CHAPTER- V

MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 MAIN FINDINGS
5.2 FINDINGS BASED ON RESULTS RELATED TO OVERVIEW OF DATA ON METACOGNITIVE SKILLS, LOCUS OF CONTROL, SELF EFFICACY AND ACADEMIC ACHIEVEMENT
5.3 FINDINGS BASED ON CORRELATION ANALYSIS
5.4 FINDINGS BASED ON DIFFERENTIAL ANALYSIS
5.5 DISCUSSION OF RESULTS
5.6 EDUCATIONAL IMPLICATIONS
5.7 SUGGESTIONS FOR FURTHER STUDIES
CHAPTER - V
MAIN FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

The present chapter is devoted to main findings, educational implications and suggestion for further study. The investigator is in position to draw certain findings of the present study on the strength of the analysis, interpretations and result in the preceding chapter. The most outstanding characteristics of any research are that it must contribute something new to development of the area concerned. So the investigator has to find out that the educational implication of his study. The present study has its implications for the educational planners, managers of education and educational administrators in secondary school of education in Haryana for ensuring accountability responsibilities, which are in some way related to teachers’ accountability and therefore, the findings of the study have relevance for teacher training institutions sensitizing for the pupil teachers towards their expected role and their performance. Metacognitive skills are one of the best psychological skills involved various life skills of well human being. It plays an important role in the preservation of building better adjustment, self control, locus of control and academic achievements of the students.

On the basis of the analysis, interpretation and result as given in the previous chapter the followings main findings regarding metacognitive skills, locus of control, self efficacy and academic achievement among secondary school students are listing below:

5.1 MAIN FINDINGS

5.1.1 Findings related to overview of data on metacognitive skills, locus of control, self efficacy and academic achievement

- It was found that out of total 400 secondary school students, 03 students i.e. 0.75% students have found very high metacognitive skills, 91 students i.e. 22.75% students have found high metacognitive skills, 177 students i.e. 44.25% students have found average metacognitive skills, 94 students i.e. 23.50% students have found low metacognitive skills and 35 students i.e.
8.75% students have found very low metacognitive skills among secondary school students.

- It was found that out of total 400 secondary school students, 207 students i.e. 51.75% students have found internal locus of control, 193 students i.e. 48.25% students have found external locus of control among secondary school students.

- It was found that out of total 400 secondary school students, 09 students i.e. 2.25% students have found high self efficacy, 165 students i.e. 41.25% students have found average self efficacy and 226 students i.e. 56.50% students have found low self efficacy among secondary school students.

- It was found that out of total 400 secondary school students, 121 students i.e. 30.25% students are high achievers, 164 students i.e. 41% students are Average achievers and 115 students i.e. 28.75% students are low achievers.

5.1.2 Findings with regard to relationship between metacognitive skills & locus of control, metacognitive skills & self efficacy and metacognitive skills & academic achievement

It was found that calculated value of coefficient of correlation (0.119) between metacognitive skills and internal locus of control is more than table value at 0.05 level of significance (.098). Hence, there exist a positive and significant relationship between metacognitive skills and internal locus of control of secondary school students. Further, it was also found that calculated value of coefficient of correlation (0.131) between metacognitive skills and external locus of control is more than table value at 0.0 level of significance (.128). Hence, there exist a positive and significant relationship between metacognitive skills and external locus of control of secondary school students.

It was found that calculated value of coefficient of correlation (0.112) between metacognitive skills and self efficacy is more than table value at 0.05 level of significance (.098). Hence, there exist a positive and significant relationship between metacognitive skills and self efficacy of secondary school students.
It was found that calculated value of coefficient of correlation (0.136) between metacognitive skills and academic achievement among high achievers is more than table value at 0.01 level of significance (.128). Hence, there exist a positive and significant relationship between metacognitive skills and academic achievement among high achievers of secondary school students. It was also found that calculated value of coefficient of correlation (0.103) between metacognitive skills and academic achievement among average achievers is more than table value at 0.05 level of significance (.098). Hence, there exist a positive and significant relationship between metacognitive skills and academic achievement among average achievers of secondary school students. Further, it was also found that calculated value of coefficient of correlation (-.113) between metacognitive skills and academic achievement among low achievers is more than table value at 0.05 level of significance (.098). Hence, there exist a negative and significant relationship between metacognitive skills and academic achievement among low achievers of secondary school students.

