CHAPTER – VI

SUMMARY AND CONCLUSION

The data collected in the present investigation have been analysed and findings presented in the preceding chapters. This chapter presents a brief summary of the investigation, the findings, discussion of the findings, conclusions that have been drawn from the findings, implications for education and suggestions for further research in the fields.

6.1 Re-Statement of the Problem

The problem taken up for the investigation is as follows “A Study of Emotional Intelligence, School Adjustment and Study Habits of Secondary School Students in Relation to their Academic Achievement in Social Science”.

6.2 General Objectives of the Study

The present study was designed with the following general objectives in view:

i. To investigate the relationship of Emotional intelligence, School adjustment and Study habits with Academic achievement in Social science in the entire sample and sub samples of secondary school students.
ii. To examine influence of the independent variables i.e., Emotional intelligence, School adjustment and Study habits and their interaction on the dependent variable i.e., Social science.

iii. To determine the relative efficiency of independent variable viz Emotional intelligence, School adjustment and Study habits in the prediction of dependent variable i.e., Academic achievement in Social science among secondary school students.

iv. To study direct and indirect effects / paths of Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science among secondary school students.

6.3 Specific Objectives of the Study

The present study was designed with the following specific objectives in view:

1. To study the difference between boys and girls in respect of their Emotional intelligence.

2. To study the difference between urban and rural students in respect of their Emotional intelligence.

3. To study the difference between government and private school students in respect of their Emotional intelligence.

4. To study the difference between boys and girls in respect of their School adjustment.
5. To study the difference between urban and rural students in respect of their School adjustment.

6. To study the difference between government and private school students in respect of their School adjustment.

7. To study the difference between boys and girls in respect of their Study habits.

8. To study the difference between urban and rural students in respect of their Study habits.

9. To study the difference between government and private school students in respect of their Study habits.

In pursuance of the General Objectives – (i), the following specific objectives were setup:

10. To investigate the relationship between Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science of Secondary school students.

11. To investigate the relationship between Emotional intelligence and Academic achievement of boys in Social science.

12. To investigate the relationship between Emotional intelligence and Academic achievement of girls in Social science.

13. To investigate the relationship between Emotional intelligence and Academic achievement of urban students in Social science.
To investigate the relationship between Emotional intelligence and Academic achievement of rural students in Social science.

To investigate the relationship between Emotional intelligence and Academic achievement of government school students in social science.

To investigate the relationship between Emotional intelligence and Academic achievement of private school students in Social science.

To investigate the relationship between School adjustment and Academic achievement of boys in Social science.

To investigate the relationship between school Adjustment and Academic achievement of girls in Social science.

To investigate the relationship between School adjustment and Academic achievement of urban students in Social science.

To investigate the relationship between School adjustment and Academic achievement of rural students in Social science.

To investigate the relationship between School adjustment and Academic achievement of government school students in Social science.

To investigate the relationship between School adjustment and Academic achievement of private school students in Social science.
23. To investigate the relationship between Study habits and Academic achievement of boys in social Science.

24. To investigate the relationship between Study habits and Academic achievement of girls in social Science.

25. To investigate the relationship between Study habits and Academic achievement of urban students in Social science.

26. To investigate the relationship between Study habits and Academic achievement of rural students in Social science.

27. To investigate the relationship between study habits and Academic achievement of government school students in Social science.

28. To investigate the relationship between Study habits and Academic achievement of private school students in Social science.

In pursuance of the General Objectives – (ii), the following specific objectives were setup:

i) **Entire sample**

29. To study the effect of Students Emotional intelligence on Academic achievement in Social science.

30. To study the effect of Students School adjustment on Academic achievement in Social science.
31. To study the effect of Students Study habits on Academic achievement in Social science.

32. To study the interaction effect of Students Emotional intelligence and School adjustment on Academic achievement in Social science.

33. To study the interaction effect of Students Emotional intelligence and Study habits on Academic achievement in Social science.

34. To study the interaction effect of Students School adjustment and Study habits on Academic achievement in Social science.

35. To study the interaction effect of Students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

ii) Boys

36. To study the effect of Boys Emotional intelligence on Academic achievement in Social science.

37. To study the effect of Boys School adjustment on Academic achievement in Social science.

38. To study the effect of Boys Study habits on Academic achievement in Social science.

39. To study the interaction effect of Boys Emotional intelligence and School adjustment on Academic achievement in Social science.
40. To study the interaction effect of Boys Emotional intelligence and Study habits on Academic achievement in Social science.

