6.9 Discussion and Conclusion

i) Emotional Intelligence

From the result obtained in the present study, it is found that the students Emotional intelligence has made positive and significant effect on Academic achievement in Social science.

Emotional intelligence is the ability to control their own feelings and emotions of others, discriminate between them and use this information to reorient the thinking and action. Emotional intelligence is an ability to recognize importance of emotions and his relations with reason and solve problems based on them (Mayer, Salovey 1990).

Several studies demonstrated that students with high IQs do not necessarily succeed in their adolescent and adult lives. While individuals with purely high IQs possess a great range of intellectual interests and abilities, they have difficulty dealing with their own emotions and with emotions of others. Other intangible characteristics and abilities such as Self-motivation, Impulse control, the ability to regulate one’s own emotions and empathizing with other clearly have an effect on a person’s accomplishments in life, these qualities have been collectively termed as ‘Emotional intelligence’. People with high emotional intelligence levels excel socially, are outgoing and cheerful, are rarely fearful are worried, and are systematic and caring in their
relationship. Emotional intelligence can be broken down into five main domains: Knowing one's emotions, Managing emotions, Motivating oneself, Recognizing emotions in others and handling relationship.

Knowing one’s emotions / Self awareness: The ability to recognize your own emotions and how they affect your thoughts and behaviors, know your strengths and weaknesses, and has self confidence.

Managing emotions / Self management: The ability to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adopt to changing circumstances.

Recognizing emotions in others / Social awareness: The ability to understand the emotions, needs and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamic in a group or organizations.

Handling relationships / Relationship management: The ability to develop and maintain good relationship, communicate clearly, inspire and influence others, work well in a team and manage conflict.
The findings of the present study revealed that Emotional intelligence has made positive and significant influence on Academic achievement in Social science. This may be due to the following characteristics and abilities like, Self motivation, Impulse control, the ability to regulate one’s own emotions and empathizing with others clearly, excel socially, are outgoing and cheerful, are rarely fearful and worried, and are systematic and carrying in their relationship, knowing ones emotions, managing emotions, recognizing emotions in others, and handling relationships etc. these positive characteristics of emotional intelligence enhanced the academic achievement in Social science.


Progress in school and completing a secondary education is widely accepted as an important developmental task for adolescents and success is important for later life (Jessor, Turbin and Costa, 1998). (Teese, 2002) identified low academic achievement not get along with teachers and not fitting with socially as contributing to low satisfaction with school, leading to
early school leaving. Higher levels of Emotional intelligence or related to better academic performance (Lam and Kirby, 2002).

Lower levels of Emotional intelligence are related to unauthorized school absences (Petrides, 2004).

Family life is the first school for emotional learning; therefore, good family relationships are essential for the development of emotional intelligence. Poor parenting styles that can have a negative effect on their child’s emotional development include ignoring their child’s feelings altogether, being too lenient with their child, or showing no respect for their child’s feelings. The most effective parents are able to serve as emotional coaches when their child becomes upset, helping them to find positive ways to calm their emotions; however, in order to effectively coach their children, parents must themselves understand the concepts of emotional intelligence. Parental influence on emotional development seems to begin in infancy. For example, infants who are given approval and encouragement when attempting to perform new tasks will become confident and optimistic, while infants who come from chaotic or neglectful homes seem to expect to fail. In addition, a child’s trust or mistrust, which develops in infancy during such events as feedings and uncertain situations, manifests itself in childhood and adulthood relationships. Further, a report from the National Center for Clinical Infant Programs found that a child’s emotional abilities, such as his or her level of self-assuredness, level of interest, ability to quell
impulsiveness, ability to follow directions, and ability to express their needs are predictors of school success; a child’s intellect or reading aptitude were unable to predict school success. Infancy and childhood appear to be critical times for emotional teachings.

As almost all the studies conducted in India and Abroad support directly or indirectly the findings of the present study. The outcome of the study may be accepted widely.

**ii) School adjustment**

From the result obtained in the present study, it is found that, School adjustment has made positive and significant influence on Academic achievement in Social science. Adjustment is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent.

Thus, when an adjustment is made between two things, it is decided to adapt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it is beyond anybody’s capacity to change the seasons according to the clothes. Modern technology has, of course, made it
possible to adjust the temperature inside houses and workplaces to harmonize with our needs.