5.1.3 Findings with regard to relationship between dimensions of metacognitive skills & locus of control

It was found that calculated value of coefficient of correlation (-.114) between knowledge of cognitive process (dimension of metacognitive skills) and internal locus of control is more than table value at 0.05 level of significance (.098). Hence, there exist a negative and significant relationship between knowledge of cognitive process and internal locus of control of secondary school students. Further, it was also found that calculated value of coefficient of correlation (-.124) between knowledge of cognitive process (dimension of metacognitive skills) and external locus of control is more than table value at 0.0 level of significance (.128). Hence, there exist a negative and significant relationship between knowledge of cognitive process and external locus of control of secondary school students.

Further, it was found that calculated value of coefficient of correlation (.136) between regulation of cognitive process (dimension of metacognitive skills) and internal locus of control is more than table value at 0.01 level of significance
Hence, there exist a positive and significant relationship between regulation of cognitive process and internal locus of control of secondary school students. Further, it was also found that calculated value of coefficient of correlation (.153) between regulation of cognitive process (dimension of metacognitive skills) and external locus of control is more than table value at 0.0 level of significance (.128). Hence, there exist a negative and significant relationship between regulation of cognitive process and external locus of control of secondary school students.

5.1.4 Findings with regard to relationship between dimensions of metacognitive skills & self efficacy

It was found that calculated value of coefficient of correlation between knowledge of cognitive process (dimension of metacognitive skills) and self efficacy is more than table value at 0.05 level of significance (.098). A positive relationship was found between knowledge of cognitive skills and self influence, self confidence (dimensions of self efficacy) among secondary school students. But a negative relationship was also found between knowledge of cognitive process with self regulatory skills, social achievement, self, self- evaluation, self-esteem, self cognition (dimensions of self efficacy) of secondary school students. Hence, there exist a significant relationship between knowledge of cognitive process and self efficacy of secondary school students.

It was found that calculated value of coefficient of correlation between regulation of cognitive process (dimension of metacognitive skills) and self efficacy is more than table value at 0.05 level of significance (.098). A positive relationship was also found between regulation of cognitive skills and self regulatory skills, self confidence, social achievement, self esteem, self cognition (dimensions of self efficacy) among secondary school students. But a negative relationship was also found between regulation of cognitive process with self influence, self, self evaluation (dimensions of self efficacy) of secondary school. Hence, there exist a significant relationship between regulation of cognitive process and self efficacy of secondary school students.
5.1.5 Findings with regard to relationship between dimensions of metacognitive skills & academic achievement

It was found that calculated value of coefficient of correlation between dimension of metacognitive skills and academic achievement is more than table value at 0.05 level of significance (.098). A negative relationship was found between knowledge of cognitive process and academic achievement among high achievers. But a positive relationship was also found between regulation of cognitive process and academic achievement among high achievers.

It was found that calculated value of coefficient of correlation between dimension of metacognitive skills and academic achievement is more than table value at 0.05 level of significance (.098). A positive relationship was also found between knowledge of cognitive process and academic achievement among average achievers. But a negative relationship was found between regulation of cognitive process and academic achievement among average achievers.

It was found that calculated value of coefficient of correlation between dimension of metacognitive skills and academic achievement is more than table value at 0.05 level of significance (.098). A negative relationship was found between knowledge of cognitive process and academic achievement among low achievers. Further, a negative relationship was also found between metacognitive skills (total) and academic achievement among low achievers. Hence, there exist a significant relationship between dimensions of metacognitive skills and academic achievement of secondary school students.

5.1.6 Findings with regard to relationship between locus of control and dimensions of self efficacy

It was found that calculated value of coefficient of correlation between locus of control and dimensions of self efficacy is more than table value at 0.05 level of significance (.098). A positive relationship was found between internal locus of control and self regulatory skills, social achievement, self, self esteem self cognition (dimensions of self efficacy) among secondary school students. But a negative relationship was also found between internal locus of control and self
influence, self confidence, self evaluation (dimensions of self efficacy) among secondary school students. Further, it is also found that internal locus of control is positively related with self efficacy (total). Hence, there exist a significant relationship between internal locus of control and dimensions of self efficacy of secondary school students.

A positive relationship was found between external locus of control and self influence, self evaluation, self esteem (dimensions of self efficacy) among secondary school students. But a negative relationship was also found external locus of control and self regulatory skills, self confidence, social achievement, self, self cognition (dimensions of self efficacy) among secondary school students. Further, it is also found that external locus of control is negatively related with self efficacy (total). Hence, there exist a significant relationship between external locus of control and dimensions of self efficacy of secondary school students.

