CHAPTER – V
FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1. FINDINGS

PART – I: EMOTIONAL INTELLIGENCE OF SECONDARY STUDENTS

1. Majority of the secondary students are found to have high level of emotional intelligence (46.01%).
2. 49.07% of male secondary students and 42.86% of female secondary students are found to have high level of emotional intelligence.
3. No significant difference is found between the male and female secondary students in their emotional intelligence.
4. 50% of first born secondary students and 43.86% of last born secondary students have high level of emotional intelligence; whereas 37.50% of middle born secondary students fall under average and high categories of emotional intelligence.
5. No significant difference is found among the first born, middle born and last born secondary students in their emotional intelligence.
6. 45.56% of secondary students with parental education of upto higher secondary certificate and 88.89% of secondary students with parental education of professional degree are found to have high level of emotional intelligence. But, 41.67% of secondary students with graduate parents are found to be average in emotional intelligence.
7. No significant difference is found among the secondary students having parental education of upto higher secondary certificate, degree and professional degree qualification in their emotional intelligence.
8. 46.92% of secondary students from small families and 44.87% of secondary students from medium size families are found to have high level of emotional intelligence. But, 60% of secondary students from large families are found to be low in emotional intelligence.
9. No significant difference is found among the secondary students from small, medium and large families in their emotional intelligence.
PART – II: FEAR OF FAILURE OF SECONDARY STUDENTS

1. On analysing the level of fear of failure of secondary students, they are found to be low (40.85%). With regard to its dimensions, they are also found to be low in academic attainment (42.72%), health and hygiene (42.72%), good ambition (52.11%), making friendly relations with others (45.07%), becoming excellent (46.48%) and developing good personality (41.31%).

2. Among the male secondary students, they are found to be low (40.95%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (40.74%), health and hygiene (47.22%), good ambition (48.15%), making friendly relations with others (46.30%), becoming excellent (48.15%) and developing good personality (43.52%). 40.95% of female secondary students are found to be low in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (44.76%), good ambition (56.16%), making friendly relations with others (43.81%), becoming excellent (44.76%) and developing good personality (39.05%); whereas they have average fear of failure in health and hygiene (42.86%).

3. No significant difference is found between the male and female secondary students in their fear of failure in toto and in terms of its dimensions.

4. Among the first born secondary students, they are found to be low (35.34%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (42.24%), good ambition (55.17%), making friendly relations with others (40.52%), becoming excellent (43.97%) and developing good personality (40.52%); whereas they are found to be average (40.52%) in health and hygiene. Among the middle born secondary students, they are found to be low (50%) in their fear of failure. With regard to its dimensions, they are also found to be low in health and hygiene (57.50%), good ambition (55%), making friendly relations with others (55%), becoming excellent (52.50%) and developing good personality (47.50%); whereas they are found to be average (50%) in academic attainment. Among the last born secondary students, they are found to be low (45.61%) in their fear of failure. With regard to its dimensions, they are also found to be low in health and hygiene (43.86%), good ambition (42.11%), making friendly relations with others (47.37%), becoming excellent (47.37%) and developing good personality (38.60%); whereas they are found to be average (42.11%) in health and hygiene.
5. No significant difference is found among the first born, middle born and last born secondary students in their fear of failure in toto and in terms of its dimensions.

6. Among the secondary students with parental education of upto higher secondary certificate, they are found to be low (41.67%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (42.22%), health and hygiene (43.33%), good ambition (52.78%), making friendly relations with others (45%), becoming excellent (47.78%), and developing good personality (41.11%).

Among the secondary students with graduate parents, they are found to be low (45.83%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (58.33%), health and hygiene (45.33%), good ambition (45.83%), making friendly relations with others (41.67%), becoming excellent (41.67%) and developing good personality (50%).

Among the secondary students with parents of professional qualification, they are found to be average (66.67%) in their fear of failure. With regard to its dimensions, they are also found to be average in academic attainment (55.56%), health and hygiene (55.56%), becoming excellent (55.56%) and developing good personality (55.56%); whereas they are found to be low in good ambition (55.56%), and making friendly relations with others (55.56%).

7. No significant difference is found among the secondary students having parental education of upto higher secondary certificate, degree and professional degree qualification in their fear of failure in toto and in terms of its dimensions.

8. Among the secondary students from small families, they are found to be low (42.31%) in their fear of failure. With regard to its dimensions, they are also found to be low in good ambition (49.23%), making friendly relations with others (44.62%), becoming excellent (48.46%) and developing good personality (41.54%); whereas they are found to be average in academic attainment (40%) and health and hygiene (41.54%).

