CHAPTER V
SUMMARY, CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTIONS

5.1. SUMMARY
5.1.1. Introduction

Education is one of the most important human activities which are helpful in development of individual internal and external potentials. It is a powerful key of all-round development of individual and thereby nation. It is directly related to status of individual and society and thereby tax revenues of state and central government of the country.

Schools are place of formal and structured education system. Every school desires to do best for students learning and fully utilize the strength of their cognitive, affective and psychomotor potency. Since very long time it was general perception that achievement of learner only depends on their intelligence. But in modern era educationists, psychologists, sociologists, biologists, doctors and others strongly recognised that role of affective and psychomotor factors also very important in development of achievement of learner. Mental health is an important and essential aspect which play significant role in development of each phase of life. Mental health is powerful tonic for development of all cognitive, affective and psychomotor development. It is truth that a well functioning of mind is dominant input during an individual attaining pleasure in existence. A mentally healthy person can be creative to learn new things and take risks for higher achievement. But it is true that today secondary and college students are facing mental health problems due to several reasons. Mental health problems are affecting academic performance of learner and good causes of poor academic achievement and a major cause of suicide. Poor academic achievement is raising problem of frustration which is creating situation of suicide.

Therefore, development of mental health at secondary, higher secondary and college level is very essential challenge in front of teachers, parents, teacher educators and Governments. Particularly adolescence period is very important and critical stage of life and a stage of physical psychological transition. At this stage physical,
emotional, social, religious, attitudinal changes etc. develop vastly. This is backbone of development of physical, social and psychological domain of individual, while, mental health is essential element for these development. Hence study of mental health in relation to striking psychological variables is essential task of researchers.

Today’s emotional intelligence appears in researches of different disciplines. Researchers believe that emotional intelligence is an important factor than intelligence for human development. Adolescence period is heavily associated with emotional development. But good emotional development is not possible in the absence of good mental health. Therefore, study of mental health in relation to emotional intelligence is need of present day.

Personality is also a major variable consist various psychological factors and heavily affected by mental health. Mental health, emotional intelligence and personality are interrelated concepts and affected by each other. For the development of the balanced personality of individuals, they must be mentally healthy and emotionally balanced. Therefore, the present study is designed to know relationship of mental health to emotional intelligence and personality of high school students. Formal topic of present study is given below.

5.1.2.Statement of Problem

“Mental health of 10th class students in relation to emotional intelligence and personality.”

5.1.3.Rationale of the Study

Mental health is a key indicator of all round growth and development of students. Poor mental health can affect future life. It is helpful in dealing with stresses and challenges of everyday life. Good mental health contributes to individuals and thereby communities, society and nation. Due to fast development of science and technology, getting quality education is much more challenging. Adolescents face a wide range of challenges before them during learning period and getting job for sustainability of good life. But in this race a large number of students fail to achieve their goal. This creates many physical, mental, social and psychological problems. Therefore, the education should be so designed that sound mental health could be developed in children.

Today, mental health approach in education has emerged as strong movement
that has spread to all educational systems of the world. The researches related to mental health of adolescents in high and higher secondary school needs to be strengthened because children experience a number of physiological and psychological changes and development at this transitional stage. Several studies have been conducted related to status of mental health in different countries. In most of studies mental health is considered as negative aspect. Studies of positive mental health also conducted in relation to academic achievement and some socio-psychological variables. Similarly several studies had been conducted related to personality and negative and positive mental health. The present study makes a humble attempt to find out relationship of mental health among emotional intelligence and personality. Review of related literature reveals that very few studies had been conducted in India on high school students related to the variables undertaken in the present study viz., mental health, emotional intelligence and personality. However, no researcher has focused on the relationship of mental health with emotional intelligence and personality. Also no one has attempted to study emotional intelligence and personality as possible predictive indices of mental health of 10th class students. Therefore, present study can be helpful in development of mental health, emotional intelligence and personality of high school students through using findings of present study.

5.1.4. Objectives of the Study

Following objectives were framed for present study:

1. To study relationship between mental health and emotional intelligence of total 10th class students for total sample, rural male, urban male, rural female and urban female.
2. To study relationship between mental health and personality factors of total 10th class students for total sample, rural male, urban male, rural female and urban female.
3. To study prediction of mental health of 10th class students on the basis of emotional intelligence and personality factors for total sample, rural male, urban male, rural female and urban female.
4. To find out difference between male and female 10th class students in their correlation between mental health and emotional intelligence for rural and
urban students.
5. To find out difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for male and female students.
6. To find out difference between male and female 10th class students in their correlation between mental health and personality factors for rural and urban students.
7. To find out difference between rural and urban 10th class students in their correlation between mental health and personality factors for male and female students.