5.1.7 Findings with regard to relationship between locus of control and academic achievement

It was found that calculated value of coefficient of correlation between locus of control and academic achievement is more than table value at 0.05 level of significance (.098). A positive relationship was found between internal locus of control and academic achievement among high achievers. But a negative relationship was found between external locus of control and academic achievement among high achievers.

A positive relationship was found between internal locus of control and academic achievement among average achievers. Further, a positive relationship was also found between external locus of control and academic achievement among average achievers.

A positive relationship was also found between external locus of control and academic achievement among low achievers. But a negative relationship was found between internal locus of control and academic achievement among low achievers. Hence, there exist a significant relationship between locus of control and academic achievement of secondary school students.
5.1.8 Findings with regard to relationship between self efficacy and academic achievement

It was found that calculated value of coefficient of correlation between self efficacy and academic achievement is more than table value at 0.05 level of significance (.098). A positive and significant relationship was found between self regulatory skills, self influence, self confidence, social achievement, self and self evaluation with academic achievement among high achievers but self esteem is negatively related with academic achievement among high achievers. Further a positive and significant relationship was also found between self efficacy (total) and academic achievement among high achievers.

A positive and significant relationship was found between self regulatory skills, social achievement, self evaluation and self esteem with academic achievement among average achievers. But self influence, self confidence, self and self cognition is negatively related with academic achievement among average achievers. Further a positive and significant relationship was also found between self efficacy (total) and academic achievement among average achievers.

A positive and significant relationship was found between self regulatory skills, self evaluation and self esteem with academic achievement among low achievers. But self influence, self confidence, social achievement, self and self cognition is negatively related with academic achievement among low achievers. Further a negative and significant relationship was also found between self efficacy (total) and academic achievement among low achievers. Hence, there exist a significant relationship between self efficacy and academic achievement of secondary school students.

5.1.9 Findings with regard to interrelationship between metacognitive skills, locus of control, self efficacy and academic achievement

Metacognitive skills are positively interrelated with locus of control, self efficacy and academic achievement of secondary school students. A multiple correlation (R= 0.207, R Square= 0.043, Adjusted R Square=0.033) was found
between metacognitive skills, locus of control, self efficacy and academic achievement of secondary school students.

5.1.10 Findings with regard to difference between metacognitive skills of male and female secondary school students

It is found that the calculated values of ‘t’ for metacognitive skills and its dimensions i.e. knowledge of cognitive process and regulation of cognitive process of male and female students are 1.177, 1.346 & 1.705 respectively. These values are less than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exists no significant difference of metacognitive skills of male & female secondary school students.

5.1.11 Findings with regard to difference between locus of control of male and female secondary school students

It is found that the calculated values of ‘t’ for internal locus of control and external locus of control of male and female students are 0.075 and 0.376 respectively. These values are less than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exists no significant difference of internal and external locus of control among male & female secondary school students.

5.1.12 Findings with regard to difference between self efficacy of male and female secondary school students

It is found that obtained ‘t’ values for seven out of eight dimensions of self efficacy viz. self regularity skills, self influence, self confidence, social achievement, self, self esteem and self cognition are less than the table value i.e. 1.97 at 0.05 level of significance. Further, it is found that the obtained ‘t’ value (2.136) for self evaluation are greater than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exists significant difference between male and female school students with regard to one dimension of self- efficacy viz. ‘self evaluation. It means male students are higher self evaluation, if they are compared with their female counterparts.
5.1.13 Findings with regard to difference between academic achievement of male and female secondary school students

It is found that the obtained ‘t’ value of academic achievement among high achievers, average achievers and low achievers of male and female school students are .912, .144 and .820 respectively. The obtained values of t’ values are less than the table value at 0.05 level of significance. Hence, no significance difference was found between high achiever, average achiever and low achiever male and female students with respect to their academic achievement.

5.1.14 Findings with regard to difference between metacognitive skills of urban and rural secondary school students

It is found that the calculated values of ‘t’ for metacognitive skills and its dimensions i.e. knowledge of cognitive process and regulation of cognitive process of urban and rural students are 1.735, 1.870 and 1.216 respectively. These values are less than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exists no significant difference of metacognitive skills of urban and rural secondary school students.