Among the secondary students from medium size families, they are found to be low (37.18%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (47.44%), health and hygiene (51.28%), good ambition (55.13%), making friendly relations with others (43.59%), becoming excellent (42.31%) and developing good personality (38.46%).
Among the secondary students from large families, they are found to be low (60%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (60%), health and hygiene (60%), good ambition (80%), making friendly relations with others (80%), becoming excellent (60%) and developing good personality (80%).

9. No significant difference is found among the secondary students from small, medium and large families in their fear of failure in toto and in terms of its dimensions – making friendly relations with others, becoming excellent, and developing good personality. But, significant difference is found among them in the dimensions – academic attainment, health and hygiene, and god ambition. The students belonging to large families are having more fear of failure regarding academic attainment, health and hygiene, and god ambition than their counterparts.

PART – III: CORRELATION BETWEEN EMOTIONAL INTELLIGENCE OF SECONDARY STUDENTS AND THEIR FEAR OF FAILURE

1. Significant negative relationship is found between the emotional intelligence of secondary students and their fear of failure in toto and in terms of its dimensions.

2. Significant negative relationship is found between the emotional intelligence of secondary students and their fear of failure in toto and in terms of its dimensions with regard to gender.

3. Significant negative relationship is found between the emotional intelligence of secondary students and their fear of failure in toto and in terms of its dimensions with regard to birth order.

4. Significant negative relationship is found between the emotional intelligence of secondary students and their fear of failure in toto and in terms of its dimensions with regard to parental education.

5. Significant negative relationship is found between the emotional intelligence of secondary students and their fear of failure in toto and in terms of its dimensions with regard to family size.
PART – IV: MENTAL HEALTH STATUS OF SECONDARY STUDENTS

1. On analysing the mental health status of the secondary students, majority of them are found to have good mental health status (43.66%).
2. 47.22% of male secondary students and 40% of female secondary students are found to have good mental health status.
3. No significant difference is found between the male and female secondary students in their mental health status.
4. 49.14% of first born secondary students and 43.86% of last born secondary students have good mental health status; whereas 42.50% of middle born secondary students fall under average category of mental health status.
5. No significant difference is found among the first born, middle born and last born secondary students in their mental health status.
6. 43.33% of secondary students with parental education of upto higher secondary certificate and 50% of secondary students with parental education of professional degree are found to have good mental health status. But, 55.56% of secondary students with graduate parents are found to be average in mental health status.
7. No significant difference is found among the secondary students having parental education of upto higher secondary certificate, degree and professional degree qualification in their mental health status.
8. 45.38% of secondary students from small families and 41.03% of secondary students from medium size families are found to have good mental health status. But, 60% of secondary students from large families are found to have poor mental health status.
9. No significant difference is found among the secondary students from small, medium and large families in their mental health status.

PART – V: CORRELATION BETWEEN EMOTIONAL INTELLIGENCE OF SECONDARY STUDENTS AND THEIR MENTAL HEALTH STATUS

1. Significant positive relationship is found between the emotional intelligence of secondary students and their mental health status.
2. Significant positive relationship is found between the emotional intelligence of secondary students and their mental health status with regard to gender.
3. Significant positive relationship is found between the emotional intelligence of secondary students and their mental health status with regard to birth order.
4. Significant positive relationship is found between the emotional intelligence of secondary students and their mental health status with regard to parental education – Upto higher secondary certificate and Degree. But, no significant relationship is found between the emotional intelligence of secondary students and their mental health status with regard to parental education – professional degree.

5. Significant positive relationship is found between the emotional intelligence of secondary students and their mental health status with regard to family size.

PART – VI: EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

1. Majority of the higher secondary students are found to have high level of emotional intelligence (56.86%).

2. 56.73% of male higher secondary students and 57% of female higher secondary students are found to have high level of emotional intelligence.

3. No significant difference is found between the male and female higher secondary students in their emotional intelligence.

4. 58.97% of first born higher secondary students, 47.54% of middle born higher secondary students and 63.08% of last born higher secondary students have high level of emotional intelligence.

5. No significant difference is found among the first born, middle born and last born higher secondary students in their emotional intelligence.

6. 58.33% of higher secondary students with parental education of upto higher secondary certificate and 58.82% of higher secondary students with graduate parents are found to have high level of emotional intelligence. But, 50% of higher secondary students with professional degree parents are found to be average in emotional intelligence.

