Higher Secondary students

— There existed no significant difference in the scores of the Social Isolation dimension of Home Environment among the groups of Higher Secondary students considering Gender and Habitat together (viz. Urban Female, Urban Male, Rural Female and Rural Male).

— There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Reward dimension of Home Environment, viz.,
— There existed significant difference in the scores of the Reward dimension of Home Environment between Urban Female (Mean= 30.72) and Rural Female (Mean= 32.46) Higher Secondary students

— There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Deprivation of Privileges dimension of Home Environment, viz.,

— There existed significant difference in the scores of the Deprivation of Privileges dimension of Home Environment between Urban Female (Mean= 7.079) and Urban Male (Mean= 9.310) Higher Secondary students

— There existed significant difference in the scores of the Deprivation of Privileges dimension of Home Environment between Urban Female (Mean= 7.079) and Rural Male (Mean= 8.886) Higher Secondary students

— There existed significant difference in the scores of the Deprivation of Privileges dimension of Home Environment between Urban Male (Mean= 9.310) and Rural Female (Mean= 6.029) Higher Secondary students

— There existed significant difference in the scores of the Deprivation of Privileges dimension of Home Environment between Rural Female (Mean= 6.029) and Rural Male (Mean= 8.886) Higher Secondary students

— There existed no significant difference in the scores of the Nurturance dimension of Home Environment among the groups of Higher Secondary students considering Gender and Habitat together (viz. Urban Female, Urban Male, Rural Female and Rural Male).

— There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Rejection dimension of Home Environment, viz.,

— There existed significant difference in the scores of the Rejection dimension of Home Environment between Urban Female (Mean= 8.832) and Urban Male (Mean= 10.092) Higher Secondary students
There existed significant difference in the scores of the Rejection dimension of Home Environment between Urban Female (Mean= 8.832) and Rural Male (Mean= 10.956) Higher Secondary students.

There existed significant difference in the scores of the Rejection dimension of Home Environment between Urban Male (Mean= 10.092) and Rural Female (Mean= 8.286) Higher Secondary students.

There existed significant difference in the scores of the Rejection dimension of Home Environment between Rural Male (Mean= 10.956) and Rural Female (Mean= 8.286) Higher Secondary students.

There existed significant differences among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male) in the scores of Permissiveness dimension of Home Environment, viz.,

There existed significant difference in the scores of the Permissiveness dimension of Home Environment between Urban Female (Mean= 23.542) and Rural Male (Mean= 19.754) Higher Secondary students.

There existed significant difference in the scores of the Permissiveness dimension of Home Environment between Urban Male (Mean= 22.387) and Rural Female (Mean= 24.143) Higher Secondary students.

There existed significant difference in the scores of the Permissiveness dimension of Home Environment between Rural Female (Mean= 24.143) and Urban Male (Mean= 22.387) Higher Secondary students.

There existed significant difference in the scores of the Permissiveness dimension of Home Environment between Rural Female (Mean= 24.143) and Rural Male (Mean= 19.754) Higher Secondary students.
5.1.1.iii: Diagrammatic Presentation of the Findings on Relationship between Home Environment and Academic Achievement

**Relationship between Home Environment and Academic Achievement**

- **Nurturance** \( r = -0.051 \)
- **Social Isolation** \( r = -0.076 \)
- **Reward** \( r = -0.003 \)
- **Dep of Privileges** \( r = -0.022 \)
- **Conformity** \( r = -0.102 \)
- **Punishment** \( r = -0.058 \)
- **Rejection** \( r = -0.228 \)
- **Protectiveness** \( r = -0.024 \)
- **Control** \( r = -0.020 \)
- **Permissiveness** \( r = 0.056 \)

**Fig. 5.1.1.iii: Relationship between Home Environment and Academic Achievement**

- The Correlation Coefficient \( (r) \) value between the scores of Home Environment (Control) and Academic Achievement is -0.020 \((r = -0.020)\) and the ‘p’ value is 0.642 \((p>0.05)\), which indicates the correlation between Control dimension of Home Environment and Academic Achievement of Higher Secondary students is negative to a slight extent but the relationship is found not significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient \( (r) \) value between the score of Home Environment (Protectiveness) and Academic Achievement is -0.024 \((r = -0.024)\) and the ‘p’ value is 0.576 \((p>0.05)\), This indicates that negative correlation to a slight extent exists between Protectiveness dimension of Home Environment and
Academic Achievement of Higher Secondary students but the relationship is not found significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Punishment) and Academic Achievement is -0.058 (r = -0.058) and the ‘p’ value is 0.180 (p>0.05), which indicates the correlation between Punishment dimension of Home Environment and Academic Achievement of Higher Secondary students is negative to a slight extent but the relationship is not significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Conformity) and Academic Achievement is -0.102 (r = -0.102) and the ‘p’ value is 0.018 (p<0.05). This shows that the correlation between Conformity dimension of Home Environment and Academic Achievement of Higher Secondary students is negative to a slight extent but significant relationship exists at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Social Isolation) and Academic Achievement is -0.076 (r = -0.076) and the ‘p’ value is 0.079 (p>0.05) which indicates the existence of negative relationship to a slight extent between Social Isolation dimension of Home Environment and Academic Achievement of Higher Secondary students but the relationship is not found significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Reward) and Academic Achievement is -0.003 (r = -0.003) and the ‘p’ value is 0.935 (p>0.05). It shows that negative correlation to a slight extent is found between Reward dimension of Home Environment and Academic Achievement of Higher Secondary students but the relation is not found significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Deprivation of Privileges) and Academic Achievement is -0.022 (r = -0.022) and the ‘p’ value is 0.609 (p>0.05) which shows negative relationship to a slight extent exists between Deprivation of Privileges dimension of Home Environment and Academic Achievement of Higher Secondary students but the relationship is not found significant at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Nurturance) and Academic Achievement is -0.051 (r = -0.051) and the ‘p’ value is 0.236 (p>0.05). It was found that negative correlation exists to a slight
extent between Nurturance dimension of Home Environment and Academic Achievement of Higher Secondary students but significant relationship is not found at 0.05 level (Fig. 5.1.1.iii).

- The Correlation Coefficient (r) value between the score of Home Environment (Rejection) and Academic Achievement is -0.228 (r = -0.228) and the ‘p’ value is 0.000 (p<0.05). This shows that a negative relationship to a low extent exists between Rejection dimension of Home Environment and Academic Achievement of Higher Secondary students and the relationship is found to be significant at 0.05 level. (Fig. 5.1.1.iii)

- The Correlation Coefficient (r) value between the score of Home Environment (Permissiveness) and Academic Achievement is 0.056 (r = 0.056) and the ‘p’ value is 0.195 (p>0.05) which indicates that positive relationship to a slight extent is found between Permissiveness dimension of Home Environment and Academic Achievement of Higher Secondary students but the relationship is not significant at 0.05 level (Fig. 5.1.1.iii).