5.1.15 Findings with regard to difference between locus of control of urban and rural secondary school students

It is found that the calculated values of ‘t’ for internal locus of control and external locus of control of urban and rural students are 0.421 and 1.87 respectively. These values are less than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exists no significant difference of internal and external locus of control among urban and rural secondary school students.

5.1.16 Findings with regard to difference between self efficacy of urban and rural secondary school students

It is found that obtained ‘t’ values for seven out of eight dimensions of self efficacy viz. self regularity skills, self influence, self confidence, social achievement, self and self esteem are less than the table value i.e. 1.97 at 0.05 level of significance. Hence, there exist no significant difference of various dimensions i.e., self regularity skills, self influence, self confidence, social
achievement, self and self esteem except self cognition of secondary school students in relation to their residential background. Further, it is found that the obtained ‘t’ value for self efficacy (2.34) and its one dimension viz. self cognition (1.98) are greater than the table value i.e. 1.97 at 0.05 level of significance. A significant difference was found between self efficacy (total) and self cognition of the urban and rural senior secondary school students. The self efficacy (total) and self cognition of the secondary school students belongs to rural residential background had higher than their counterpart urban students.

5.1.17 Findings with regard to difference between academic achievement of urban and rural secondary school students

It is found that the obtained ‘t’ value of academic achievement among high achievers, average achievers and low achievers of urban and rural school students are .238, .874 and .331 respectively. The obtained values of t’ values are less than the table value at 0.05 level of significance. Hence, no significance difference was found between high achiever, average achiever and low achiever urban and rural students with respect to their academic achievement.

5.2 DISCUSSION OF RESULTS

The present study endeavors to determine the relationship of metacognitive skills with locus of control, self efficacy and academic achievement. Similarly the differences were also investigated on the basis of gender and residential background of secondary school students with regard to the said variables. The proceeding paragraphs provide the integrated discussion of the empirical evidences obtained through the various data analysis procedures aimed at meeting the objectives of the study.

Discussion of results based on inter correlation

Relationship of metacognitive skills with locus of control

The results of the data analysis indicate a significant relationship between metacognitive skills and locus of control. In the present study researcher found a positive and significant relationship between
metacognitive skills and locus of control (both internal and external). Further, a positive and significant relationship was also found between regulation of cognitive process (dimension of metacognitive skills) and locus of control (both internal and external). But a negative and significant relationship was found between knowledge of cognitive process (dimension of metacognitive skills) and locus of control (both internal and external). The results of the research carried out by Gupta M. (1987), Paul (1992), Y.K.Fan & Taplin (1999) substantiate the finding of the present study. They also found significant relationship between metacognitive skills and locus of control. However, a number of other researchers such as Bhogayta Chanderakant (1987), El-Hindi, Amelia E. (1993), Lee, Yuneju, Jaeho (2013), Landine (1988) & Smith & Mihans (2009), Bedel & Emine Ferda (2012), Arslan, Akin & Ahmet (2014) were also found significant relationship between metaognition and locus of control.

**Relationship of metacognitive skills with self efficacy**

The findings related to relationship between metacognitive skills and self efficacy revealed a significant relationship between said variables. Result shows that a positive and significant relationship was found between metacognitive skills and self efficacy among secondary school students. The result is partially supported by the findings of the study carried out by Landine (1988), Albert Bandura (1993), Kahn (2000), Mohamadi, Fatemah Shaterian (2010), Cassidy, Simon (2012), Kondakc, Yesim (2013), Heigl, Romana, Thomas & Joachi (2013), Zepeda; J. Elizabeth; Paul; Timothy J.(2015), Schumann, Scott, Jim (2016) were also found significant relationship between metaognition and self efficacy.

**Relationship of metacognitive skills with Academic Achievement**

The Present study also revealed a significant relationship between metacognitive skills and academic achievement. In the present study researcher found a positive and significant relationship between metacognitive skills and academic achievement of high and low achievers. Further, a positive and significant relationship was also found between regulation of cognitive process (dimension of metacognitive skills) and academic achievement of high and low achievers. But a negative and significant relationship was found between

**Relationship of locus of control with self efficacy**

The findings related to relationship between locus of control and self efficacy revealed a significant relationship between said variables. Result of present study shows a positive and significant relationship between internal locus of control and self efficacy. Further, a negative and significant relationship was also found between external locus of control and self efficacy. Sangeeta (1992), Akin and Ahnet (2010), Lee, Jaeho and Taehyam (2013) and Uma K. and Manikaran (2013) were also found significant relationship between above said variables. The findings of the above said researchers support the present study.