*Good (1959):* Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. *Warren (1934):* Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal. *Crow and Crow (1956):* An individual’s adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. Therefore, adjustment can be summarized as, *i)* Adjustment is a process that takes us to lead a happy and well contented life; *ii)* Adjustment helps us in keeping balance between our need and the capacity to meet these needs; *iii)* Adjustment persuades us to change our way of life according to the demands of the situation; *iv)* Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

The findings of the present study revealed that School adjustment has made positive and significant influence on Academic achievement in Social science. This may be due to the following characteristics like, Overcoming blocks, Reading goals, Satisfying motives, Relieving frustration and maintaining equilibrium and has own mechanism of
maintaining balance in his personality etc., These positive characteristics of students well adjusted in school helps in Academic achievement in Social science.


As almost all the studies conducted in India and Abroad support directly or indirectly the findings of the present study. The outcome of the study may be accepted widely.

iii) Study habits

The present study revealed that, there is a positive and significant effect study habits on Academic achievement in Social science.

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive processes during learning. According to Patel (1976) study habits include: Home environment and planning of work, Reading and note taking habits, Planning of subjects, Habits of concentration, Preparation for examination, General habits and attitudes and School environment.
The study habits are influenced by attitudes, personality traits, and levels of aspirations, teaching methods adopted and material they are to learn. So, it is the effort of teachers to develop high Study habits among students. Such habits are the best equipments with which they can live and lead their lives with confidence. If the habits are developed in the young age they will definitely cherish the joy of its fruits in the rest of their lives, because grown up children are already habituated to certain things. So they find it difficult to modify their habits and behavior. Therefore, it is better to develop Study habits among Secondary school students. It is the proper time and age to cultivate Study habits. At this age students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of teachers.

Effective study habit refers to a situation in which a learner studies regularly to achieve success in his school work. Study habit, therefore, refers to learning which leads to the achievement of learners’ goal. Danskin and Burnett (1952) found that students getting higher marks has more effective study habits as compared to students who has ineffective study habits and thus, lagged behind in studies. Similarly Crow and Crow (1963) found academically low achievers to have less effective Study habits as compared to academically high achievers. Effective habits of study include plan/place, a definite time table and taking brief of well organized notes Crow and Crow (1992),
Crede and Kuncel (2008) defines Study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conductive environment.

The findings of the present study revealed that Study habits has made positive and significant influence on Academic achievement in Social science. This may be due to effective learning methods that is, learning by observation, learning by doing, reading and reviewing, discussing with others, experimenting, thinking around new ideas and concepts, reflecting on what the subject means, thinking about practical applications, listening and asking questions, reformulating, habits of concentration, school environment, home environment and note taking habits, these positive characteristics of high Study habits helps in Academic achievement in Social science.


As almost all the studies conducted in India and abroad support directly or indirectly the findings of the present study. The outcome of the study may be accepted widely.
Based on the discussion of the findings of the study, the following conclusions could be drawn:

**Simple Correlation**

1. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits.

2. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Boys in secondary schools.

3. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Girls in secondary schools.

4. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Urban school students in secondary schools.

5. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Rural school students in secondary schools.

6. There is a positive significant relationship between Academic achievement and Emotional intelligence, School
adjustment and Study habits of Government school students in secondary schools.

7. There is a positive significant relationship between Academic achievement and Emotional intelligence, School adjustment and Study habits of Private school students in secondary schools.

**Analysis of Variance (ANOVA)**

8. The students with high Emotional intelligence have more influence on Academic achievement in Social science than the students with low Emotional intelligence in Social science.

9. The students with high School adjustment have more influence on Academic achievement in Social science than the students with low School adjustment.

10. The students with high Study habits have more influence on Academic achievement in Social science than the students with low Study habits.

11. There is a significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of students in terms of their influence on Academic achievement in Social science.
12. The Boys with high Emotional intelligence have more influence on Academic achievement in Social science than the Boys with low Emotional intelligence in Social science.

13. The Boys with high School adjustment have more influence on Academic achievement in Social science than the boys with low School adjustment in Social science.

