CHAPTER-V

SUMMARY, EDUCATIONAL IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 Summary:

This chapter gives an over view of the study, methodology in brief, major findings, educational implications and suggestions.

The present study has been stated as follows “Emotional intelligence, goal orientation and learning styles of IX standard pupils in relation to their academic achievement in Tamil”.

The investigator has employed the normative survey method for collecting the data by using the following tools.

1. For the Academic Achievement in Tamil scores obtained by IX standard students in the half yearly examination conducted by the government have been used for the study.
2. “Emotional Intelligence scale” to assess the emotional intelligence of IX standard students. It was constructed and validated by the investigator.
3. “Goal Orientation scale” to assess the goal orientation of IX standard students. It was constructed and validated by the investigator.
4. “Learning style Inventory” to assess the learning style of IX standard students. It was constructed and validated by the investigator.

The pilot study in respect of each of the above–mentioned tools has been conducted on a random sample of 300 IX standard students for establishing the validity of the tools. The reliability of the tools has been found by the split of method. With the help of experts in the field of education and educational psychology, the validity of the tools has
been ascertained. Thus the purpose of the pilot study is to judge the appropriateness of the tools to be used in the study. The tools have been administrated to a random sample of 800 IX standard students in Cuddalore district.

The demographic variable like gender, medium of instruction, type of management and locality of the school were taken by the investigator in Cuddalore district.

The hypotheses formulated at the beginning of the investigation have been examined in the light of the data gathered by administering the above-mentioned tools of the study. The researcher used the following statistical techniques to interpret the data.

1. Descriptive analysis such as mean and standard deviation to describe the properties of different sub-samples.

2. Differential analysis has been made by using ‘t’- test and difference, ‘F’- test to find out the significant difference between the means and variances respectively for the different groups.

3. Correlational analysis has been employed to find out the relationship between selected variables.

4. Regression analysis was used to predict the Tamil achievement from their scores in tests for emotional intelligence, goal orientation and learning styles

The results of the statistical treatment have been summarized and presented in this chapter.

5.2 The operational definitions of the key terms

1). Academic Achievement in Tamil

In the case of IX standard pupils the percentage of marks secured in the half yearly examination were considered as academic achievement in Tamil score.
Academic achievement in Tamil refers to the acquired knowledge in specific year (2011) during a particular standard of study.

2). Emotional Intelligence

Emotional intelligence is defined as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

3). Goal Orientation

Goal orientation is defined as “an individual difference variable that states to what degree an individual is predisposed to either type of goals”.

4). Learning styles

Learning style refers to a person’s natural, habitual and preferred ways of learning. Keefe defines it as “characteristic cognitive, affective and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment”.

5.3 Objectives of the study

The following are the objectives of the present study

1. To study the nature of Tamil achievement, emotional intelligence, goal orientation and learning styles of ninth standard students.
2. To find out the levels of Tamil achievement, emotional intelligence and goal orientation of ninth standard students.
3. To find out the levels of Tamil achievement, emotional intelligence and goal orientation of ninth standard students on the basis of the following learning styles.
   a) Visual learning style
b) Auditory learning style and
c) Kinesthetic learning style

4. To find out the levels of Tamil achievement, emotional intelligence and goal orientation of ninth standard students with respect to their
   a) Gender
   b) Medium of instruction
   c) Type of School and
d) Locality of the school

5. To find out the levels of Tamil achievement, emotional intelligence and goal orientation on the basis of the visual, auditory and kinesthetic learning styles with respect to
   a) Gender
   b) Medium of instruction
   c) Type of School and
d) Locality of the school

6. To find out whether there exists any significant difference in Tamil achievement, emotional intelligence and goal orientation among the ninth standard students with respect to their
   a) Gender
   b) Medium of instruction
   c) Type of School and
d) Locality of the school