**Relationship of locus of control with academic achievement**

The present study also revealed a significant relationship between locus of control and academic achievement. The result of the present study shows a positive and significant relationship was found between internal locus of control and academic achievement among high and average achievers. But a negative relationship was found between internal locus of control and academic achievement among low achievers. Further, a positive and significant relationship was also found between external locus of control and academic achievement among average and low achievers. But a negative and significant relationship was found between external locus of control and academic achievement among high achievers. Bhagayata (1989), Henry and Kulas (1996), Anuradha Sharma (2004), Gujjar and Rukhmi (2014) were also found significant relationship between above said
variables. The findings of the above said researchers support the present study.

**Relationship of self efficacy with academic achievement**

The Present study also revealed a significant relationship between self efficacy and academic achievement. A positive and significant relationship was found between self efficacy and academic achievement among high achievers. But a negative and significant relationship was found between self efficacy and academic achievement average and low achievers. Mohamadi and Shaterian (2010), Burgoon and Marie (2012), Pooja Bhagat and Beliya J. N. (2016) were also found significant relationship between above said variables. The findings of the above said researchers support the present study.

**Interrelationship of metacognitive skills, locus of control, self efficacy and academic achievement**

Investigator of the present study found a significant interrelationship between metacognitive skills, locus of control, self efficacy and academic achievement. The results is in conformity with the findings of the research carried out by Landine (1988), Chanderkant (1989), Gursoy and Bicakki (2007), Koul & Ravinder (2011), Freitas,craft & Antonio (2011), Lee, Jaeho & Tachyum (2013). They were also found that relationship between metacognition and certain personality variables such as locus of control, self efficacy, motivation and academic achievement.

**Discussion of Results based on differential analysis**

**Difference between male and female students with respect to metacognitive skill, locus of control, self efficacy and academic achievement.**

The present study found no significant difference between male and female students on metacognitive skills and its dimensions viz. knowledge of cognitive process and regulation of cognitive process. It shows that male and female students do not differ significantly. In other words, gender does not affect the metacognitive skills among secondary school students. Studies carried out by Schultz and Schultz (2005), Vaijayanthi (2012) and Sawhney Neena & Bansal
Sneh (2015) was also found no gender difference with regard to metacognitive skills.

No significant difference of internal locus of control was found between male and female secondary school students. Further, No significant difference of external locus of control was also found between male and female secondary school students. It shows that male and female students do not differ significantly. Devi (1990), Schultz and Schultz (2005), Emimah (2011), Pandya, Jogson and Yogesh (2013) were also found that locus of control among students were independent of their gender.

The present study found no significant difference between male and female school students with regard to said seven out of eight dimensions of self-efficacy viz. self regularity skills, self influence, self confidence, social achievement, self, self esteem and self cognition of secondary school students. Kaul & Ravinder (2011), Pooja Bhagat & Balia (2016) were also found that gender does not affect the self efficacy. But in the present study a significant difference between male and female school students with regard to one dimension of self- efficacy viz. ‘self evaluation. It means male students are better self evaluation, if they are compared with their female counterparts. The reason may be that male students are independent on their decisions but female students are depend on the decision of their family.

In the present study male and female students were found similar with regard to their academic achievement. It shows that male and female students do not differ significantly. In other words, gender does not affect the academic achievement among secondary school students. Results of present investigation also revealed that male and females students were similar on academic achievement. The above findings may be supported with that of Freitas, Craft & Antonio (2011) and Preeti & Shaafiu (2016) who come out with the conclusion that academic achievement of male and female students do not differ significantly.

**Difference between rural and urban students with respect to metacognitive skill, locus of control, self efficacy and academic achievement.**
The present study found no significant difference between rural and urban students on metacognitive skills and its dimensions viz. knowledge of cognitive process and regulation of cognitive process. No significant difference of internal & external locus of control was found between urban and rural secondary school students. Naik A. (2015) was also found that locus of control among students were independent of rural and urban locality. It shows that urban and rural students do not differ significantly. In the present study urban and rural students were found similar with regard to their academic achievement. In other words, residential background does not affect the academic achievement among secondary school students. Further, no significant difference of various dimensions i.e., self regularity skills, self influence, self confidence, social achievement, self and self esteem except self cognition among secondary school students in relation to their residential background. A significant difference was found between self cognition and self efficacy (total) of the urban and rural senior secondary school students. The self cognition and self efficacy (total) of the secondary school students belongs to rural residential background had higher than their counterpart urban students.