5.1.2: Findings on Mental Health

From the analysis of data on Mental Health, the following findings were observed which is presented in the following diagram and reported subsequently.

5.1.2.i: Diagrammatic Presentation of the Findings on Mental Health_Gender_Differences

![Diagram](MentalHealth_Gender_Differences.png)

Fig. 5.1.2.i: Differences between Male and Female Students in Mental Health
• The Male Higher Secondary students (Mean= 83.01) were significantly different from the Female Higher Secondary students (Mean= 81.23) with respect to their Mental Health (Fig. 5.1.2.i).

5.1.2.ii: Diagrammatic Presentation of the Findings on Mental Health_Habitat_Differences

Fig. 5.1.2.ii: Differences between Urban and Rural Students in Mental Health

• The Urban Higher Secondary students (Mean= 81.70) were not significantly different from the Rural Higher Secondary students (Mean= 82.80) with respect to their Mental Health (Fig. 5.1.2.ii).

• There existed significant differences in the scores of Mental Health among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male), viz.,
  — There existed significant difference in the scores of the Mental Health between Urban Female (Mean= 80.393) and Urban Male (Mean= 83.669) Higher Secondary students
— There existed significant difference in the scores of the Mental Health between Urban Female (Mean = 80.393) and Rural Female (Mean = 83.800) Higher Secondary students

— There existed significant difference in the scores of the Mental Health between Urban Female (Mean = 80.393) and Rural Male (Mean = 82.184) Higher Secondary students

5.1.2.iii: Diagrammatic Presentation of the Findings on the Relationship between Mental Health and Academic Achievement

The Correlation Coefficient (r) value between the score of Mental Health and Academic Achievement is 0.079 (r = 0.079) and the ‘p’ value is 0.067 (p>0.05) which shows positive relation to a slight extent exists between Mental Health and Academic Achievement of Higher Secondary students but significant relationship is not found at 0.05 level (Fig. 5.1.2.iii).
5.1.3: Findings on Emotional Intelligence

From the analysis of data on Emotional Intelligence, the following findings were observed which is presented in the following diagram and reported subsequently.

5.1.3.i: Diagrammatic Presentation of the Findings on Emotional Intelligence_Gender_Differences

![Diagram showing Emotional Intelligence_Gender_Differences](image)

**Fig. 5.1.3.i: Differences between Male and Female students in Emotional Intelligence**

- The Male Higher Secondary students (Mean= 64.22) were not significantly different from the Female Higher Secondary students (Mean= 63.13) with respect to the Emotional Intelligence. (Fig. 5.1.3.i)
5.1.3.ii: Diagrammatic Presentation of the Findings on Emotional Intelligence_Habitat_Differences

The Urban Higher Secondary students (Mean= 63.77) were not significantly different from the Rural Higher Secondary students (Mean= 63.41) with respect to their Emotional Intelligence (Fig. 5.1.3.i). There existed significant differences in the scores of Emotional Intelligence among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male).

— There existed significant difference in the scores of the Emotional Intelligence between Urban Female (Mean= 62.63) and Urban Male (Mean=65.49) Higher Secondary students.
There existed significant difference in the scores of the Emotional Intelligence between Rural Male (Mean = 62.62) and Urban Male (Mean = 65.493) Higher Secondary students.

5.1.3.iii: Diagrammatic Presentation of the Findings on the Relationship between Emotional Intelligence and Academic Achievement

![Diagram](image.png)

**Fig. 5.1.3.iii: Relationship between Emotional Intelligence and Academic Achievement**

- The Correlation Coefficient (r) value between the score of Emotional Intelligence and Academic Achievement is 0.003 (r = 0.003) and the ‘p’ value is 0.946 (p>0.05) indicating positive relationship to a slight extent is found to exist between Emotional Intelligence and Academic Achievement of Higher Secondary students but the relation is not found significant at 0.05 level (Fig. 5.1.3.iii).
5.1.4: Findings on Procrastination

From the analysis of data on Procrastination, the following findings were observed which is presented in the following diagram and reported subsequently.

5.1.4.i: Diagrammatic Presentation of the Findings on Procrastination _Gender_Differences

![Diagram of Procrastination_Gender_Differences]

**Fig. 5.1.4.i: Differences between Male and Female students in Procrastination**

- The Male Higher Secondary students (Mean= 64.43) were significantly different from the Female Higher Secondary students (Mean= 61.30) with respect to their Procrastination (Fig. 5.1.4.i).
5.1.4.ii: Diagrammatic Presentation of the Findings on Procrastination

**Procrastination_Habitat_Differences**

![Diagram showing differences between Urban and Rural students in Procrastination](image)

**Fig. 5.1.4.ii: Differences between Urban and Rural students in Procrastination**

- The Urban Higher Secondary students (Mean = 62.27) were not significantly different from the Rural Higher Secondary students (Mean = 63.78) with respect to their Procrastination (Fig. 5.1.4.ii).
- There existed significant differences in the scores of Procrastination among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male).
  - There existed significant difference in the scores of the Procrastination between Rural Male (Mean = 65.34) and Urban Female (Mean = 61.32) Higher Secondary students
  - There existed significant difference in the scores of the Procrastination between Rural Male (Mean = 65.34) and Rural Female (Mean = 61.23) Higher Secondary students
5.1.4.iii: Diagrammatic Presentation of the Findings on Relationship between Procrastination and Academic Achievement

The Correlation Coefficient (r) value between the score of Procrastination and Academic Achievement is -0.167 (r = -0.167) and the ‘p’ value is 0.000 (p<0.05) which indicated negative relationship to a slight extent is found to exist between Procrastination and Academic Achievement of Higher Secondary students but significant relationship is not found at 0.05 level (Fig. 5.1.4.iii).
5.1.5: Findings on Academic Achievement

From the analysis of data on Academic Achievement, the following findings were observed which is presented in the following diagram and reported subsequently.

5.1.5.i: Diagrammatic Presentation of the Findings on Academic Achievement _Gender_Differences

![Diagram](image_url)

**Fig. 5.1.5.i: Differences between Male and Female students in Academic Achievement**

- The Male Higher Secondary students (Mean= 301.16) were significantly different from the Female Higher Secondary students (Mean= 314.40) with respect to their Academic Achievement (Fig. 5.1.5.i).
5.1.5.ii: Diagrammatic Presentation of the Findings on Academic Achievement_Habitat_Differences

Fig. 5.1.5.ii: Differences between Urban and Rural students in Academic Achievement

- The Urban Higher Secondary students (Mean= 304.97) were significantly different from the Rural Higher Secondary students (Mean= 314.21) with respect to their Academic Achievement (Fig. 5.1.5.ii).