7. To find out whether there exists any significant difference in Tamil achievement, emotional intelligence and goal orientation among the ninth standard students with respect to the following learning styles
   a) Visual learning style
   b) Auditory learning style
   c) Kinesthetic learning style
8. To find out whether there exists any significant difference in Tamil achievement, emotional intelligence and goal orientation among the ninth standard students with visual, auditory and kinesthetic learning styles on the basis of their

   a) Gender 
   b) Medium of instruction 
   c) Type of School and 
   d) Locality of the school 

9. To find out whether there is a significant relationship between

   (iv) Tamil achievement and emotional intelligence. 
   (v) Achievement in Tamil and goal orientation 
   (vi) Emotional intelligence and goal orientation among the ninth standard students 

10. To find out whether there is a significant relationship between

   (iv) Tamil achievement and emotional intelligence among the ninth standard students with visual learning style 
   (v) Tamil achievement and goal orientation among the ninth standard students with visual learning style 
   (vi) Emotional intelligence and goal orientation among the ninth standard students with visual learning style
11. To find out whether there is a significant relationship between

(iv) Tamil achievement and emotional intelligence among the ninth standard students with auditory learning style

(v) Tamil achievement and goal orientation among the ninth standard students with auditory learning style

(vi) Emotional intelligence and goal orientation among the ninth standard students with auditory learning style

12. To find out whether there is a significant relationship between

(iv) Tamil achievement and emotional intelligence among the ninth standard students with kinesthetic learning style

(v) Tamil Achievement and goal orientation among the ninth standard students with kinesthetic learning style

(vi) Emotional intelligence and goal orientation among the ninth standard students with kinesthetic learning style

13. To find out whether there is a significant relationship between the independent variables namely emotional intelligence, goal orientation and the dependent variable Tamil achievement.

14. To find out whether there is a significant relationship between the independent variables namely emotional intelligence, goal orientation and the dependent variable Tamil achievement of visual learners.
15. To find out whether there is a significant relationship between the independent variables namely emotional intelligence, goal orientation and the dependent variable Tamil achievement of auditory learners.

16. To find out whether there is a significant relationship between the independent variables namely emotional intelligence, goal orientation and the dependent variable Tamil achievement of kinesthetic learners.

5.4 Hypotheses

1. There exists no significant difference among the ninth standard students’ Tamil achievement with respect to the following sub samples

   a) Gender
   b) Medium of instruction
   c) Type of School
   d) Locality

2. There exists no significant difference among the ninth standard students’ emotional intelligence and its components with respect to the following sub samples

   a) Gender
   b) Medium of instruction
   c) Type of School and
   d) Locality
3. There exists no significant difference among the ninth standard students’ goal orientation and its components with respect to following sub samples
   a) Gender
   b) Medium of instruction
   c) Type of School and
   d) Locality

4. There exists no significant difference among the ninth standard students’ Tamil achievement with respect to their following different learning styles
   a) Visual learning styles
   b) Auditory learning styles and
   c) Kinesthetic learning styles

5. There exists no significant difference among the ninth standard students’ emotional intelligence with respect to their following different learning styles
   a) Visual learning styles
   b) Auditory learning styles and
   c) Kinesthetic learning styles
6. There exists no significant difference among the ninth standard students’ goal orientation with respect to their following different learning styles
   a) Visual learning styles
   b) Auditory learning styles and
   c) Kinesthetic learning styles

7. There exists no significant difference in Tamil achievement of visual, auditory, and kinesthetic learners with respect to the following sub samples
   a) Gender
   b) Medium of instruction
   c) Type of School and
   d) Locality

8. There exists no significant difference in emotional intelligence of visual, auditory and kinesthetic learners with respect to the following sub samples
   a) Gender
   b) Medium of instruction
   c) Type of School and
   d) Locality

9. There exists no significant difference among the ninth standard students’ goal orientation of visual, auditory and kinesthetic learners with respect to the following sub samples
   a) Gender
   b) Medium of instruction
   c) Type of School and
   d) Locality
10. There is no significant relationship between ninth standard students’ Tamil achievement and emotional intelligence.