41. To study the interaction effect of Boys School adjustment and Study habits on Academic achievement in Social science.

42. To study the interaction effect of Boys Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

**iii) Girls**

43. To study the effect of Girls Emotional intelligence on Academic achievement in Social science.

44. To study the effect of Girls School adjustment on Academic achievement in Social science.

45. To study the effect of Girls Study habits on Academic achievement in Social science.

46. To study the interaction effect of Girls Emotional intelligence and School adjustment on Academic achievement in Social science.

47. To study the interaction effect of Girls Emotional intelligence and Study habits on Academic achievement in Social science.

48. To study the interaction effect of Girls School adjustment and Study habits on Academic achievement in Social science.
49. To study the interaction effect of Girls Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

**iv) Urban students**

50. To study the effect of Urban students Emotional intelligence on Academic achievement in Social science.

51. To study the effect of Urban students School adjustment on Academic achievement in Social science.

52. To study the effect of Urban students Study habits on Academic achievement in Social science.

53. To study the interaction effect of Urban students Emotional intelligence and School adjustment on Academic achievement in Social science.

54. To study the interaction effect of Urban students Emotional intelligence and Study habits on Academic achievement in Social science.

55. To study the interaction effect of Urban students School adjustment and Study habits on Academic achievement in Social science.
56. To study the interaction effect of Urban students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

\textit{v) Rural students}

57. To study the effect of Rural students Emotional intelligence on Academic achievement in Social science.

58. To study the effect of Rural students School adjustment on Academic achievement in Social science.

59. To study the effect of Rural students Study habits on Academic achievement in Social science.

60. To study the interaction effect of Rural students Emotional intelligence and School adjustment on Academic achievement in Social science.

61. To study the interaction effect of Rural students Emotional intelligence and Study habits on Academic achievement in Social science.

62. To study the interaction effect of Rural students School adjustment and Study habits on Academic achievement in Social science.
63. To study the interaction effect of Rural students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

vi) **Government school students**

64. To study the effect of Government school students Emotional intelligence on Academic achievement in Social science.

65. To study the effect of Government school students School adjustment on Academic achievement in Social science.

66. To study the effect of Government school students Study habits on Academic achievement in Social science.

67. To study the interaction effect of Government school students Emotional intelligence and School adjustment on Academic achievement in Social science.

68. To study the interaction effect of Government school students Emotional intelligence and Study habits on Academic achievement in Social science.

69. To study the interaction effect of Government school students School adjustment and Study habits on Academic achievement in Social science.
70. To study the interaction effect of Government school students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

**vii) Private school students**

71. To study the effect of Private school students Emotional intelligence on Academic achievement in Social science.

72. To study the effect of Private school students School adjustment on Academic achievement in Social science.

73. To study the effect of Private school students Study habits on Academic achievement in Social science.

74. To study the interaction effect of Private school students Emotional intelligence and School adjustment on Academic achievement in Social science.

75. To study the interaction effect of Private school students Emotional intelligence and Study habits on Academic achievement in Social science.

76. To study the interaction effect of Private school students School adjustment and Study habits on Academic achievement in Social science.
77. To study the interaction effect of Private school students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

In pursuance of the General Objectives – (iii), the following specific objectives were setup:

78. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of Secondary school students in predicting Academic achievement.

79. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of boys and girl students in predicting Academic achievement.

80. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of urban and rural students in predicting Academic achievement.

81. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of government and private school students in predicting Academic achievement.

In pursuance of the General Objectives – (iv), the following specific objectives were setup:

82. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of Secondary school students.
83. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of boys and girls.

84. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of urban and rural students.

85. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of government and private school students.

6.4 Hypotheses of the Study

Keeping in view the above specific objectives, the following hypotheses were framed:

1) There is no significant difference between boys and girls in respect of their Emotional intelligence.

2) There is no significant difference between urban and rural students in respect of their Emotional intelligence.

3) There is no significant difference between government and private school students in respect of their Emotional intelligence.

4) There is no significant difference between boys and girls in respect of their School adjustment.

5) There is no significant difference between urban and rural students in respect of their School adjustment.
6) There is no significant difference between government and private school students in respect of their School adjustment.

7) There is no significant difference between boys and girls in respect of their Study habits.

8) There is no significant difference between urban and rural students in respect of their Study habits.

9) There is no significant difference between government and private school students in respect of their Study habits.