- There existed significant differences in the scores of Academic Achievement among the groups of Higher Secondary students (viz. Urban Female, Urban Male, Rural Female and Rural Male).
  - There existed significant difference in the scores of the Academic Achievement between Urban Male (Mean= 293.2232) and Rural Female (Mean= 319.3929) Higher Secondary students
— There existed significant difference in the scores of the Academic Achievement between Urban Male (Mean= 293.2232) and Rural Male (Mean= 311.0351) Higher Secondary students

— There existed significant difference in the scores of the Academic Achievement between Urban Female (Mean= 312.7706) and Urban Male (Mean= 293.2232) Higher Secondary students

5.1.6: Diagrammatic Presentation of the Regression Equation

For multiple regression analysis, it was required to reduce the number of dimensions for identifying significantly contributing dimensions of Home Environment for prediction of Academic Achievement. Hence, the ten dimensions of Home Environment were first used as Predictor variable to predict the Academic Achievement. The Backward Elimination Method in this regard was found suitable.
To identify the significant contributing dimensions of Home Environment to Academic Achievement, the Backward Elimination Method of Regression Analysis was thus done and lastly it was found that in the Model no. 8, that among the ten dimensions of Home Environment, only three dimensions (viz., (i) Deprivation of Privileges, (ii) Rejection and (iii) Permissiveness) were found to be significant contributors of Academic Achievement.

At the next step, for the development of final Regression Model, the three dimensions of Home Environment (viz., Permissiveness, Rejection and Deprivation of Privileges) along with other Independent variables viz., Mental Health, Emotional Intelligence and Procrastination were taken for the prediction of Academic Achievement. The results suggested that the independent variables (predictor variables) included in the model (Home Environment (Deprivation of Privileges), Home Environment (Permissiveness), Mental Health, Procrastination, Emotional Intelligence and Rejection dimension of Home Environment compositely made statistically significant contribution to the prediction of the dependent variable (criterion variable) Academic Achievement of the students as measured by the score obtained out of 500 in their West Bengal Higher Secondary Examination, 2014.

From the model, the following Multiple Regression Equation was developed as-

\[
\hat{Y} = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6
\]

where,

\(\hat{Y}\) is the dependent variable, here, Academic Achievement (out of 500)
\(a\) is the Constant, here, 361.194
\(b_1\) is the regression coefficient of Procrastination
\(X_1\) is the first independent variable, Procrastination
\(b_2\) is the regression coefficient of Emotional Intelligence
\(X_2\) is the second independent variable, Emotional Intelligence
\(b_3\) is the regression coefficient of Mental Health
\(X_3\) is the third independent variable, Mental Health
\(b_4\) is the regression coefficient of HE (Deprivation of Privileges)
\(X_4\) is the fourth independent variable, HE (Deprivation of Privileges)
\(b_5\) is the regression coefficient of HE (Rejection)
\(X_5\) is the fifth independent variable, HE (Rejection)
\( b_6 \) is the regression coefficient of HE (Permissiveness) and 
\( X_6 \) is the sixth independent variable, HE (Permissiveness).

Hence, Academic Achievement (out of 500) = 361.194 + (-0.799) \times \text{Score of Procrastination} + (-0.883) \times \text{Score of Emotional Intelligence} + 0.574 \times \text{Score of Mental Health} + 1.213 \times \text{Score of Home Environment (Deprivation of Privileges)} + (-2.277) \times \text{Score of Home Environment (Rejection)} + 0.816 \times \text{Score of Home Environment (Permissiveness)} \) (Fig. 5.1.6)

5.2: Discussion and Suggestions of the Study

The present study was undertaken to examine the relation of Home Environment, Mental Health, Emotional Intelligence and Procrastination in relation to the Academic Achievement of the Higher Secondary students. In the light of the above findings of the study, the discussion of the study has been provided along with some suggestions. It is to be noted that these observations stands for the students who belong exclusively to the Humanities Discipline which implies that it refers to those students who had taken Humanities oriented subjects in their Higher Secondary level after passing their Madhyamik Examination and have taken admission in First year in Humanities Department of General Degree Colleges.

The results of the study revealed that the male higher secondary students were significantly different from female higher secondary students with respect to Home Environment. This finding is partially supported by the researches of Pandian (2014) and Kolappan (2011). The male students were found to have scored significantly higher in Punishment, Conformity, Deprivation of Privileges and Rejection than the female higher secondary students with respect to their Home Environment. The results thus indicated that the parents are more prone to reject, deprive, punish their male children and demand too much from them, insist to work according to their desires and expectations than their female children. The findings of the study also showed that the male students were found to differ from female students with respect to Control, Social Isolation, and Reward in Home Environment however those differences were not found significant. Whereas the study further showed that the parents are more caring and provide greater liberty, concern and permissiveness to their female children. The study revealed that the female students have significantly higher Nurturance than the male students in their homes. This...
finding is in compliance with the finding of Goel (2004) who found that boys feel more neglected and controlled in the autocratic atmosphere at home in comparison to girls, who experience more encouragement and nurturance than boys. In our Indian culture it is quite a common practice that parents are much worried and careful about their girl children and they tend to overprotect their female children. The custodian mentality of the parents makes them all the more over possessive, always trying to provide extended social security and extra care to their female children. The parents in Indian society tend to be indulgent and have excessive concern and emotional attachment with their daughters. On the other hand, the male adolescent children in Indian culture tend to be arrogant, self reliant, egoistical, independent and self directing, driven more by peer pressure and are less obedient to their parents. They are further burdened with household tasks, shoulder various kinds of responsibilities and often have to render support to the family by earning livelihood. In addition to this, the parents in Indian society have the tendency to deprive their male children from providing privileges and facilities and start considering the adolescent male children as adults and saddle them with many responsibilities. Moreover the parents are more prone to provide corporal punishment to male children than their female ones. The parents also have too many expectations from them and hope their male children to abide their orders and follow their commands. The finding reveals that the male students experience relatively higher conformity and dejection from home than the female counterparts which might have an adverse effect on their academic achievement. In correspondence to these findings, Seginer and Vermulst (2002) in their study confirmed that Parental demands were found to be directly related to academic achievement. The finding that the female students have greater Nurturance than males and male students experience more Rejection from their parents than female students is consistent with the study of Goel (2004). The female students enjoyed a better Home Environment than the male students. This finding complies with the finding of Nuthana et al. (2009). The study however partially contradicts with the results of the study of Blanchard (1991) who found that both boys and girls were not provided with good support in their home setting by their parents for academic achievement.

The findings of the study also revealed that the urban students were found to have significantly higher Permissiveness and less Conformity than rural students.
Moreover, significant differences were not found between urban and rural students in other dimensions of Home Environment. The finding partially contradicts with the finding of Kolappan (2011) who found significant differences in Home Environment between urban and rural students. The reason might be that urban culture in West Bengal is more advanced where the urban people are more progressive, munificent, liberal and unprejudiced than the people living in the rural setting. It was also observed in the study that the rural students scored higher in Control, Social Isolation, and Rejection than the urban students although the difference is not significant. Still it is to say the rural culture in Indian context is to some extent conventional and less bountiful in terms of the modern resources and further their exposure to the outer world is slighter in comparison to the urban students which might have contributed to these differences in the study.