11. There is no significant relationship between ninth standard students’ Tamil achievement and goal orientation.

12. There is no significant relationship between ninth standard students’ emotional intelligence and goal orientation.

13. There is no significant relationship between ninth standard students’ Tamil achievement and emotional intelligence of visual learners.

14. There is no significant relationship between ninth standard students’ Tamil achievement and goal orientation of visual learners.

15. There is no significant relationship between ninth standard students’ emotional intelligence and goal orientation of visual learners.

16. There is no significant relationship between ninth standard students’ Tamil achievement and emotional intelligence of auditory learners.

17. There is no significant relationship between ninth standard students’ Tamil achievement and goal orientation of auditory learners.

18. There is no significant relationship between ninth standard students’ emotional intelligence and goal orientation of auditory learners.
19. There is no significant relationship between ninth standard students’ Tamil achievement and emotional intelligence of kinesthetic learners.

20. There is no significant relationship between Tamil achievement and goal orientation of kinesthetic learners.

21. There is no significant relationship between emotional intelligence and goal orientation of kinesthetic learners.

22. There is no significant relationship between the independent variables namely emotional intelligence, and goal orientation and dependent variable, namely Tamil achievement of ninth standard students.

23. There is no significant relationship between independent variables namely emotional intelligence and goal orientation and the dependent variable, namely Tamil achievement of visual learners.

24. There is no significant relationship between independent variables namely emotional intelligence, and goal orientation and the dependent variable, namely Tamil achievement of auditory learners.

25. There is no significant relationship between independent variables emotional intelligence, and goal orientation and the dependent variable, namely Tamil achievement of kinesthetic learners’.
5.5 IMPORTANT FINDINGS

5.5.1 Descriptive analysis

1. The mean scores of Tamil achievement and sub samples of ninth standard students are high (M = 56.82).

2. The mean scores of emotional intelligence and its components of ninth standard students are high (M = 116.94).

3. The mean scores of goal orientation and its components of ninth standard students are high (M = 48.15).

4. The mean score of visual learners of Tamil achievement of ninth standard is high (M = 53.94).

5. The mean score of visual learners of emotional intelligence of ninth standard is high (M = 115.45).

6. The mean score of visual learners of goal orientation of ninth standard students is high (M = 47.52).

7. The mean score of auditory learners of Tamil achievement of ninth standard is high (M = 59.33).

8. The mean score of auditory learners of emotional intelligence of ninth standard is high (M = 117.92).

9. The mean score of auditory learners of goal orientation of ninth standard is high (M = 48.64).

10. The mean score of kinesthetic learners of Tamil achievement of ninth standard is high (M = 55.69).
11. The mean score of kinesthetic learners of emotional intelligence of ninth standard is high (M = 116.75).

12. The mean score of kinesthetic learners of goal orientation of ninth standard is high (M = 48.01).

5.5.2 Differential Analysis

1. a) There exists no significant difference between boys and girls in respect of their Tamil achievement (t = 0.497).

   b) There exists significant difference between Tamil medium and English medium students in respect of their Tamil achievement (t = 4.262).

   c) There exists no significant difference between government and government aided school students in respect of their Tamil achievement (t = 0.816).

   d) There exists significant difference between urban and rural school students in respect of their Tamil achievement (t = 9.333).