14. The Boys with high Study habits have more influence on Academic achievement in Social science than the Boys with low Study habits.

15. The Girls with high Study habits have more influence on Academic achievement in Social science than the Girls with low Study habits.

16. The Urban school students with high Emotional intelligence have more influence on Academic achievement in Social science than the Urban school students with low Emotional intelligence in Social science.

17. There is no significant difference between the effects of high and low School adjustment of Urban school students in terms of their influence on Academic achievement in Social science.

18. The Urban school students with high Study habits have more influence on Academic achievement in Social science than the Urban school students with low Study habits.
19. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low School adjustment of Urban school students in terms of their influence on Academic achievement in Social science.

20. There is a significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Urban school students in terms of their influence on Academic achievement in Social science.

21. The Rural school students with high Emotional intelligence have more influence on Academic achievement in Social science than the Rural school students with low Emotional intelligence in Social science.

22. The Rural school students with high School adjustment have more influence on Academic achievement in Social science than the Rural school students with low School adjustment in Social science.

23. The Rural school students with high Study habits have more influence on Academic achievement in Social science than the Rural school students with low Study habits.

24. The Government school students with high Emotional intelligence have more influence on Academic achievement in Social science than the Government school students with low Emotional intelligence in Social science.
25. The Government school students with high School adjustment have more influence on Academic achievement in Social science than the Government school students with low School adjustment in Social science.

26. The Government school students with low Study habits. Thus, it can be interpreted that the Government school students with high Study habits have more influence on Academic achievement in Social science than the Government school students with low Study habits.

27. The Private school students with high Emotional intelligence have more influence on Academic achievement in Social science than the Private school students with low Emotional intelligence in Social science.

28. The Private school students with high School adjustment have more influence on Academic achievement in Social science than the Private school students with low School adjustment in Social science.

29. The Private school students with high Study habits have more influence on Academic achievement in Social science than the Private school students with low Study habits.

**Linear Regression Analysis**

30. The best predictor of all the three variables is Study habits.

The next best predictors of Academic achievement of
students in order of priority are School adjustment and Emotional intelligence.

31. The best predictor of all the three variables is Study habits. The next best predictors of Academic achievement of Boys in order of priority are School adjustment and Emotional intelligence.

32. The best predictor of all the three variables is Study habits. The next best predictors of Academic achievement of Girls in order of priority are School adjustment and Emotional intelligence.

33. The best predictor of all the three variables is Study habits. The next best predictors of Academic achievement of Urban school students in order of priority are School adjustment and Emotional intelligence.

34. The best predictor of all the three variables is Study habits. The next best predictors of Academic achievement of Rural school students in order of priority are Emotional intelligence and School adjustment.

35. The best predictor of all the three variables is School adjustment. The next best predictors of Academic achievement of Government school students in order of priority are Emotional intelligence and Study habits.
36. The best predictor of all the three variables is Study habits. The next best predictors of Academic achievement of Private school students in order of priority are School adjustment and Emotional intelligence.

**Path analysis**

37. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement in Social science.

38. There is a significant indirect effect of Emotional intelligence on Academic achievement in Social science through School adjustment and Study habits.

39. There is a significant indirect effect of School adjustment on Academic achievement in Social science through Emotional intelligence and Study habits.

40. There is a significant indirect effect of Study habits on Academic achievement in Social science through Emotional intelligence and School adjustment.

41. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Boys in Social science.

42. There is a significant indirect effect of Emotional intelligence on Academic achievement of Boys in Social science through School adjustment. However indirect effect
43. There is a significant indirect effect of School adjustment on Academic achievement of Boys in Social science through Emotional intelligence and Study habits.

44. There is a significant indirect effect of Study habits on Academic achievement of Boys in Social science through School adjustment. However indirect effect of Study habits through Emotional intelligence was not significant.

45. School adjustment and Study habits have positive and direct significant effect on Academic achievement of Girls in Social science. Further, it is revealed that Emotional intelligence have no direct effect on Academic achievement of Girls in Social science.

46. There is a significant indirect effect of Emotional intelligence on Academic achievement of Girls in Social science through School adjustment and Study habits.

47. There is a significant indirect effect of School adjustment on Academic achievement of Girls in Social science through Emotional intelligence and Study habits.