Furthermore, the Conformity and Rejection dimensions of Home Environment have negative and significant relation with Academic Achievemnt. This indicated that if the students experience more conformity and rejection from their parents at home it will pose a detrimental effect on their academic performance. Whereas only the Permissiveness dimension of Home Environment was found to have positive but not significant relationship with Academic Achievement. The other dimensions of Home Environment were found to have negative but not significant relation with Academic Achievement. The findings of the study are partially in agreement with Grewal (2014), Jansi and Lakshmi (2014), Paramasivam and Mani (2013), Shailendra (2013), Yuping (2011), Muola (2010), Daulta (2008), Philip (2007), Jacob (1998), and Jagannadhan (1986) who found positive significant relation between home environment and academic achievement of students. However the findings partially contend with the findings of the studies of Barmola (2013), Nuthana et al. (2009), Goel (2004), Heastie (2001), Reju (1997), Ajitha (1992) and Chaman (1990) who found less or no significant relation exists between home environment and academic achievement. Therefore as, Ginsburg and Bronstein (1994) found in their study that parental reactions to grades that included negative control, non involvement, or extrinsic reward, and over and under-controlling family styles were found to be related to an extrinsic motivational orientation and to lower academic performance; whereas parental encouragement associated with an intrinsic motivational orientation and autonomy supporting family style was associated with intrinsic motivation and
higher academic performance, hence it can be said, as asserted by Marope (1991) and Sanchez (1991), that, home support is an important determining factor in strengthening Academic Achievement.

It is concluded that Home Environment has some contributions in influencing the Academic Achievement of the higher secondary students. However, considering the findings on the basis of the correlations between the dimensions of the Home Environment and Academic Achievement, some suggestions have been proposed:

- Due to the low correlations found between the dimensions of the home environment it is believed that there might be others factors which might have influenced the academic achievement of the higher secondary students. Hence, it is suggested that future studies can be conducted to find out or analyse the other factors supposed to be influencing the academic achievement of the students.

- Further it is believed that Qualitative analysis could provide an in-depth knowledge regarding the factors effecting the academic achievement of the students. Therefore it is suggested to conduct Qualitative or Mixed research methods in future investigations.

- To this end, parents can be personally interviewed in further research studies to get a better insight of the study.

- Moreover, the factors like socioeconomic status of the parents, parental attitudes, study habits, physical and mental health of the parents might be studied in further researches which might affect the Academic achievement of students.

- It is also suggested that the students with low scores in home environment can be provided with counselling services to help them cope with and adjust with their environment. This might also enhance their academic achievement.

The results of the study further indicated that the Male Higher Secondary students were significantly different from the Female Higher Secondary students with regard to their **Mental Health**. The finding of the study supports the findings of (Talawar & Das, 2014; Kohsar Haddadi, 2004) who also found a significant difference in the mental health of boys and girls students. The results of the study also
showed that the male students were found to have significantly better Mental Health than the Female Higher Secondary students. This finding is in disagreement with the finding of Bandhana and Sharma (2012, 2010) who revealed after analyses that the mental health of girls is more in comparison to boys. The reason as to why the mental health of the female students was found to be less than the male students in the study might be that mostly in Indian family set up the female children are kept more over-protected and highly nurtured than the male children. The parents of the girls mostly prefer to keep them confined at homes and restrict them from active social participation as they are more worried for security issues of their girl children especially at the adolescent level. As a consequence, their social exposure and involvement to the outer world becomes limited resulting in their unfulfilling of their needs and desires. Due to this reason they tend to become stressed, apprehensive, insecure, lack confidence, have low self esteem, are less dynamic and their pent up emotions also doesn’t find a proper way to get channelized. Their mental well-being also gets affected. The female students gradually develop poor self concept and have problems in adjustments with themselves and with others. On the other hand, the male adolescents in Indian homes are more prone to managing things on their own. They enjoy greater freedom than the girl adolescents. They are more outgoing, independent, cheerful, responsible, initiative, spend more time with their peers, capable of developing constructive values and are more confident and realistic. As a result their overall harmonious balance for meeting the demands of various aspects of environment also enhances. Hence, these reasons might be considered for the male students having better mental health than the female students.

The results of the study also indicated that the rural Higher Secondary students were found to have better Mental Health than the urban Higher Secondary students. The present findings contradict with the studies of Nanda (2001) and Jha (2005) who found that urban students had better Mental Health than the rural students. The findings of the study also suggest that the urban Higher Secondary students were not significantly different from the rural Higher Secondary students with respect to their Mental Health. The finding of the study contradicts the finding of Talawar and Das (2014) who found a significant difference between urban and rural students. The results of the study thus indicated that although the rural students were found to have slightly higher Mental Health but significant differences in Mental Health was not
found between the Urban and Rural Higher Secondary students. From the present findings it can be concluded that a reason for this might be that the sample comprised in the study was randomly selected from colleges which were further randomly selected from Kolkata and its suburbs. The students coming to study in the colleges of Kolkata and its suburbs have their dwelling places in - a) the four districts viz., South 24 Parganas, North 24 Parganas, Howrah and Hooghly and b) places located in and around Kolkata. The students residing in the Kolkata Corporation area & Municipal areas of these districts are considered as urban students and the students dwelling in the Panchayat areas are considered as the rural students in the study. The rural students are regularly travelling by train using the Howrah and Sealdah railway station or buses from their dwelling places to study in the colleges located in Kolkata and its suburbs. As a result, first, a cultural dissemination is taking place between the rural and urban students. Second, presently with the advancement of science and technology there is a rapid progress in the development of the society and the advancing societal culture has gradually reached suburban areas and has greatly influenced its rural culture. Consequently, this metropolitan culture has posed an important change in the living and lifestyle of the people inhabiting the suburban areas, leaving a negligible difference between the urban and rural culture. Hence the urban culture has an impact on the daily living and most importantly on the education of the students of rural areas whose parents are now having almost similar desires, aspirations, demands, and parenting styles like the parents of the urban areas. These students are also enjoying the happiness and satisfaction from life like the students of the urban area which thus also has a significant impact on the Mental Health of the students residing in the rural areas quite similar to that of the Urban students. This cultural dissemination might have played a role resulting in nearly equal Mental Health between the Rural and Urban Higher Secondary students in the study.

The results of the post hoc tests revealed that the Urban Male, Rural Female and Rural Male were found to have significantly better Mental Health than the Urban Female Higher Secondary students respectively.

The results further revealed that there existed positive but not significant relationship between Mental Health and Academic Achievement of Higher Secondary students to a slight extent. The findings of the present study are partially in agreement with the study of (Barmola, 2013; Bostani et al., 2013; Doshi & Jogsan, 2014; Kaur &
Arora, 2014; Thilagavathy, 2014; Dharanendrappa, 2012, and Lakshmi Rani, 2011) who found positive and significant relationship between Mental Health and Academic Achievement of students. The present findings indicated that the Higher Secondary students who have better Mental Health were found to have higher Academic Achievement.