2. a) There exists a significant gender difference in emotional intelligence (t=5.20) and its components of emotional. Self awareness (t=4.43), self regard (t =4.15), empathy (t =3.41), stress tolerance (t=2.82), interpersonal

But there exists no significant gender difference in respect of their components of reality testing (t =1.92), impulse control (t =1.80) and flexibility (t =0.83).

b) There exists a significant difference only in the two components of emotional intelligence viz, self-regard(t =2.98) and emotional self-awareness(t =2.39) between
Tamil and English medium students. But there is no significant difference in emotional intelligence ($t = 1.83$), and its components viz, inter personal relationship ($t = 0.44$), impulse control ($t = 1.23$), problem solving ($t = 0.66$), flexibility ($t = 0.613$), reality testing ($t = 1.39$), stress tolerance ($t = 0.39$) and empathy ($t = 1.70$) between Tamil and English medium of ninth standard students.

c) There exists significant difference in emotional intelligence ($t = 3.71$), and its components viz, self-regard ($t = 4.20$), emotional self-awareness ($t = 2.42$), stress tolerance ($t = 2.44$) and empathy ($t = 2.07$) between students studying in government and government aided schools. But there exists no significant difference in components of emotional intelligence of problem solving ($t = 1.59$), reality testing ($t = 1.46$), flexibility ($t = 0.074$), impulse control ($t = 0.62$) and inter personal relationship ($t = 0.58$) between students studying in government and government aided schools.

d) There exists significant difference only in the two components of emotional intelligence of reality testing ($t = 2.27$) and self-regard ($t = 2.15$) between students studying rural and urban schools. But there exists no significant difference in emotional intelligence ($t = 0.855$) and its components of empathy ($t = 1.58$), flexibility ($t = 1.27$), problem solving ($t = 0.904$), inter personal relationship ($t = 0.872$), impulse control ($t = 0.734$), stress tolerance ($t = 0.697$) and emotional self-awareness ($t = 0.015$) between students studying rural and urban schools.

a) There exists significant gender difference in goal orientation ($t = 6.17$) and its components of performance approach goal orientation ($t = 4.90$), learning goal
orientation (t=4.73) and performance avoidance goal orientation (t =3.13).

b) There exists significant difference only in the components of performance avoidance goal orientation (t=2.88) between Tamil and English medium students. But there exists no significant difference in goal orientation (t=1.81), and its components of performance of approach (t=1.20) and learning goal orientation (t=0.313) between Tamil and English medium students.

c) There is a significant difference in goal orientation (t=2.70), and its components viz, performance approach (t=2.29) and learning goal orientation (t=2.46) between ninth standard students studying in government and government aided schools.

But there is no significant difference in the component of performance avoidance goal orientation (t=0.76) between ninth standard students studying in government and government aided schools.

d) There is a significant difference in performance avoidance goal orientation (t=2.57) between students studying in rural and urban schools. There is no significant difference in goal orientation (t=1.58) and its components performance approach (t=1.36) and learning goal orientation (t=0.068) between students studying in rural and urban schools.

4. There exists significant difference among different learning styles groups in respect of the Tamil achievement (F=4.387).

There exists significant difference in Tamil achievement between visual learners and auditory learners (t=5.392) and auditory learners and kinesthetic learners (t=3.643).
But there exists no significant in Tamil achievement difference between visual learners and kinesthetic learners (t=1.750).

5. There exists significant difference among different learning styles groups in respect of the emotional intelligence (F=2.748).

There exists significant difference in emotional intelligence between visual learners and auditory learners (t=2.472). But there exists no significant difference in emotional intelligence between auditory learners and kinesthetic learners (t=1.168) and visual learners and kinesthetic learners (t=1.304).

6. There exists no significant difference in goal orientation among different learning style groups (F=2.465).

7. There exists no significant gender difference in Tamil achievement with visual learners (t=0.497), auditory learners (t=0.197) and kinesthetic learners (t=1.027) groups.

8. There exists significant difference in Tamil achievement between Tamil medium and English medium of visual learners (t=4.587) and auditory learners (t=2.001). But there exists no significant difference in Tamil achievement between Tamil medium and English medium of kinesthetic learners (t=1.184) groups.

9. There exists no significant difference in Tamil achievement between government and government aided school visual leaner’s (t=0.600), auditory leaner’s (t=0.019) and kinesthetic learners (t=1.085) groups.