The conclusion may be drawn from the discussion that gender and residential background does not influence metacognitive skills, locus of control, self efficacy and academic achievement. The results may be attributed to increased awareness in society about gender equality.

5.3 EDUCATIONAL IMPLICATIONS

The findings of present study have abundance implications for policy makers, administrators, teachers, parents, teachers’ educators and other professionals working in the field of education. The primary objective of the study was to find out the relationship of metacognitive skills with locus of control, self efficacy and academic achievement of secondary school students. Results of the present study revealed a significant relationship between metacognitive skills & locus of control, metacognitive skills & self efficacy and metacognitive skills & academic achievement of secondary school students. To develop the metacognitive skills, to enhance internal locus of control, self-efficacy and
academic achievement among the students a variety of study strategies should be provide and monitoring exercises so that students’ effective learning & achievements can be ensured.

As the researches shows that metacognitive skills are important for effective learning because it enables individuals to plan, monitor and regulate their cognitive performance. A metacognitive environment encourages awareness of thinking. Planning should be shared between teachers, school library, media specialist and students. In the creation of a metacognitive environment, teachers can monitor and apply their knowledge, deliberately modeling metacognitive behavior to assist students in becoming aware of their own thinking. Metacognitive strategies are already in teachers' repertoires. So teachers must become alert to these strategiesand consciously model them for students. Problem-solving and research activities in all subjects provide opportunities for developing metacognitive strategies. Moreover, teachers need to focus student attention on how tasks are accomplished.

In the present study it is found that very less students have high metacognitive skills. Government schools do not emphasize on better learning, variety of study strategies, better monitoring exercises as a result students are not enough to ensure better learning skills. Materials about metacognitive skills should be properly utilized as instructional material in teaching learning process. Researchers suggested that integrating materials about meanings of metacognition and usage of metacognitive strategies into instructions can effectively increase the effectiveness of the instructions. Proper integration of these materials can not only promote students’ metacognitive skills but also provide metacognitive strategies that they can be use for learning in other domains. Teacher can provide an environment for self-learning in the teaching learning process. In the promotion of self-learning, teachers should enhance the effectiveness of self-learning and students must prepare with the basic skills for self-learning.

Therefore, the present study will be able to provide a sense of direction and a greater element of accountability in the education system for developing metacognitive skills and higher academic achievement among the students.
Teachers who want to develop metacognitive skills in the classroom, help students incorporate active reflection in their learning. They model and scaffold the processes of reflection, questioning, evaluating and other thinking strategies that may not come naturally. A teacher can help students to understand what kinds of information they might need to successfully solve a problem. Prediction also helps students to compare their initial thoughts with the final outcomes of a problem or experiment. They must review their work and determine where the strengths and weaknesses are in their work and their thinking. It will reflect on their learning and determine how well they have learned something or how their skills have developed. Students should discuss ideas with each other and their teacher. This process makes thinking more concrete and helps students learn to ask questions, identify gaps in their own knowledge and learn from others’ thoughts and ideas. In teaching learning process students provide feedback to other students about their work in a constructive way. This process allows students giving feedback to practice verbalizing their own thinking and students receiving feedback to improve their own thinking process and performance. They must use questions to check their own knowledge as they are learning. When students learn to ask questions while they work, they intentionally direct their thinking and clarify the areas where they need assistance.

Metacognitive skills among students should be included as an important component of plus curriculum therefore, these skills should also find place in practical curricula of pre-service and in-service teacher training programmes for teachers. Seminar/workshops should also be organized for teachers and students to equip them with appropriate knowledge and understanding required to develop metacognitive skills.