It can be concluded that the state of Mental Health of these Higher Secondary students is good and they were found to have higher Academic Achievement. But since the correlation between Mental Health and Academic Achievement was found to be low the study offers some suggestions:

- It was believed that some of the dimensions of Mental Health in the study viz., Emotional Stability, Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence might not be directly or might be negatively related to Academic Achievement. Since, in the present study, the dimension wise analysis was not under consideration, hence it is suggested that the same can be carried out and explored in further researches.
- Moreover there might be other factors like motivation, interest, opportunity, time spared on study, socio economic status and others which might be affecting Academic Achievement of the Higher Secondary students and can also be considered for study in future investigations.
- It is suggested that further studies are required with a greater sample size and from a more scattered area considering these variables which might influence the Academic Achievement of the Higher Secondary students.
- The study recommended that the parents and teachers must provide love, care, and affection, sense of belongingness, respect, support, rewards and encouragement to the students. They must give greater effort to help the students develop strong positive values, freedom from fear, self confidence, integrity, independence and feeling of security and constantly encourage them to enable them for better Academic Achievement and help them develop as human beings with healthy, confident, balanced and harmonious personality.
The results of the study further explored that the Male Higher Secondary students were found not significantly different from the Female Higher Secondary students with respect to the Emotional Intelligence. The findings of the study are in congruence with the studies of (Lim Tze Shin, 2011; Nasir & Munaf, 2011; Umadevi, 2009; Samari & Tahmasbi, 2007; Gakhar & Manhas, 2005; Kafetsios, 2004) who found no significant gender differences in Emotional Intelligence. The finding contends the results of Kohsar Haddadi (2004) who found significant differences exist in Emotional Intelligence between male and female students. In the present study, the male students were also found to have better emotional intelligence than the female higher secondary students though the differences were not found significant. This finding challenges the finding of (Saxena & Jain, 2013; Craig et al., 2009; Hassan et al., 2009; Sutarso, 1999; Furnham & Petrides (as cited in Furnham & Buchanan, 2005) who found that Emotional Intelligence of female students appeared to be higher than male students. The finding of the result is in agreement with the finding of Ahmad et al. (2009) who found male students have higher Emotional Intelligence than females. The finding is partially in acquiescence with Aiyappa and Acharya (2014) who found that male adolescents showed a higher intrapersonal awareness which means they have higher understanding of their own emotions and female adolescents showed higher ability to manage emotions in interpersonal relationships. Although the finding of the present study is in contradiction with the finding of Naghavi and Marof (2011) who concluded in their study that it is important to realize that girls have higher Emotional Intelligence than boys, but they also acclaimed in their study that high Emotional Intelligence in boys is a better predictor for achievement, which to some extent supports the finding of the present study. The reason for the male students having better emotional intelligence than the female students in the present study might be that in Indian families the female children are not very sociable and their social interactions with the outside world are probably less than the male adolescents because the parents are very over protective and concerned about their security and restrict them more at homes than male adolescents (Kumar & Lal, 2006, p. 252). On the other hand the male adolescents enjoy greater freedom and have more opportunities for social participation. They are more gregarious and less impulsive, have better leadership qualities and self management skills, can guide their own decisions as they are not always so overprotected by their parents. Because of
greater mixing with the outer world they have better social deftness and are skilled in managing relationships. They have good inter personal relations as they have more experience with the outer world. They have improved realistic assessments of their own capabilities, self regulation and have better adjusting capability with the constantly changing environment. The female adolescents get less scope of expressing their gregariousness. They tend to take fewer initiatives and can less sustain themselves during setbacks. They have more frustrations and get tensed in smaller or trivial issues. The female students also have less ability in recognizing their own feelings and feelings of others and lack ability to analyze and understand relationships. They also face difficulties in mood management and taking good decisions. This might have resulted in having less emotional intelligence in the female students than the male students in the present study.

The Urban Higher Secondary students were not significantly different from the Rural Higher Secondary students with respect to their Emotional Intelligence. The findings of the study are in congruence with the studies of Gakhar and Manhas (2005) who also found no significant difference between urban and rural students. The present finding also shows that the urban students have slightly higher Emotional Intelligence than the rural students although the difference is not significant. The finding is supported by the finding of Kumra (2013) who found emotional intelligence of students of urban area was greater than that of students of rural area. However the finding argued the results of Shanwal (2003) who found that rural children were found to have higher Emotional Intelligence in comparison to their urban counterparts. The reason for the urban students having better emotional intelligence than the rural students might be that since they are living in and around the metropolitan city of Kolkata, the urban students are getting greater scope of exposure to urban life, engagements and entertainment and better communication with different types of people in different situations and larger range of experiences, greater introduction to the latest technological advancements and amenities in city life than the rural students whose lives in rural society are relatively simpler than the urban students. This might have posed an influence in their interpersonal skills and management. The urban students are more dynamic, self aware, highly motivated, persistent, and confident. They are high in impulse control, empathy, compassion, intuition, integrity, motivation and have good leadership qualities. The urban students are also better in
handling relationships and regulating themselves and coping with challenging and exigent situations in life than the rural students who probably have less exposure to such circumstances and lack the above qualities which enhance their emotional intelligence like the urban students. Hence, this might have resulted in the rural students having lower emotional intelligence than the urban students in the current study.

Furthermore, in the study, the Urban Male Higher Secondary students were found to have significantly higher Emotional Intelligence than Urban Female and Urban Male Higher Secondary students.

The results further showed that there existed positive but not significant relationship between Emotional Intelligence and Academic Achievement of Higher Secondary students to a slight extent. The finding is in contradiction with the results of the studies of (Zirak & Ahmadian, 2015; Mahyuddin et al., 2009; Bracket & Mayer, 2003 and Newsome et al., 2000) who found no significant relationship between Emotional Intelligence and Academic Achievement. The result of the present study however fully complies with the study of Chen et al. (2015) who found that Emotional Intelligence was positively but insignificantly associated with Academic Achievement. The results of the present study however fully complies with the study of Chen et al. (2015) who found that Emotional Intelligence was positively but insignificantly associated with Academic Achievement. The results of the present study are partially in congruence with the studies of (Raj & Chandramohan, 2015; Unnikrishnan et al., 2015; Kolachina, 2014; Opateye, 2014; Bhadouria, 2013; Chamundeswari, 2013; Kumra, 2013; Malik & Shujja, 2013; Maraietcheli & Rajan, 2013; Mohd Mohzan et al., 2013; Roy et al., 2013; Upadhya, 2013; Dubey, 2012; Mishra, 2012; Nwadinigwe & Azuka-Obieke, 2012; Yahaya, et al, 2012; Akbar et al., 2011; Nasir & Munaf, 2011; Sharma, 2011; Shahzada et al., 2011; Kattekar, 2010; Hassan et al., 2009; Umadevi, 2009; Yongyuan et al., 2007; Ryan, 2006; Austin et al., 2005; Drago, 2004; Parker et al., 2004; Farooq, 2003; Stottlemeyer, 2002 and Abisamra, 2000) whose results indicated the existence of significant positive correlation between Academic Achievement and Emotional Intelligence.