10. There is significant difference in Tamil achievement between rural and urban school visual leaner’s (t=6.011),
auditory learner’s (t=4.514) and kinesthetic learners (t=5.878) groups.

11. There exists significant gender difference in emotional intelligence with visual learner’s (t=3.145), auditory learner’s (t=2.112) and kinesthetic learners (t=3.399) groups.

12. There exists significant difference in emotional intelligence between Tamil medium and English medium students with visual learning style (t =2.301). But, there exists no significant difference in emotional intelligence between Tamil medium and English medium students with auditory learning style (t =1.906) and kinesthetic learning style (t =1.128).

13. There exists significant difference in emotional intelligence between government and government aided school students with visual learning style (t =3.010). But, there exists no significant difference in emotional intelligence between government and government aided school students with auditory learning style (t=1.712) and kinesthetic learning style (t=1.043).

14. There exists no significant difference in emotional intelligence between rural and urban visual learners (t=1.828), auditory learners (t=1.120) and kinesthetic learners (t=1.234) group.

15. There exists a significant gender difference in goal orientation with visual learning style (t=4.632), auditory learning style (t=2.84) and kinesthetic learning style (t=3.316) groups.

16. There exists a significant difference in goal orientation between Tamil medium and English medium students with auditory learning style (t=1.072) group. But, there
exists no significant difference in goal orientation between Tamil medium and English medium students with visual learning style \((t=2.404)\) and kinesthetic learning style \((t=0.617)\) group’s goal orientation.

17. There exists a significant difference in goal orientation between government and government aided school students with visual learning style \((t=2.754)\). But there exists no significant difference between government and government aided school students with auditory learning style \((t=1.771)\) and kinesthetic learning style \((t=0.409)\) groups.

18. There exists no significant difference between rural and urban students with visual learning style \((t=0.181)\), auditory learning style \((t=1.59)\) and kinesthetic learning style \((t=0.722)\) groups.

5.5.3. Correlation Analysis

19. Tamil achievement is significantly related with emotional intelligence \((r=0.180)\).

20. Tamil achievement is significantly related with goal orientation\((r=0.186)\).

21. Emotional intelligence is significantly related with goal orientation\((r=0.488)\).

22. Tamil achievement is significantly related with emotional intelligence of visual learners\((r=0.183)\).

23. Tamil achievements is not significantly related with goal orientation of visual learners \((r=.032)\).

24. Emotional intelligence is significantly related with goal orientation of visual learners \((r=0.489)\).
25. Tamil achievement is significantly related with emotional intelligence of auditory learners ($r = 0.211$).

26. Tamil achievement is significantly related with goal orientation of auditory learners ($r = 0.210$).

27. Emotional intelligence is significantly related with goal orientation of auditory learners ($r = 0.447$).

28. Tamil achievement is significantly related emotional intelligence of kinesthetic learners ($r = 0.135$).

29. Tamil achievement is significantly related with goal orientation of kinesthetic learners ($r = 0.225$).

30. Emotional intelligence is significantly related with goal orientation of kinesthetic learners ($r = 0.514$).

5.5.4. Regression

31. It is generally found that only 4.50 percent of the contribution in Tamil achievement is due to independent variables namely emotional intelligence and goal orientation among the ninth standard students.

32. It is found that only 3.80 percent of the contribution in Tamil achievement is due to independent variables namely emotional intelligence, and goal orientation among the ninth standard visual learners.

33. It is found that only 6.10 percent of the contribution in Tamil achievement is due to independent variables namely emotional intelligence, and goal orientation among the ninth standard auditory learners.

34. It is found that only 5.10 percent of the contribution in Tamil achievement is due to independent variables namely emotional intelligence, and goal orientation among the ninth standard of kinesthetic learners.
5.6 Implications

1. The important objective of present study is to find out the influence of the three independent variables emotional intelligence, goal orientation and learning styles on the achievement of students in Tamil.