10) There is no significant relationship between Emotional intelligence and Academic achievement of boys in Social science.

11) There is no significant relationship between Emotional intelligence and Academic achievement of girls in Social science.

12) There is no significant relationship between Emotional intelligence and Academic achievement of urban students in Social science.

13) There is no significant relationship between Emotional intelligence and Academic achievement of rural students in Social science.

14) There is no significant relationship between Emotional intelligence and Academic achievement of government school students in Social science.
15) There is no significant relationship between Emotional intelligence and Academic achievement of private school students in Social science.

16) There is no significant relationship between School adjustment and Academic achievement of boys in Social science.

17) There is no significant relationship between School adjustment and Academic achievement of girls in Social science.

18) There is no significant relationship between School adjustment and Academic achievement of urban students in Social science.

19) There is no significant relationship between School adjustment and Academic achievement of rural students in Social science.

20) There is no significant relationship between School adjustment and Academic achievement of government school students in Social science.

21) There is no significant relationship between School adjustment and Academic achievement of private school students in Social science.

22) There is no significant relationship between Study habits and Academic achievement of boys in Social science.

23) There is no significant relationship between Study habits and Academic achievement of girls in Social science.
24) There is no significant relationship between Study habits and Academic achievement of urban students in Social science.

25) There is no significant relationship between Study habits and Academic achievement of rural students in Social science.

26) There is no significant relationship between Study habits and Academic achievement of government school students in Social science.

27) There is no significant relationship between Study habits and Academic achievement of private school students in Social science.

6.5 Variables Considered in the Study

6.5.1 Independent Variables

The independent variables considered in the present study were as follows:

i. Emotional Intelligence

ii. School Adjustment

iii. Study Habits

6.5.2 Dependent Variable

Academic achievement in Social science

6.5.3 Moderator Variables

i. Gender (boys and girls)

ii. Locality (urban and rural)

iii. Types of Management (government and private)
6.6 Methodology

6.6.1 Method of Research

Investigator was used normative survey method. Normative survey method could be the appropriate one to study the Emotional intelligence, School adjustment and Study habits of Secondary school students in relation to their Academic achievement in Social science among secondary school students.

Normative method is a scientific method of describing and analyzing the present conditions. Generally with a view to establish norms, J.W. Best says that the Normative survey method is concerned with the conditions or relationships that exists, practices that prevail, views or attitudes that are held, procedures that are going on, effects that are being felt or trends that are developing.

Normative survey method is capable of rendering important service, as it determines the present trends and helps to solve current problems in practical way. It can suggest course of future developments and contribute to the advancement of knowledge. Besides it secures historical prospective through a series of cross sectional practices of similar conditions at different times. Here that researcher finally selected normative survey method for the present study.

6.6.2 Data Gathering Tools

Review of related testing materials revealed that, i) Suitable tools for the assessment of students Emotional intelligence, School
Adjustment and Study habits are readily available. Hence, it was decided to use Emotional Intelligence Scale (EIS) 2001) constructed by Anukool Hyde and Sanjyot pethe; School Adjustment Inventory for School Students (AISS)(2007) constructed by A.K.P Sinha and R. P. Singh; and Study Habit Inventory (SHI) (1983) constructed by M. Mukyopadhyay and D. N. Sansanwal, (ii) A test for the assessment of Academic achievement of students in Social science based on Karnataka state syllabus of IX standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of Academic achievement of students in Social science.

6.6.3 The Sample

One of the important steps in any research is to draw a sample which would truly represent the characteristics of the population in which the inferences are intended to be made. In this sense a sample is the population in a miniature form. Generally, the sample for a research is drawn by using either random sampling technique, stratified random sampling techniques and so on depending upon the purpose of the study.

The population for the present study was all those students who were studying Social science subject at the secondary schools in Haveri District. Sampling was done in order to get school representation, and the student representation. 500 students studying in IX standard were drawn using stratified random sampling technique among the
Government and Private secondary schools in Urban and Rural areas of Haveri district forms the sample.

6.6.4 Collection of Data

In order to collect the necessary data pertaining to Emotional Intelligence Scale (EIS) 2001) constructed by Anukool Hyde and Sanjyot pethe; School Adjustment Inventory for School Students (AISS) (2007) constructed by A.K.P Sinha and R. P. Singh; and Study Habit Inventory (SHI) (1983) constructed by M. Mukyopadhyaya and D. N. Sansanwal, were administered among Boys and Girls of IX standard selected at random. The tools were administered to 500 students of secondary schools of Haveri district. Personal data relating to sex, locality, types of management, class and subject etc., were also collected through a personal data proforma.