On the basis of the findings of the study it is concluded that the results of the study can be considered as not to be a noteworthy finding since the correlation between Emotional Intelligence and Academic Achievement although positive was found to be quite low. With respect to the conclusion of the study it is suggested that:-
• It is believed in the study that the dimensions of Emotional Intelligence viz., Intra-personal awareness, Inter-personal awareness, Intra-personal management and Inter-personal management might not be directly and influentially related to Academic Achievement, hence, a dimension wise analysis of Emotional Intelligence can be conducted in future researches.

• It is further believed that there might be some factors which are restricting the higher scores of both Emotional Intelligence and Academic Achievement of the students in the study. Moreover there might be factors like mental ability, study habits, attention, motivation, socio economic status and others which might be affecting Academic Achievement of the Higher Secondary students. Therefore, it is suggested that these factors can be taken into consideration and examined in further studies.

• It is also suggested that future studies are required considering other Independent variables besides Emotional Intelligence which might influence the Academic Achievement of the students.

• It is concluded from the present findings of the study that considering the cultural perspective of West Bengal, Emotional Intelligence is a necessary but not a very influential factor of Academic Achievement of the Higher Secondary students. However, it is suggested to carry out a Qualitative Analysis to get an in depth and thorough investigation of the effect of Emotional Intelligence on Academic Achievement.

Furthermore, the findings of the study explored that the Male higher secondary students were significantly different from the Female higher secondary students with respect to their Procrastination. The finding is supported by the results of Malik (2010) who found that procrastination behaviour significantly differed by gender. The findings contradict with the studies of Azar (2013), Kachgal et al. (2001) who found that academic procrastination behaviour does not show a significant difference on account of gender. The male students were found to significantly procrastinate more than the female students. This finding is supported by the finding of Milgram and
Marshevsky (1995) who found that males procrastinate more than the females. This may be due to the fact that the male students at the adolescent stage are more exposed to the outer world, spend more time in recreations, amusements and friends thus giving more importance to these than their studies. This reveals that they are less serious about their studies and tend to averse or delay their academic tasks even when they are important and supposed to be done in priority. They show more enthusiasm towards their entertainment, social mixing, and enjoying time with friends, games and sports, social activities and other things in life and tend to avoid participation in study related activities and have less aspiration towards achieving success. Flett et al. (1995) found that procrastination correlated positively with avoidance-oriented coping, and concluded that procrastinators seem unwilling or unable to focus on the cause of the problem. This was emphasized by Ferrari, Johnson, and McCown (1995) who posited that extreme anxiety is a major discriminative cue for procrastination. Due to avoidance of studies and wasting time the procrastinators suffer from stress and anxiety and tend to lose hope for better academic achievement. More recently, researchers have investigated the importance of hope for educational research and practice (Alexander & Onwuegbuzie, 2007). It is quite certain that students with low-hope appear to use more avoidance coping strategies, when facing stressful academic situations and students’ higher levels of hope have been found to correlate positively with grade point average at the college levels (Chang, 1998). The male students due to lack of planning beforehand and poor preparation for studies thus tend to lose hope and confidence, lose focus and develop test anxiety and are found to exhibit more procrastinating behaviours. Conversely, due to our social norms and family restrictions, the females are not much exposed to the outside environment, and they do not direct their feelings and devote maximum time to indoor activities and intellectual pursuits (Kumar & Lal, 2006). The female students are likely to be more matured, organized, are less distracted and bear more integrated personality than their male counterparts. They tend to be more serious about their studies and oriented towards task accomplishments than wasting time unnecessarily in comparison to the male students. Ainley and Patrick (2006) asserted successful students show a commitment to maximize learning from educational experiences, monitor their progress, and make adjustments in their efforts when necessary to accomplish their goals. These study habits are reflected in the student's ability to organize and plan his
or her learning. They also involve clarity of purpose and the use of goal-directed actions in the individual's own learning (De la Fuente & Cardelle-Elawar, 2009). Hence, their tendency of exhibiting procrastinating behaviours becomes less. Self-efficacy is also found to be higher in female students than male students (Kumar & Lal, 2006). Self-efficacy theory (Bandura, 1997) holds that what we believe about ourselves strongly influences our task choice, level of effort, persistence, and resilience, and how we subsequently perform. In academic settings, self-efficacy is a strong predictor of performance (Pajares, 1996) and it has an inverse relationship with procrastination (Steel, 2007, Tuckman, 1991, Wolters, 2003). Balkis (2011) in his study found that academic-efficacy moderates relationship between academic procrastination and reported academic achievement, by raising reported academic achievement and reducing academic procrastination. He further emphasized that reducing academic procrastination and raising academic efficacy are important for academic achievement. It is believed that the above causes might have lead the male students procrastinate more than the female students in the study.

Moreover, the Urban Higher Secondary students were not significantly different from the Rural Higher Secondary students with respect to their Procrastination. Furthermore, the rural students were found to procrastinate more than the urban students however the difference is not found significant. It can be considered that the urban students are getting more exposure to the multifarious academic facilities, advanced technological teaching learning aids, better infrastructure, wide-ranging well equipped libraries and laboratories which are responsible for heightening educational aspirations among urban students. These facilities are limited in many rural areas and their hope for the future is less in rural students. In addition, the rural students have to get involved in family work like earning for the family, perform household chores, and get involved in agricultural work. In doing these regular house chores procrastinating behaviours naturally occurs in the rural students than the urban students who are likely to be freed or escaped from the above responsibilities. However since significant differences between urban and rural students were not found it is therefore suggested that further study is required in this area.
The Rural Male Higher Secondary students were found to have significantly higher Procrastination than Urban Female and Rural Female Higher Secondary students.