The result of multiple correlations reveals that only 4.5 percent of the Tamil achievement is contributed by the three independent variables. This result implies that only meagre contribution is reported. Therefore, in order to increase their Tamil achievement the important contributing variable should be elaborately studied.

2. Another interesting finding reveals that among the three types of learners namely visual learners, auditory learners, and kinesthetic learners, the contribution of two independent variables, emotional intelligence and goal orientation is the highest that is 6.10. Therefore it is inferred that auditory learning can be motivated through the development of emotional intelligence and concentrated goal orientation.

The emotional intelligence of the IX standard students is high with the average score of 116.94 out of 150 maximum. This nearly 80 % score in emotional intelligence reveals that present day students got high level of emotional intelligence. More over the goal orientation of the student is also high with the average score 48.50 out of 60. This result further reveals that the school students have a high goal orientation. From these findings it can be inferred that the present education system is continuously trying to develop the goal orientation and emotional intelligence of school students.
3. In the case of IX standard students there is a significant relationship between Tamil achievement and emotional intelligence, Tamil achievement and goal orientation and Tamil achievement and emotional intelligence of visual learners, auditory learners and kinesthetic learners. But in the case of visual learners there is no significant relationship between Tamil achievement and goal orientation.

Based on the above findings it can be inferred that except visual learners for all other types of learners based on learning styles have the relationship between Tamil achievement and goal orientation. Therefore the visual learners should be given special attention on goal orientation to improve their Tamil achievement.

4. Another important finding reveals that Tamil achievement of IX standard is only 56.72. Although the average score is high by crossing the midpoint of 50, it should be noted that at present the students are concentrating more on mathematics and science subjects with the future plan to join in engineering or medical related courses for that Tamil achievement is not considered. Therefore the policy makers and administrators should consider the Tamil achievement for admission in the professional courses.

Present study revealed that medium of instruction as an important factor determines the achievement in Tamil. Mostly English medium students are better in performances in public examination and competitive examination. English medium students are good at learning other foreign language. Thereby they can comprehend easily their mother tongue.
In this context English medium students are developing more confidence in choosing their professional courses of study. Even they are observed capable of understanding more languages.

5.7 RECOMMENDATIONS

In the light of the above findings of the study, the following recommendations are made.

1. Technologically-oriented teaching and brain-storming sessions should be provided to further enhance the linguistic ability of the students.

2. Parents and Teachers should regularly meet to exchange mutually the views about the progress, growth and problems of students at home and school.

3. The achievement level of slow learners should be enhanced through daily test programmes.

4. Through Theatre visual and kinesthetic learning styles could be developed in school teaching.

6. Kinesthetic learning styles could be achieved by incorporating language games in learning.

7. Emotional development and general behaviour orientation classes should be arranged in the school.

8. Remedial teaching facilities may be provided whenever needed.

9. The backward and talented students should be identified through the educational guidance
10. Teachers may also cultivate learning styles of library reading, group discussion, and book reading in the minds of students.

5.8 SUGGESTIONS

The following are some of the research problems suggested for further research and for healthy research outcomes on this present theme

1. A similar study involving ninth standard students of other districts of Tamilnadu may be undertaken.

2. A similar study involving ninth standard students of other models of emotional intelligence construct may be taken up.

3. A similar study involving Learning styles and academic achievement in other subjects of ninth standard students may be carried out.

4. A similar study may be conducted at the higher secondary level.

5. A similar study involving learning styles and achievement in Tamil of physically challenged children may be undertaken.

6. A similar study involving different regions, parental education and parental occupation may be undertaken among technical students.
5.9 CONCLUSION

Academic Achievement is one of the significant investigating performances in education. Language Achievement is a real index of students’ academic performance. Emotional intelligence facilitates learning achievement, as is evidenced from the present study. When students’ performance is goal oriented, it further enhances their learning levels. Learning styles do play a vital role in language learning. Students with high emotional intelligence and proper goal orientation use appropriate learning styles to perform well in Tamil language.