5.1.5. Hypotheses of the Study

Following objective wise hypotheses were framed in null form:

1.1 There is no significant relationship between mental health and emotional Intelligence of total 10th class students.

1.2 There is no significant relationship between mental health and emotional intelligence of rural male 10th class students.

1.3 There is no significant relationship between mental health and emotional intelligence of urban male 10th class students.

1.4 There is no significant relationship between mental health and emotional intelligence of rural female 10th class students.

1.5 There is no significant relationship between mental health and emotional intelligence of urban female 10th class students.

2.1 There is no significant relationship between mental health and personality factors of total 10th class students.

2.2 There is no significant relationship between mental health and personality factors of rural male 10th class students.

2.3 There is no significant relationship between mental health and personality factors of urban male 10th class students.

2.4 There is no significant relationship between mental health and personality factors of rural female 10th class students.

2.5 There is no significant relationship between mental health and personality factors of urban female 10th class students.
1.1 There is no significant prediction of emotional intelligence and personality factors on mental health of total 10th class students.

1.2 There is no significant prediction of emotional intelligence and personality factors on mental health of rural male 10th class students.

1.3 There is no significant prediction of emotional intelligence and personality factors on mental health of urban male 10th class students.

1.4 There is no significant prediction of emotional intelligence and personality factors on mental health of rural female 10th class students.

1.5 There is no significant prediction of emotional intelligence and personality factors on mental health of urban female 10th class students.

1.1 There is no significant difference between male and female 10th class students in their correlation between mental health and emotional intelligence for rural students.

1.2 There is no significant difference between male and female 10th class students in their correlation between mental health and emotional intelligence for urban students.

1.1 There is no significant difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for male students.

1.2 There is no significant difference between rural and urban 10th class students in their correlation between mental health and emotional intelligence for female students.

1.1 There is no significant difference between male and female 10th class students in their correlation between mental health and personality factors for rural students.

1.2 There is no significant difference between male and female 10th class students in their correlation between mental health and personality factors for urban students.

1.1 There is no significant difference between rural and urban 10th class students in their correlation between mental health and personality factors for male students.

1.2 There is no significant difference between rural and urban 10th class students in their correlation between mental health and personality factors for female students.
5.1.6. Methodology

Methodology is plan and procedure of research. This includes method of research, population, sampling and sample, tools, data collection and statistical analysis.

5.1.6.1. Method of Research: A proper research method is required to carry out research work. Descriptive survey method will be followed to conduct the present study.

5.1.6.2. Population: A population is defined as the set of all of the subjects of interest of the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. All 10th class P.S.E.B affiliated school students of Punjab will be population for present study.

5.1.6.3. Sampling and Sample: Some time it is not possible to conduct study on whole population. In this situation investigator selects some parts of population, which represent population. Therefore, a sample is the part of the population. Sampling technique is a process of selection of representative sample from population of the study. For present study purposive sampling technique was used to select districts and schools while random sampling was used to select students. Using random sampling 600 students were selected from 30 schools of six districts of Punjab.

5.1.6.4. Tools: Following tools were used to collect information related to present study:

1. Mental Health Scale by Dr. Vijay Kumar Rai (1994)
2. Emotional Intelligence Scale by Dr. Vijay Kumar Rai (2006) and

5.1.6.5. Scoring and Preparation of Master Chart: After data collection, each answer sheet of different scales and inventory scored according to manual. After scoring, master charts of scores related to dependent and independent variables were prepared.

5.1.6.6. Statistical Techniques: In order to find out the relationship of mental health and Emotional Intelligence and Mental health and Personality, including descriptive statistics, Pearson’s co-efficient of correlation was applied. To find out prediction of personality factors and emotional intelligence on mental health, multiple regression analysis was used. To find out difference between male and female, rural and
urban $10^{th}$ class students in their correlation between mental health and emotional intelligence, mental health and personality factors Fisher z formula for transformation of correlation (r) in z form was used.