It has often said that good education is the key to success in life. Many things may contribute to school achievement and locus of control among students is one of them. In the context of education, locus of control refers to the types of attributions we make for our success and/ or failures in school tasks. If someone believes that his or her success and failures are due to factors within their own control, such as effort or ability, then that person is said to have an internal locus
of control. On the other hand, if someone believes that his or her success and failures are due to factors outside of their own control, such as fate or luck, then that person is said to have an external locus of control. Internal locus of control can be increased among students by using some strategies. For this teacher should concentrate on strengthening the student’s internal locus of control; it may be helpful in increasing motivation. Attribution training has been shown to increase internal locus of control & improve task persistence. Teachers can help students develop internal-locus of control. Teachers should be careful while evaluating students’ performances, they should attribute students’ achievements/success to their stable factors like intelligence, aptitude, abilities, etc. and the failures to unstable or temporary factors like lack of hard work, negative attitude, lack of confidence, etc. This will help students to realize that they possess the necessary abilities to improve their performance and that their failures were because of temporary factors, which they can control. Teachers have the great influence on many students and they can use this influence to negate the pessimistic attitude that a student may develop due to factors like a socially disadvantaged background, lack of a role model, lack of support, etc. Teachers can encourage students in whatever abilities they possess and build in students an optimistic attitude. In teaching learning process, each child has a special ability that may be different from another child. Teachers have to observe and analyze the strengths, which may not necessarily be academic in nature, in each child and help children become aware of their strengths. Knowing their strengths will build their self-image and this confidence will lead to the children performing well in areas that are not their forte. Teachers should now and then set challenging goals for students to achieve. These goals should neither be too easy nor too difficult to achieve. Such goals will help develop motivation and the skills to achieve even bigger goals in students.

Present study may help the weak students in cultivating good study habits for their career awareness and to make them perfect in getting knowledge and developing positive attitude towards the things necessary for the achievement in different spheres of life. School should create an environment for self-learning and
career oriented skills which will further help students to construct knowledge and they can monitor, regulate and assess their learning in the cognitive processes. In the promotion of self-learning, students must be prepared with the basic skills necessary for self-learning and it will hence, help the students to choose career according to their capacities and interests. Teaching strategies and academic curriculum will enhance internal locus of control among the students so that they can get success in their future planning. Student’s career maturity depends upon their high and low achievement scores. For enhancing this spirit, career development based curriculum should be made according to their locus of control.

The study has its implications for parents’ too. They can influence their children by giving proper care and guidance so that they can develop their inner qualities & enhance the overall personality. The parents should assist their children to develop positive attitude and help them in modifying their behaviour in a socially desirable manner. They should develop the internal locus of control and should lay more emphasis on the hard work among their children. Parents who are democratic in their dealings with children tend to provide a reasonable freedom to their children. Thus, they can pave a path for making their wards emotionally more matured. Strong supporting evidence indicates that the student who have good academic achievement are very much conscious about their career, avoid delaying important tasks and are able to effectively manage their time in order to complete academic tasks. Parents must create a healthy environment so that they can not only achieve good academic records but subsequently, they become conscious about their career. This will avoid delaying important tasks in future and they will be able to effectively manage their time in order to complete their assigned academic tasks.

Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. The following strategies can be used to foster self efficacy among the students. A teacher should make some peer groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age. Because students can learn by
watching a peer succeeds at a task. A teacher should provide proper feedback to
the students on any completing any task related to their learning. When giving
feedback on student performance, compare to past performances by the same
student, don't make comparisons between students. So teacher should give them
consistent, credible and specific encouragement. Teachers with a high sense of
efficacy about their teaching capabilities may have an easier time motivating their
students and enhancing their cognitive development. These teachers may also be
able to rebound from setbacks and more willing to experiment with new ideas or
techniques. Moreover, academic and co-curricular activities should be organized
in a better way to develop cognitive and non-cognitive abilities among the
students.

5.4 SUGGESTIONS FOR FURTHER STUDY

No research can be said to be complete in it especially in behavioural
sciences. Every time one tends to find out some new facts or relationship. So
obviously the findings however, objective and reliable, they may appear to be
applicable to that population only at the most. But this particular population is a
very small proportion of the large population so in behavioural science replica
studies on different samples are necessary in order to reach more broader and
comprehensive generalizations. In this case also the present investigator cognizant
of own limitations suggests that more and more replica studies be conducted
taking representative samples from different parts of the country. Having
completed the present study the investigator has put forth some suggestions for
further research as follows:

- A large sample of school students from different states may be undertaken
  with the same set of variables.
- A similar study can be conducted in other parts of Haryana as well as in
  India.
- The similar study may be undertaken on college/schools students of different
  streams.
• The present study was confined to the senior secondary school students only. Similar studies can also be conducted on Secondary schools / universities students and similar study can be conducted for all levels of students.

• A comparative study can be conducted at all the levels using to metacognitive skills, locus of control, self efficacy and academic achievement of Government & Private students.