There existed negative but significant relationship between Procrastination and Academic Achievement of Higher Secondary students to a slight extent. The study contradicts with the findings of (Eni-Olorunda & Adesokan, 2015 & Babadogan, 2010), who in their study found that there is no significant correlation between the academic achievement and academic procrastination. The study however is in agreement with the findings of (Hajali & Javad, 2015; Kármena et al., 2015; Kim & Seo, 2015; Kader, 2014; Rafii et al., 2014; Savithri, 2014; Balkis, 2013; Bezcì & Vural, 2013; Lakshminarayan et al., 2013; Rotenstein et al., 2013; Liu, 2010; Malik, 2010; Mojtaba et al., 2010; Wang & Englander, 2010; Gartia et al., 2011; Akinsola & Tella, 2007; Moon & Illingworth, 2005; Beck et al., 2000; Orpen, 1998 and Tice & Baumeister, 1997) who found significant negative correlation exists between Procrastination and Academic Achievement. Senecal et al. (1995) also reported that students who have strong tendencies to procrastinate tend to have low examination grades than non-procrastinators, Popoola (2005), Akinsola and Tella (2007) reported that academic procrastination is associated with poor academic achievement. The most frequent consequence of procrastination is poor individual performance (Dewitte & Schouwenburg, 2002). In students’ lives, procrastination can cause delay in studying behaviours (Tice & Baumeister, 1997), in drafting works or reports, missing deadlines to hand in papers, and putting of administrative tasks related to academic life, such as returning library books, registering for an exam, and so forth (Scher & Ferrari, 2000), skipping classes or delaying in handling in works is also consequences of academic procrastination (Scher & Osterman, 2000) which causes a detrimental effect on their academic achievement. Procrastination as a form of incompetence has to be eliminated in order to cure it (Akinsola & Tella, 2007). According to Gartia et al. (2011), a procrastinator may need to start with the easiest task and proceed from there to a more rigorous and demanding task. Success in the easier task is likely to motivate and ginger him to more difficult task and hence building up confidence in his ability to tackle academic matters (Akinsola & Tella, 2007). One of the major reasons why people avoid the very tasks that free them from mediocrity is their lack of self confidence (Plessis, 2006). Gartia et al. (2011) suggested measures should be
taken to enhance the self confidence of students to reduce procrastination and as well instilling in students the skills of self arrangement and time management which may further serve to decrease procrastination and both parents and teachers can play equal role in this case. In addition, as also recommended by Gartia et al. (2011) the students should use various methods of time management in order to reduce their high level of procrastination. Such methods include defining objectives before activities; detecting and avoiding time wasters; determining to focus on major priorities; developing the habit of do it now rather than postponing every task that needs urgent attention and avoiding being workaholic (Ajayi & Osiki, 2008). These aspects could help to increase students’ commitment to the tasks and to teach them to postpone gratification, essential dimensions in the promotion of will power competences and prevention of academic procrastination (Rosario et al., 2009). At the same time, achievement expectations can be induced in procrastinators, for example, by performing work plans that include intermediate goals, an adequate work setting, and assigning enough time to task performance (Rosario et al., 2009).

The study on the basis of the findings concludes that to augment and improve academic achievement it is necessary to reduce procrastination among students. To this end some necessary suggestions have been provided-

- The concept of Procrastination is an emerging concept and has generated a great deal of interest among psychologists, academicians and researchers. The study holds lots of significance in the academic life of the students. Therefore a better understanding of this construct from different perspectives considering other related dimensions can be studied in further researches which might contribute in this regard and enhance academic achievement of students in future.

- It is suggested that those students who were found to severely or profoundly procrastinate might be provided counselling services to assist them develop interest in studies and pay heed to tasks at hand and finish in time.

- It is also emphasized and suggested that in today’s world where there is a great deal of distractions due to amusements, social enticement and technological advancements leading to over usage of mobile phones and internets, parents and teachers need to provide better
learning facilities and an academic stimulatory environment to encourage and motivate the students towards learning and also give them instruction as how to control themselves in getting swayed away by distractions and value time.

- The findings of the study might help the parents and teachers to identify areas where students procrastinate and enable them to reduce the causes of procrastination. It is suggested that future analysis can be conducted in these areas which will help to establish and understand the causes of Procrastination and find out means for its diminution.

- It is further recommended that the stakeholders of education need to take necessary measures as early as possible as soon they diagnose the tendency of procrastinating behaviour in students to protect them from the deleterious effect of procrastination.

The results of the study further revealed that the Male Higher Secondary students were significantly different from the Female Higher Secondary students with respect to their Academic Achievement. The finding contradicts with the findings of Nuthana et al. (2009) who found that male and female students do not differ significantly in academic achievement. This finding however is in congruence with the finding of (Azar, 2013; Nasir & Munaf, 2011; Kohsar Haddadi, 2004) who found significant gender differences in academic achievement. The female students were found to have significantly higher Academic Achievement than the male students. This finding is in conformity with the study of Goel (2004) who also found that girls had a much higher educational aspiration than boys. The finding is also supported by (Devi & Mayuri, 2003; Bezci & Vural, 2013) who in their study found girls were found to be superior to boys in academic achievement. However the results contend with the finding of Daulta (2008) who found that male students had significantly higher academic achievement than female students. It is believed in the present study that the male adolescents are likely to engage themselves in the social activities, diverse hobbies, games and sports, friends, pleasurable deeds and actions. As a result their study time gets curbed automatically as remain distracted with other things in life. Furthermore, as Kumar and Lal (2006) in their study ascertained that though the
males seem to be careless and inconsistent in their studies, it cannot be established that they are less intelligent than the females. This could be due to the different variables controlling their behavioural pattern. They often share the burden of the family and remain preoccupied with different assignments. That may have a negative bearing on the performance of the males in comparison to the females who, generally, remain confined to their homes (Kumar & Lal, 2006). The female students on the other hand, are less burdened than the male students in this regard. Moreover they are more serious about their studies and direct themselves towards intellectual pursuits to fulfil their aspirations for better academic achievement. They also get more time to study as their wastage of time due to social mixing, outer world exposure, and amusements is limited since they remain restricted at homes. In view of the fact that their distractions are quite less due to these reasons, the female students can engage themselves more attentively to studies and become more viable to achieve success better than male students. Another reason which might have lowered the academic achievement of the male students might be that the male students have to face greater rejection and control from their parents. They are deprived of many privileges which the female students enjoy in spite of the fact that they being confined at homes. The female students get more support from their homes and receive relatively better nurturance and protectiveness than their male counterparts. They are thus more motivated and desire to perform better than the male students. Consequently this might have led the male students unable to achieve better than the female students.

Moreover the findings of the study also revealed that the Urban Higher Secondary students were significantly different from the Rural Higher Secondary students with respect to their Academic Achievement and that Rural Higher Secondary were found to score significantly higher than the Urban Higher Secondary students. It was concluded from the study that although due to societal change and advancement there is a cultural fusion of rural and urban life and culture, still it is to be admitted that the urban areas have improved educational provisions including better infrastructural facilities and technological services, various enriched libraries, laboratories, well equipped education system than the rural areas. However there are some major causes which might be affecting the education of the urban students due to which their Academic Achievement was found to be lesser than the rural students. One important reason is that the urban students selected in the study reside in the core
of the urban city who other than studies are spending more time in personal amusements in parks, cinemas, shopping malls, coffee shops, chatting with friends, watching television, spending long time in mobile phones and surfing internet. The students are getting more engaged in entertainments which are very much distracting them from their studies. More over since these Higher Secondary students belong to the age group of 17-19 years hence they are easily getting swayed away by these engagements. However these kinds of entertainments are quite rare in the suburban areas and life is still relatively simple and less demanding there. Hence the Rural students can easily get more time to study. It is therefore concluded that the rural students were found to achieve better than the urban Higher Secondary students.

The Academic Achievement of Urban Male Higher Secondary student was found to be significantly lower than the Rural Female, Rural Male and Urban Female Higher Secondary students.

The results of the multiple regression analysis, using the Backward Elimination Method of Regression Analysis found that in the Model no. 8, that among the ten dimensions of Home Environment, only three dimensions (viz. (i) Deprivation of Privileges, (ii) Rejection and (iii) Permissiveness) were found to be significant contributors of Academic Achievement.