1.1.7. Results

Following results were found in present study:

1. Positive and significant correlation was found between mental health and emotional intelligence for total students
2. Positive and significant correlation was found between mental health and emotional intelligence of rural male students.
3. Positive and significant correlation was found between mental health and emotional intelligence of urban male students.
4. Positive and significant correlation was found between mental health and emotional intelligence of rural female students.
5. Positive and significant correlation was found between mental health and emotional intelligence of urban female students.
6. Significant and positive correlation was found between mental health and personality dimension extraversion for total students.
7. Significant and negative correlation was found between mental health and personality dimension neuroticism for total students.
8. Significant and positive correlation was found between mental health and personality dimension extraversion of rural male students.
9. Significant and negative correlation was found between mental health and personality dimension neuroticism of rural male students.
10. Significant and negative correlation was found between mental health and personality dimension neuroticism of urban male students.
11. Significant and positive correlation was found between mental health and personality dimension extraversion of urban male students.
12. Significant and negative correlation was found between mental health and personality dimension neuroticism of rural female students.
13. Significant and positive correlation was not found between mental health and personality dimension extraversion of rural female students.
14. Significant and negative correlation was found between mental health and
personality dimension neuroticism of urban female students.

15. Significant and positive correlation was found between mental health and personality dimension extraversion of urban female students.

16. Prediction of emotional intelligence, neuroticism and extraversion in mental health was 40.1061% for total students.

17. Prediction of emotional intelligence and extraversion in mental health was found 46.58% for rural male students.

18. Prediction of emotional intelligence and neuroticism in mental health was found 64.59% for urban male students.

19. Prediction of emotional intelligence and neuroticism in mental health was found 15.5% for rural female students.

20. Prediction of neuroticism and extraversion in mental health was found 50.06% for urban female students.

21. Significant difference was found between male and female students in their correlation between mental health and emotional intelligence for both rural and urban students.

22. Significant difference between rural and urban male students in their correlation between mental health and emotional intelligence was found in favour of urban students but in case of female students no significant difference was found.

23. Significant differences between male and female students in their relationship between mental health and personality factor neuroticism are not significant for both rural and urban students. But differences between male and female students in their relationship between mental health and personality factor extraversion are significant for both rural and urban in favour of male students.

24. Significant differences between rural and urban students in their relationship between mental health and personality factor neuroticism are significant for both male and female students. But correlation between mental health and personality factor extraversion of rural and urban students differ significantly for male but not for female students.
5.2. CONCLUSIONS

On the basis of results following are conclusions of the present study:-

1. Significant and positive correlation was found between mental health and emotional intelligence for rural male, urban male, rural female and urban female students.

2. Significant and negative correlation was found between mental health and personality factor neuroticism for rural male, urban male, rural female and urban female students.

3. Significant and positive correlation was found between mental health and personality factor extraversion for rural male, urban male and urban female students. Significant correlation was not found between mental health and personality factor extraversion for rural female.

4. While prediction of emotional intelligence, neuroticism and extraversion for total students was found 40.1061% in mental health.

5. Combined prediction of emotional intelligence and extraversion in mental health was found 46.58% for rural male students.

6. Combined prediction of emotional intelligence and neuroticism in mental health was found 64.59% for urban male students.

7. Combined prediction of emotional intelligence and neuroticism in mental health was found 15.5% for rural female students.

8. Combined prediction of neuroticism and extraversion on mental health was found 50.06% for urban female students.

9. Significant difference was found between male and female students in their correlation of mental health with emotional intelligence and personality factor extroversion for both rural and urban students. But differences between male and female students in their relationship between mental health and personality factor neuroticism are not significant for both rural and urban students.

10. Significant difference between rural and urban students in their correlation between mental health and emotional intelligence was found for male students but in case of female students no significant difference was found. Significant differences between rural and urban students in their relationship between mental health and personality factor neuroticism are significant for both male
and female students. But correlation between mental health and personality factor extroversion of rural and urban students differ significantly for male but not for female students.