Students were made to sit and feel quite comfortable without any embarrassment and were encouraged to answer freely. The directions were clearly given to the students before distributing the tools. The investigator administered a tool that is, Emotional intelligence scale for school students of IX standard. They have to respond on five point scale that is, Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree.

Similarly, the Adjustment inventory for school students also administered to the same group of students. The subjects have to respond on two point scale that is, ‘Yes’ or ‘No’.
The Study habit inventory was also administered to the same group of students. They have to respond on five point scale that is ‘Always’, ‘Frequently’, ‘Some times’, ‘Rarely’, ‘Never’.

Further, in order to collect data pertaining to Academic achievement in Social science, an Academic achievement test constructed and validated by the investigator was administered to the same group of students who have responded for Emotional intelligence scale, Adjustment inventory for school students and Study habit inventory.

**6.6.5 Statistical Techniques Used**

The purpose of the study was to investigate the relationship of three independent variables, namely Emotional intelligence, School adjustment and Study habits on dependent variable which is academic achievement of students in Social science of IX standard.

Further, the study was also aimed to determination of the relative efficiency of the independent variables in predicting academic achievement of IX standard students of secondary schools. With this purpose in the view suitable statistical techniques were selected. They are ;

1) Differential Analysis

2) Simple Correlation

3) Analysis of Variance (ANOVA)
4) Linear Regression and

5) Path Analysis

As there were three independent variables, it was decided to use 3-way Analysis of Variance (ANOVA) in order to find out the main and interaction effects.

These statistical techniques were also used in order to study the interaction effects in case of sub-samples like, Boys, Girls, Urban students, Rural students, Government school students and Private school students. The analysis of data was carried out in pursuance of the objectives of the study as well as the research hypotheses.

6.7 Major Findings

**Differential Analysis**

1. Boys and Girls differ significantly. However, the mean score of Girls is greater than the Boys in respect of Academic achievement in Social science.

2. Urban and Rural school students differ significantly. However, the mean score of Urban school students is greater than the Rural school students in respect of Academic achievement in Social science.

3. Government and Private school students differ significantly. However, the mean score of Private school students is
greater than the Government school students in respect of Academic achievement in Social science.

4. Boys and Girls differ significantly in respect of the dimensions i.e., Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment, Altruistic behavior. However, the mean score of Girls is greater than the Boys in respect of all the dimensions of Emotional intelligence.

5. Urban and Rural school students differ significantly in respect of the dimensions i.e., Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment, Altruistic behavior. However, the mean score of Urban school students is greater than the Rural school students in respect of all the dimensions of Emotional intelligence.

6. Private and Government school students differ significantly in respect of the dimensions i.e., Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment and Altruistic behavior. However, the mean score of Private school students is greater than the Government school
students in respect of all the dimensions of Emotional intelligence.

7. Boys and Girls differ significantly in respect of the dimensions i.e., Emotional adjustment, Social adjustment, Educational adjustment. However, the mean score of Girls is greater than the Boys in respect of all the dimensions of School adjustment.

8. Urban and Rural school students differ significantly in respect of the dimensions i.e., Emotional adjustment and Social adjustment. However, the two groups do not differ significantly in respect of the dimension Educational adjustment of School adjustment. Further, it is noticed that, the mean score of Urban school students is greater than the Rural school students in respect of all the dimensions of School adjustment.

9. Private and Government school students differ significantly in respect of the dimensions i.e., Emotional adjustment and Social adjustment. However, the two groups do not differ significantly in respect of the dimension Educational adjustment of School adjustment. Further, it is noticed that, the mean score of Private school students is greater than the Government school students in respect of all the dimensions of School adjustment.
10. Boys and Girls differ significantly. However, the mean score of Girls is greater than the Boys in respect of Study habits variable.

11. Urban and Rural school students differ significantly. However, the mean score of Urban school students is greater than the Rural school students in respect of Study habits variable.

12. Government and Private school students differ significantly. However, the mean score of Private school students is greater than the Government school students in respect of Study habits variable.

**Simple Correlation**

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

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

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

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

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

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

19. 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)

20. 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.