48. There is a significant indirect effect of Study habits on Academic achievement of Girls in Social science through Emotional intelligence and School adjustment.
49. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Urban school students in Social science.

50. There is a significant indirect effect of Emotional intelligence on Academic achievement of Urban school students in Social science through School adjustment and Study habits.

51. There is a significant indirect effect of School adjustment on Academic achievement of Urban school students in Social science through Emotional intelligence and Study habits.

52. There is a significant indirect effect of Study habits on Academic achievement of Urban school students in Social science through Emotional intelligence and School adjustment.

53. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Rural school students in Social science.

54. There is a significant indirect effect of Emotional intelligence on Academic achievement of Rural school students in Social science through School adjustment. However, indirect effect of Emotional intelligence through Study habits was not significant.
55. There is a significant indirect effect of School adjustment on Academic achievement of Rural school students in Social science through Emotional intelligence and Study habits.

56. There is a significant indirect effect of Study habits on Academic achievement of Rural school students in Social science through School adjustment. However indirect effect of Study habits through Emotional intelligence was not significant.

57. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Government school students in Social science.

58. There is a significant indirect effect of Emotional intelligence on Academic achievement of Government school students in Social science through School adjustment and Study habits.

59. There is a significant indirect effect of School adjustment on Academic achievement of Government school students in Social science through Emotional intelligence. However, School adjustment through Study habits have significant negative indirect effect on Academic achievement in Social science.
60. There is a significant indirect effect of Study habits on Academic achievement of Government school students in Social science through Emotional intelligence. However, Study habits through School adjustment have significant negative indirect effect on Academic achievement in Social science.

61. School adjustment and Study habits have positive and direct significant effect on Academic achievement of Private school students in Social science. However Emotional intelligence have no significant direct effect on Academic achievement of Private school students in Social science.

62. There is a significant indirect effect of Emotional intelligence on Academic achievement of Private school students in Social science through School adjustment. However, Emotional intelligence through Study habits have significant negative indirect effect on Academic achievement in Social science.

63. There is a significant indirect effect of School adjustment on Academic achievement of Private school students in Social science through Emotional intelligence and Study habits.

64. There is a significant indirect effect of Study habits on Academic achievement of Private school students in Social science through School adjustment. However, Study habits
through Emotional intelligence have significant negative indirect effect on Academic achievement in Social science.

### 6.10 Educational Implications

#### i) Emotional intelligence

Emotional intelligence monitor our own and others’ feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey and Mayer, 1990). The emotionally intelligent person is skilled in four areas: identifying, using, understanding and regulating emotions (Salovey and Mayer, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (Self-awareness), Managing them, Motivating ourselves, Recognizing emotions in others (empathy) and handling relationships.

Development of Emotional competencies is likely to enhance;

- Peer, teacher and family relationships
- School engagement
- Academic achievement
- Pro-Social behavior
- Psychological health
- Ongoing life-satisfaction

Researchers have found that even more than IQ, your emotional awareness and ability to handle feelings will determine
your success and happiness in all walks of life, including family relationships. For parents, this quality of "emotional intelligence"—as many now call it—means being aware of your children's feelings, and being able to empathize, soothe, and guide them. For children, who learn most lessons about emotion from their parents, it includes the ability to control impulses, delay gratification, motivate themselves, read other people's social cues, and cope with life's ups and downs.

"Family life is our first school for emotional learning," writes Daniel Goleman, psychologist and author of *Emotional Intelligence*, a book that describes in rich detail the scientific research that has led to our growing understanding of this field. "In this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also in the models they offer for handling their own feelings and those that pass between husband and wife. Some parents are gifted emotional teachers, others atrocious."