5.3. EDUCATIONAL IMPLICATIONS

Every research study bears some educational implications. On the basis of the findings researcher provide some implication for improvement. Findings of the present study have some important educational implications. Conclusions of present study are of vital importance for teachers, parents, counsellors, educationalists, educational planners and social workers who are actively engaged in the welfare of the development of mental health of secondary and higher secondary level. The following are the educational implications of the study:

5.3.1. Educational Implication Related to Mental Health and Emotional Intelligence

Present study shows that there is a positive relationship between mental health and emotional intelligence of secondary school students for male, female, rural and urban students. Therefore, to develop mental health through development of emotional intelligence, teachers, principal/Administrators, parents, counsellors, teacher educators, educational planners, social workers and researchers can do or organized following activities:

I. Implication for Teachers: Students spent much more time with school teachers. Hence, responsibility of teacher is not improving only academic achievement of student but also development of emotional intelligence and mental health of students is key work of teacher. The teachers should develop the following key skills to increase the level of emotional intelligence and thereby mental health among students:

(a) Teacher can train students to know and understand their emotions and emotions of others.
(b) Teacher can train students to manage their emotion in solving daily life problems.
(c) Teacher should develop empathy for others in students.
(d) Teacher should train their students in such a way that they can develop good
adjustment and relationship to others.

(e) Teacher can train students to quickly reduce their stress.

(f) Teacher develops the ability of their students to use humor and play to deal with challenges.

(g) Teachers can develop the ability of their students to resolve conflicts positively and with confidence.

(h) MacMullin (1994) found that students’ with social and emotional difficulties fail to use social skills to gain teacher support and get low academic achievement. Therefore, teacher should develop social skills in their students which will be beneficial for students in development of emotional intelligence and thereby their mental health.

(i) A relationship between students is primary aspect for the social and emotional development of the individual because it is helpful in develop of cooperation, mutual respect and interpersonal sensitivity, and experience companionship, intimacy and affection. Hence, teachers should improve student relationship ability in their students.

(j) Teacher should create students awareness about how their behavior is perceived by others and how it affects others.

(k) Teachers should help students to develop empathy and negotiating skills, to resolve conflict and promote their own and others’ learning and mental health.

(l) Teacher should regularly monitor each student’s behaviour towards others, and their relationship with others. If any problem in relationship between students, teacher should immediately help students.

(m) To promote the mental health of student perception of reality, some practical work related to real life should be organized by teachers so that they can understand realities of life and think positively towards real life.

(n) Teacher may set up the class so there is an opportunity for communication and teamwork.

(o) Teachers should provide many opportunities to students to discuss their emotional responses.

(p) Teachers should validate their own and their students’ emotional responses in the classroom.

(q) Teacher should discuss emotional issues in classroom.
II. **Implication for Principals/Administrators:** Today private schools are increasing with fast speed. But this is reality that more and more schools must employ novices’ teachers in school with little or no pre-service teaching experience. They don’t know about child psychology. They cannot develop mental health and emotional intelligence of students due to lack of psychological knowledge. Similar condition also appears in Government schools where guest teachers are appointed. Therefore, this is responsibility of principal, management and administrators that they organize some short term courses for development of novices’ teachers’ knowledge regarding development of children mental health and emotional intelligence. They should also organize various seminars in school for development of mental health and emotional intelligence of children. Principal should regularly monitor his teacher’s behavior in light of pedagogical aspects. Administrators should prepare teachers in such a way that they can prepare lesson plan systematically, behave well with students and teach with good strategies. Administrators should also train teachers regarding how to development students knowledge, understanding and use of emotional intelligence. Principal and administrators should always be aware of child’s parents that how they develop personality and mental health of their children. Principal should get feedback from students regarding parent’s supports and behaviour for counselling their parents.

III. **Implication for Parents:** Students should pass more time with their family and parents. So, care and development of mental health and emotional intelligence is major responsibility of parents. Parents should always care about eating habits, reading habits, sleeping habit, TV viewing habits and other activity in house. They always care about child’s behavior in house and outside of house. In case of any abnormal situation, they immediately take positive action to reduce abnormal situation. Parents handle situation very softly. Children are very emotional; therefore, parents cater their emotion in right way. They cannot take such action which creates emotional disturbance. Because, emotional disturbance not only creates emotional ability of child but also create physical and mental problem and thereby mental and physical health. Therefore, parents should try to avoid the factors that can cause stress and frustration in their children like punishment, deprivation of privileges, and rejection etc.
IV. **Implication for Counselors:** Findings of this study are also very important for counsellors. A counsellor can play significant role in development of emotional intelligence of students and thereby their mental health. To develop mental health of male students, counsellor can develop positive-self evaluation, personal, social and emotional skills through observation of students’ activities, testing and providing positive counselling of students.