At the next step, for the development of the final Regression Model, the three dimensions of Home Environment (viz. Permissiveness, Rejection and Deprivation of Privileges) along with other Independent variables viz. Mental Health, Emotional Intelligence and Procrastination were taken for the prediction of Academic Achievement. The results suggested that the independent variables (predictor variables) included in the model (Home Environment (Deprivation of Privileges), Home Environment (Permissiveness), Mental Health, Procrastination, Emotional Intelligence and Rejection dimension of Home Environment compositely made statistically significant contribution to the prediction of the dependent variable (criterion variable) Academic Achievement of the students as measured by the score obtained out of 500 in their West Bengal Higher Secondary Examination, 2014.

With respect to the above findings of the study, Colom et al. (2007) correspondingly remarked that the prediction of associate factors of academic performance has been an important topic in psychological researches. The findings concerning the effect of Home Environment on Academic Achievement partially
contradict with the studies of Yunus et al. (2014) who found that home environment has no effect on academic achievement. However, the finding is partially supported by the results of the studies of Egunsola (2014), Borah (2013), Ogbemudia and Aiasa (2013), Williams (2011), Rashmi and Prasad (2013), Codjoe (2007), Netto (2004), Dietzman (2002) and Seginer and Vermulst (2002) who found that home environment significantly contributes to academic achievement.

The findings concerning the effect of Mental Health on Academic Achievement is partially in compliance with the studies of Tsar (2011) who revealed in his study the unique contribution of mental health problems in predicting academic achievement and Keong et al. (2015) who found that academic performance is affected by the mental health problems.

The findings concerning the effect of Emotional Intelligence on Academic Achievement is partially in contradiction with the results of (Aggarwal, 2013; Subramanyam & Rao, 2008; Woitaszewski & Aalsma 2004, and Barchard, 2003), whose studies indicated that there is no significant effect of Emotional Intelligence on the Academic Achievement of Students. The finding however is partially in compliance with the results of the following studies of Yelkikalan et al. (2013) who found 11% of change in academic achievements can be explained by emotional intelligence; Yahaya, et al (2012) whose result showed that only three elements of emotional intelligence which is self-awareness ($\beta = 0.261$), self motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (academic achievement); Ogundokun and Adeyemo (2010) who found emotional intelligence is a potent predictor mildly associated to academic achievement; Ayooluwa et al. (2009) who revealed emotional intelligence had significant influence on academic achievement; O'Connor and Little (2003) who ascertained that the ability measures of Emotional Intelligence, since are based on a cognitive framework, would better predict academic achievement than would self-report Emotional Intelligence measures; Pool (1997) who determined that emotional well being is a predictor of success in academic achievement and Maraichelvi and Rajan (2013) who also found Emotional Intelligence predicts academic performance of college students.

The findings concerning the effect of Academic Procrastination on Academic Achievement is partially supported by the result of the studies of Azar (2013) who
found that Academic Procrastination inversely is a significant predictor of academic achievement, and Bezci and Vural (2013) whose finding showed academic procrastination was found to make a significant contribution to the variation in elementary students’ science achievement.

Thus with regard to the findings of the study that Home Environment (Deprivation of Privileges), Home Environment (Permissiveness), Mental Health, Procrastination, Emotional Intelligence and (Rejection) dimension of Home Environment, compositely made statistically significant contribution to the prediction Academic Achievement of the students, it is concluded the students experiencing rejection, negation, dejection from parents and getting deprived from the privileges and facilities, chiefly of love, affection, care and education, is having a detrimental effect on the academic accomplishment of the students. Conversely, the students receiving of love, warmth, affection, permissiveness by students is positively influencing their academic achievement. The mental health and emotional intelligence of the students also has some influence on the academic achievement of students. Procrastination is found to be a significant cause leading to an adverse effect on the academic performance of the students.

On the basis of the findings of the study the researcher suggested that the parents and teachers should endeavour to make teaching learning interesting and motivating for the students. They should provide them with ample opportunities for study and recreation as well so that they enjoy learning and keep good mental health. They should encourage autonomy, self regulation, self learning to enable them develop self confidence and self esteem. Recognising their abilities and respecting them and rewarding their achievements will also enable them to develop positive self concept.

The study finally suggested that a better home environment, encouraging atmosphere, effective social participation and training in emotional skills and time management can help develop conscientiousness and improved interpersonal and intrapersonal relationships, and discouraging procrastinating behaviours among students, might persuade them to seek for better academic achievement.
5.3: Suggestions for Further Research Studies

The study further attempts to offer some suggestions for future research studies:

i. There is a scope to administer the study on the Primary or Secondary, Graduate or Post Graduate students.

ii. Future studies can be conducted on students belonging to different socio economic levels. Moreover the study can also be extended to Government, Government aided and Private institutions.

iii. Future researches can be conducted on students appearing for CBSE and ISC Board exams.

iv. There is a scope to conduct comparative studies among other streams or specializations in future.

v. Comparative studies on students belonging to Bengali, English and Hindi medium educational institutions can also be carried out in future.

vi. Further studies are required considering other variables like School Environment or School Curriculum or Age Groups, Attitude, Mental Ability, Study Habits, Attention, Motivation, Socio Economic Status and many others which might influence Academic Achievement of the students.

vii. Comparative analysis among the variables viz., Home Environment, Mental Health, Emotional Intelligence, Procrastination and Academic Achievement or with other different but related variables can be carried on in future researches.

viii. An in-depth study using Qualitative or Mixed researches can also be explored with the same variables by the future researchers.

ix. Case study on students with extremely high procrastination or very poor mental health or with very low emotional intelligence might be an interesting area of research as a follow up of the present study.

x. Similar studies may be replicated at other locations in any part of the country or abroad or between two or more countries.
5.4: Conclusion

The discussion of the findings of the study with reference to the past studies along with the suggestions provided in this chapter might evoke special interest among the researchers to conduct a replication of the study with a more increased sample size and considering other related variables to examine the factors effecting the academic achievement of students. The suggestions might also offer further information to the stakeholders of education to recognize the causes effecting the academic achievement of students primarily through their behavioural tendencies characterizing procrastination, poor mental health or lacking good emotional intelligence and attend to them for the improvement of these factors as early as possible. The study will further enable them to consider home environment as a significant factor influencing the academic achievement of students. A collaborative effort among the stakeholders of education is therefore desired to fulfil this purpose for the benefit of the students and the society as a whole.
Chapter References


352


https://www.academia.edu/6734617/A_study_of_mental_health_and_academic_achievement_among_orphan_and_non-orphan_students


Chapter V/ Findings, Discussion and Suggestions


http://www.researchgate.net/publication/233755013_RELATIONSHIPAMONG_HIGHER_SECONDARY_SCHOOL_STUDENTS


Chapter V/ Findings, Discussion and Suggestions


Chapter V/ Findings, Discussion and Suggestions


361


The best brains of the nation may be found
on the last benches of the classroom.

— Dr. A. P. J. Abdul Kalam