Findings of the study clearly reveal that, students' emotional intelligence has made positive and significance influence on Academic achievement in Social science among
secondary school students. The following measures are suggested to improve the EQ of students in the secondary schools:

**Interpersonal Skills**

This is about the way we communicate with others

- Effective communication with parents/colleagues/life partners, etc is required
- Interpersonal skills are a major component of sustenance of any relationship

**Emotional Self Awareness**

- Understanding the strengths and weaknesses of one's personality
- Knowing how to work on improving one's strengths and enhancing areas where one is weak
- Emotional self-awareness pertains to what we call in daily life: plus points and minus points

**Assertive Training**

- This aspect of training involves being clear in what we intend to say and in simple terms saying 'yes' when we mean 'yes' and 'no' when we mean 'no'
- Appropriate use of assertion is important in daily life when dealing with others
**Empathy Training**

- Empathy is an emotion we all experience very often in our daily life
- It is the ability to understand and feel other's emotions and feelings
- In essence empathy is about putting oneself in another's shoes and understanding their point of view

**Stress Tolerance / Impulse Control Techniques**

- Daily living is associated with many stressful situations and the ability to deal with stress effectively determines our success in life
- Coping with stressful situations and controlling one's impulses is essential in living a balanced life

**Personality Enhancement Programmes**

- Personality determines the character and behavior of an individual
- Character is the moral aspect of personality and behavior is controlled by the conscious
- Successful is the individual who can achieve a perfect combination of good character and behavior

**Time Management Skills**

- The popular adage: time and tide wait for none is very true indeed
- We often become stressed unable to find time for everything and everyone
• Managing one's time effectively is an excellent way of enhancing one's capabilities

• Poor time management makes individuals being left behind and stressed out

**Attitude Modification Skills**

• How we perceive each situation or instance in daily life determines our attitude

• Tuning one's mind to look at the positive aspects of any situation and making adversities into opportunities is what a correct attitude is all about

**Body Language Training**

• This is one of the most important skill in today's world

• Body language is an unsaid, unspoken expression of one's mind which can be read by the opposite individual

• Correct body language is required in all situations and conveys one's inner self to other people

• Mastering one's body language is an essential tool in being successful in daily life and our careers

**General Health and Hygiene**

• Often the best impressions we make of people when we meet them for the first time is their appearance of health and cleanliness
• Being impeccably clean and hygienic is one way of enhancing one's personality

ii) School adjustment

Students well adjusted to school have characteristics of overcoming blocks, reading goals, satisfying motives, relieving frustration and maintaining equilibrium and has own mechanism of maintaining balance in his personality. It is assumed that this kind of good adjustment to school may lead to positive and significant influence on Academic achievement in science. The findings of the previous studies though not completely consistent, have tended to indicate these two student variables are important in predicting school achievement suppose, if the findings of the present study are not in tune with the logic employed, this needs cross validation by further investigation.

One, as a teacher, is more concerned with the adjustment of students in school because the primary purpose of education is to train students to be successful in their social life. They are trained to face social and economic problems. The process of adjustment starts right from the birth of the child and continues till death. Human beings have the highest capacity to adapt to new situations. They not only adapt to physical demands but also adjust to social pressures.

Teachers have important role in modifying and shaping the personality of students in accordance with natural objectives of life. The greatest contribution of teachers will be to channelise the energy of
students to reconstruction in their social life. One of the challenges hurled at teachers is to maintain the mental and physical health of the children and youth of the nation. The teacher has to emphasise on the harmonious development of students’ personality so that they can contribute to the welfare of the country. Teacher can facilitate their adjustment in life and can also help students in maintaining their mental health because proper mental health leads to social adjustment.

A finding of the present study clearly reveals that students’ school adjustment has made positive and significant influence on Academic achievement in Social science among secondary school students. The following measures are suggested to improve Adjustment of the students in secondary schools:

- The school environment should be free from partiality and should provide the feeling of security in students, irrespective of their socio economic status.
- School environment should be democratic. Students’ representation on various committees should be made.
- School should organise various curricular activities for students.
- Teachers should know the fundamental principles of human behaviour to solve students’ problems. They must be
emotionally stable and have positive attitude towards teaching. They should create conducive school climate.