V. **Implication for Teacher Educators:** Teachers are preparing would be teachers in teacher education institutions and teacher educators are soul of these institutions. Therefore, preparation of good teachers is responsibility of teacher educators. Teacher educators should develop emotional intelligence skills and tips of development of mental health in pre-service teachers in such a way that these pre-service teachers can be able to develop both abilities in students during in-service period. Special seminars and guest lectures on the development of mental health and emotional intelligence by experts should be organised by the concerned authorities during the B.Ed. course.

VI. **Implication for Educational Planners and Curriculum Designers:** Educational planners and curriculum designers can prepare such secondary and higher secondary curriculum that caters to physical, mental and emotional aspects of students. For this they can introduce such activities in curriculum that are useful in development of individual, social and emotional skills of students.

VII. **Implication for Social Workers:** Social workers are also working for betterment of physical and mental health and educational standard of students. Results of present study are helpful for social workers in development of mental health of school children. They can organise such activities that are very helpful in development of emotional intelligence and mental health of students. They can organise play, drama and fair for this purpose.

VIII. **Implication for Researcher:** Researchers are backbone of all development. Hence, this is responsibility of researchers that they search honestly factors affecting emotional intelligence and mental health of students. They should also make aware school administrators and teachers regarding their findings those are helpful in development of mental health and emotional intelligence.
5.3.2. Educational Implication Related to Mental Health and Personality

Present study reveals that personality factors extroversion correlated significantly and positively with mental health while personality factor neuroticism is correlated significantly but negatively with mental health. These results are indicating that increase extraversion activity can be helpful in development of mental health while decrease in neuroticism activities can be helpful in development of mental health. These results are also helpful for teachers, parents, principals/administrators, teacher educators, counsellors, educational planners and curriculum designers, social workers and researchers.

I. Implication for Teachers: Students are the future of Nation and teachers are future builders of the Nation. They build the future citizens of the country. Results of present study related to relationship between personality and mental health can be much helpful for teachers. Teacher may develop extraversion personality trait in classroom which is helpful in development of better personality. Therefore, teachers should organise some activities that are helpful in development of extraversion personality trait. Reducing neuroticism characteristics in students is also very important task of teachers. Teacher should always search students with neuroticism and introversion and provide activities that can reduce these characteristics in students. Teachers can organise seminar of students on topics related to curriculum and current problems in classroom for every students. Teachers can also organise painting or other creative work competitions in classroom. Teacher should frequently ask questions to those students who are neurotic or introvert. Teachers can do following activities in classroom to increase extroversion and decrease neuroticism trait of personality:

a. Teachers don’t use such word or behavior to students that is painful to students and create some undesirable behavior in students.

b. Teacher creates such environment in the classroom that favour students to respond without any hesitation.

c. Teacher should minimize disruptive behaviour by reducing confrontation.

d. Teacher’s behavior may be a cause of development of bad personality characteristics in students. Teacher’s rude behaviour not permitting to ask questions during teaching may be barrier in personality development of students. Therefore teacher should behave like a friend with students and try to
II. **Implication for Principals/Administrators:** Administrator or principal should create such environment in school campus that creates mutual trust between students and teachers. Due to such environment students will feel free to talk with teachers and share their own view to each other. At the starting time of course, principal should provide guidelines regarding rules and regulations rights and responsibilities of teachers and students. This will be helpful in maintenance of discipline of school which will be helpful in learning and wellness of students. To promote the extraversion personality ability of students at secondary school level principal/administrator should organise various exhibitions, science fairs, educational tours and excursions so that students can interact with different personalities and get chance to express themselves and thereby develop their extroversion personality trait.

III. **Implication for Parents:** Findings of present study related to personality and mental health are fruitful for children’s parents. Since personality affects mental health and both are affected by parental factors and over all home related factors. Personality development is related to main two factors- genetically and environmental. Genetically factors are directly related to parents while environmental factors are physical and psychological environment in home. Parental and other family member behaviours play significant role in personality developments. Tuff and harsh behaviours of parents and family members may create behavioural disabilities in their children. Suppressing or beating too much frequently may develop neurotic and introvert traits in children. This may harm extraversion personality in children that can hamper mental health and emotional abilities. Therefore, parents should care their children and behave softly with them. Parents should control their children through love and affection not with punishment. Love is ultimate way of personality development of children.

IV. **Implication for Counselors:** Extravert personality trait is very significant in development of children mental health. Counsellors can play significant role in development of extraversion personality trait of students in school environment. They can diagnose personality behaviours and problems and provide counselling to improve. Neurotic and introvert behaviours are breakers of development of
students during throughout life. Therefore, counsellors can develop extraversion trait in students through proper counselling and activities.