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

23. There is no significant difference between the interaction effects of high/low emotional intelligence and high/low School adjustment of students in terms of their influence on Academic achievement in Social science.

24. 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.

25. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of students in terms of their influence on Academic achievement in Social science.

26. There is a no significant difference between the interaction effects of high/low Emotional intelligence, high/low School adjustment and high/low Study habits of students in terms of their influence on Academic achievement in Social science.

27. 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.
28. 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.

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

30. There is no significant difference between the interaction effects of high/low Emotional intelligence and high /low School adjustment of Boys in terms of their influence on Academic achievement in Social science.

31. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Boys in terms of their influence on Academic achievement in Social science.

32. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of Boys in terms of their influence on Academic achievement in Social science.

33. There is a no significant difference between the interaction effects of high/low Emotional intelligence, high/low School adjustment and high/low Study habits of Boys in terms of their influence on Academic achievement in Social science.
34. The Girls with high Emotional intelligence have more influence on Academic achievement in Social science than the Girls with low Emotional intelligence in Social science.

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

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

37. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low School adjustment of Girls in terms of their influence on Academic achievement in Social science.

38. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Girls in terms of their influence on Academic achievement in Social science.

39. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of Girls in terms of their influence on Academic achievement in Social science.

40. There is a no significant difference between the interaction effects of high/low Emotional intelligence, high/low School
adjustment and high/low Study habits of Girls in terms of their influence on Academic achievement in Social science.

41. 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.

42. 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.

43. 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.

44. 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.

45. 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.

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

47. There is no significant difference between the interaction effects of high/low Emotional intelligence, high/low School adjustment and high/low Study habits of Urban school students in terms of their influence on Academic achievement in Social science.

48. 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.

49. 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.

50. 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.

51. There is no significant difference between the interaction effects of high/low Emotional intelligence and high /low School adjustment of Rural school students in terms of their influence on Academic achievement in Social science.
52. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Rural school students in terms of their influence on Academic achievement in Social science.

53. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of Rural school students in terms of their influence on Academic achievement in Social science.

54. There is no significant difference between the interaction effects of high/low Emotional intelligence, high/low School adjustment and high/low Study habits of Rural school students in terms of their influence on Academic achievement in Social science.

55. 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.

56. 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.

57. 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.

58. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low School adjustment of Government school students in terms of their influence on Academic achievement in Social science.

59. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Government school students in terms of their influence on Academic achievement in Social science.

60. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of Government school students in terms of their influence on Academic achievement in Social science.

61. There is no significant difference between the interaction effects of high/low Emotional intelligence, high/low School adjustment and high/low Study habits of Government school students in terms of their influence on Academic achievement in Social science.

62. 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.

63. 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.

64. 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.

65. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low School adjustment of Private school students in terms of their influence on Academic achievement in Social science.

66. There is no significant difference between the interaction effects of high/low Emotional intelligence and high/low Study habits of Private school students in terms of their influence on Academic achievement in Social science.

67. There is no significant difference between the interaction effects of high/low School adjustment and high/low Study habits of Private school students in terms of their influence on Academic achievement in Social science.

68. There is no significant difference between the interaction effects of high/low Emotional intelligence, high/low School
adjustment and high/low Study habits of Private school students in terms of their influence on Academic achievement in Social science.

**Linear Regression Analysis**

69. 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.

70. 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.

71. 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.

72. 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.

73. 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.

74. 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.

75. 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

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

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

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

79. There is a significant indirect effect of Study habits on Academic achievement in Social science through Emotional intelligence and School adjustment.
80. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Boys in Social science.

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

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

83. 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.

84. 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.

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

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

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

89. 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.

90. 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.

91. 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.

92. Emotional intelligence, School adjustment and Study habits have positive and direct significant effect on Academic achievement of Rural school students in Social science.
93. 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.

94. 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.

95. 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.

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

97. 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.

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

99. 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.

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

101. 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.
102. 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.

103. 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.

6.8 Delimitations of the Study

Keeping in view the objectives and hypotheses, the present study has been delimited as follows:

(i) The study focused on the Secondary schools located in Haveri District.

(ii) Since the dependent variable is the Academic achievement in Social science, only the performance of the students in IX standard Social science is involved in the study.

(iii) Keeping in mind the quantum of work involved in the study, the investigation was confined only to a particular class that is, IX standard.

(iv) Academic achievement of students is influenced by various factors. However, the present study is confined
to certain selected variables like Emotional intelligence, School adjustment and Study habits.