- Students should be encouraged to express their views and feelings on various issues related to school freely.
- Teachers should develop a variety of interests in students so that they can satisfy their emotions.
- Day-to-day problems can be discussed in class.
- Sex and moral education should be an integral part of the school curriculum.
- School can organise guidance services for students.
- There should be flexibility in school activities to accommodate the individual needs of the students.
- Positive teacher’s attitude.
- Library and laboratory facilities.
- Playground and indoor game facility.
- Multigym facilities provided to students.
- Vocational trainings given to students.
- Educative documentary films shown to students.
- Medical tests conducted once a year.
- Timetable favourable to students.
- Interesting and innovative techniques of teaching.
- Water and sanitary facilities given to students.
• Congenial atmosphere existing among students.
• Good understanding between principal and teachers.
• Cordial relationship existing between teachers and students.
• Parents are always invited cordially and allowed to discuss about school for betterment.

iii) Study habits

Study habits are a well-planned and deliberate pattern of study which has attained a form of consistency on the part of the students towards understanding academic subjects and passing at examination. Study habits determine the Academic achievement of students to a great extent. Both Study habits and Academic achievement are interrelated and dependent on each other. There are students who come from different environment, localities etc and have different levels of Academic achievement i.e., high and low. They also differ in the pattern of study habits. Some students have better Study habits while the others have poor. Better the Study habits better is the Academic achievement. Academic achievement means how much knowledge the individual has acquired from the school. Academic achievement of the students is determined by their study habits. Study habits and Academic achievement are very essential for research worker and educationists to know that every child whether he is gifted, backward etc should be educated in their own way but if they possess high Study habits they can show performance in academics and in every situations
and if children’s do not possess high study habits they cannot excel in life. It is the Study habits which help the learner in obtaining meaningful and desirable knowledge. High study habits act as a strong weapon for the students to excel in life.

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one’s cognitive processes during learning. According to Patel (1976) Study habits include- i) Home environment and planning of work; ii) Reading and note taking habits; iii) Planning of subjects; iv) Habits of concentration; v) Preparation for examination; vi) General habits and attitudes; vii) School environment.

Habits are true indicators of individuality in a person. Study habits relate to the behaviour of an individual, related to studies. It is adjudged from his Study habits. Styles of studying are known as Study habits. In the process of learning habitual ways of exercising and practicing their abilities for learning are considered as Study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their Study habits. Study habits reveal student’s personality. In action at their studies, learner's learning character is characterized by his Study habits. Study habits serve as the vehicle of learning. It may be seen as both ends and means of learning.
The findings of the present study reveal that students study habits has made positive and significance influence on Academic achievement in Social science among secondary school students. The following measures are suggested to improve the study habits of the students in secondary schools:

i) The school library and the reading-room must be well equipped, tastefully furnished, well lighted and ventilated so that the students may be attracted and encouraged to take advantage of it. It should be spacious enough and should be located in a quiet place; ii) Books and periodicals should be easily accessible to the students-the open shelf system is recommended; iii) New arrivals should be suitably displayed to attract attention of students and teachers; iv) It is very desirable that class libraries containing sufficient number of books on suitable topics be organized. Parents can also help in equipping the library by donating books, periodicals etc.; and v) The time-table should be so framed that each class get at least two periods ‘every week’ for extra reading. These periods should be utilized for a) Silent reading of periodical and books: b) Guiding pupils with regard to reading material and ascertaining whether they have gone through the books; and c) Reporting and discussing in the class about the books and periodicals read by the students.
6.11 Suggestions for Further Research

While conducting the study a need for understanding a few specific research studies relating to the field was felt. The suggestions for such studies are enumerated here under two categories: One study that arise out of the limitations of the present investigation and the other studies that are related to the field.

a) Studies Arising out of the Limitations of the Present Investigation

- A critical study of influence of selected student variables on Academic achievement of students in all the classes of secondary schools.
- An interaction effect of influence of selected student variables on Academic achievement of students in all the school subjects of secondary schools.
- The study with the same design may be conducted to investigate the relationship of students Emotional intelligence, School adjustment and Study habits on Academic achievement of students in all the school subjects.

b) Studies Related to the Problem

- Similar study may be undertaken to investigate the relationship between Emotional intelligence, School adjustment and Study
habits with Academic achievement at the primary level, +2 level and at the university level.

- A study of Relationship between Emotional Intelligence, School Adjustment and Study habits of Secondary school students in relation to their Academic achievement may be undertaken keeping in view the residential schools like Morarji Desai Residential School, Jawahar Navodaya Vidyalayas, Sainik Schools, Kittur Rani Chennamma Residential School etc.,

- A comparative study of students studying at primary, secondary, pre-university and university level may be undertaken with the same research design.