V. **Implication for Teacher Educators**: Teacher’s development depends on teacher educators. Teacher educators are teacher makers. They can develop teachers with high extraversion personality traits. An extrovert teacher can be helpful in development of this trait in their children. For this purpose teacher educators can organise regular seminars of B.Ed. students. They can organise art and other creative competition to develop extraversion behaviour of students. They can also organise short play in classroom and involve those students who are neurotic or introvert. They can also train pre-service teachers to develop extraversion trait in students. After learning how to develop extraversion trait in students, pre-service teachers can use this skills in classroom during in-service.

VI. **Implication for Educational Planners and Curriculum Constructors**: It is fact that students work or learn those activities that are related to their curriculum and related to marks. Therefore, planners or curriculum constructors can develop such curriculum which is based on activities and helpful in development of personality of children.

VII. **Implication for Social Workers**: Social workers can organise social activities in school campus that are helpful in development of personality of children. They can organise play activities, book fair, science faire and competition in different subjects.

VIII. **Implication for Researcher**: Researchers can explore factors affecting extraversion trait. They can search causes of neuroticism/introversion and provide suggestions to build sound extraversion personality trait and thereby mental health.

### 5.4. SUGGESTIONS FOR FURTHER STUDY

After a research is completed researcher feels certain gaps and lapses during the process of investigation which are not be removed or improved due to some reasons. During research, investigator realizes several views related to their research and other aspects. In the light of the experiences gained during this research work, the
investigator suggests following topics for research in future:

1. The present study was limited to only 10th class students, therefore, similar studies can be carried out on students of all grades of secondary, higher secondary and college students.

2. A similar study can be carried out on students of different grade and different state.

3. A similar study can be carried out on teachers and teacher educators of different geographical states of India.

4. A comparative study of different states should be conducted with similar variables.

5. A study of mental health in relation to emotional intelligence and personality factors including effect of sex, area and discipline using multi-way analysis of variance should be conducted on different grade of students.

6. A similar study can also be carried out using multi dimensions personality variables to cover wide rang factors.

7. A study of mental health may be conducted in relation to some positive factors like achievement motivation, scientific attitude.

8. A study related to impact and prediction of intelligence, social intelligence, multiple intelligence, emotional intelligence, spiritual intelligence on mental health may be conducted.

9. A study of mental health should be conducted in relation to some major cognitive factors like intelligence, logical thinking, aptitude and problem solving.

10. Some experimental studies may be conducted to see impact of training program for emotional intelligence on mental health of different grade students.

11. A comparative mental health, emotional intelligence and personality factors of in-service and pre-service teachers should be conducted.

12. A study of effect of Yoga and Meditation classes on mental health, emotional intelligence and personality factors may be conducted.

13. A study of home and school related factors should be conducted in relation to mental health and emotional intelligence.

14. A study of mental health and emotional intelligence of secondary school teachers should be conducted in relation to academic achievement of students.
15. Researches may be conducted on the role of parents in enhancing mental health, emotional and spiritual health of their children.

16. A study of impact of mental health, emotional intelligence, achievement motivation, scientific temper and personality factors on academic achievement of secondary and higher secondary students may be conducted.

17. A study of impact of mental health, emotional intelligence, social intelligence, and spiritual intelligence on academic achievement of secondary and higher secondary students may be conducted.

18. To know which type of intelligence affect academic achievement of students, a study of impact of intelligence, emotional intelligence, social intelligence and spiritual intelligence on academic achievement of secondary and higher secondary students may be conducted.

19. A correlational study of intelligence, emotional intelligence, multiple intelligence, spiritual intelligence, social intelligence and moral intelligence should be conducted in light of some demographic variables, like sex, area, discipline, birth order etc.

20. A study of educational achievement of school students in relation to mental health, scientific attitude, science process skills and logical thinking may be conducted.

21. Major projects may be considered to study mental health in relation to achievement motivation, emotional intelligence scientific attitude and science process skills through controlling sex, stream, locality and socio-economic status of secondary school students.

22. A study of home and school related factors in relation to mental health of secondary school students should be conducted.

23. A study of the curriculum of secondary school can be analyzed in the light of development of mental health and emotional intelligence of students.

24. Various studies should be conducted related to difference between two correlations.