7. No significant difference is found among the higher secondary students having parental education of upto higher secondary certificate, degree and professional degree qualification in their emotional intelligence.

8. 58.97% of higher secondary students from small families, 55.71% of higher secondary students from medium size families and 47.06% of higher secondary students from large families are found to be high in emotional intelligence.

9. No significant difference is found among the higher secondary students from small, medium and large families in their emotional intelligence.
PART – VII: FEAR OF FAILURE OF HIGHER SECONDARY STUDENTS

1. On analysing the level of fear of failure of higher secondary students, they are found to be low (38.24%). With regard to its dimensions, they are also found to be low in academic attainment (43.63%), making friendly relations with others (43.14%), and becoming excellent (43.14%). But, they are found to be average in health and hygiene (48.53%), good ambition (44.12%), and developing good personality (38.24%).

2. Among the male higher secondary students, they are found to be low (41.35%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (42.31%), good ambition (46.15%), making friendly relations with others (45.19%), and becoming excellent (42.31%); whereas they are found to be average in health and hygiene (46.15%), and developing good personality (35.58%).

38% of female higher secondary students are found to be average in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (45%), making friendly relations with others (41%), and becoming excellent (44%); whereas they are average in health and hygiene (51%), good ambition (46%) and developing good personality (41%).

3. No significant difference is found between the male and female higher secondary students in their fear of failure in toto and in terms of its dimensions.

4. Among the first born higher secondary students, they are found to be low (38.46%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (50%), making friendly relations with others (47.44%), and becoming excellent (44.87%); whereas they are found to be average in health and hygiene (50%), good ambition (46.15%), and developing good personality (42.31%).

Among the middle born higher secondary students, they are found to be low (40.98%) in their fear of failure. With regard to its dimensions, they are also found to be low in making friendly relations with others (44.26%), becoming excellent (49.18%) and developing good personality (44.26%); whereas they are found to be average in academic attainment (44.26%), health and hygiene (44.26%), and good ambition (45.90%).

Among the last born higher secondary students, they are found to be average (38.46%) in their fear of failure. With regard to its dimensions, they are found to be
low in academic attainment (41.54%), and good ambition (47.69%); whereas they are found to be average in health and hygiene (50.77%), making friendly relations with others (40%), becoming excellent (40%), and developing good personality (40%).

5. No significant difference is found among the first born, middle born and last born higher secondary students in their fear of failure in toto and in terms of its dimensions – academic attainment, health and hygiene, good ambition, making friendly relations with others, and becoming excellent. But, significant difference is found among them in the dimension – developing good personality. Middle born higher secondary students are found to have more fear of failure than last born and first born higher secondary students.

6. Among the higher secondary students with parental education of upto higher secondary certificate, they are found to be low (35.90%) in their fear of failure. With regard to its dimensions, they are found to be low in academic attainment (42.95%), good ambition (46.15%), making friendly relations with others (42.31%), and becoming excellent (42.95%); whereas they are found to be average in health and hygiene (46.79%), and developing good personality (37.82%).

Among the higher secondary students with graduate parents, they are found to be low (41.18%) in their fear of failure. With regard to its dimensions, they are found to be low in academic attainment (41.18%), and becoming excellent (38.24%); whereas they are found to be average in health and hygiene (55.88%), good ambition (52.94%), making friendly relations with others (50%), and developing good personality (44.12%).

Among the higher secondary students with parents of professional qualification, they are found to be low (47.14%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (57.14%), making friendly relations with others (64.29%), becoming excellent (57.14%), and developing good personality (35.71%); whereas they are found to be average in health and hygiene (50%), and good ambition (57.14%).

7. No significant difference is found among the higher secondary students having parental education of upto higher secondary certificate, degree and professional degree qualification in their fear of failure in toto and in terms of its dimensions – academic attainment, health and hygiene, making friendly relations with other, becoming excellent, and developing good personality. But, significant difference is found among them in the dimension – good ambition. The higher secondary students
with parental education of upto higher secondary certificate are found to be superior than their counterparts.

8. Among the higher secondary students from small families, they are found to be low (38.46%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (45.30%), good ambition (44.44%), making friendly relations with others (44.44%), and becoming excellent (41.88%); whereas they are found to be average in health and hygiene (52.99%), and developing good personality (35.04%).

Among the higher secondary students from medium size families, they are found to be low (37.14%) in their fear of failure. With regard to its dimensions, they are found to be low in academic attainment (38.57%), making friendly relations with others (40%), and becoming excellent (45.71%); whereas they are found be average in health and hygiene (42.86%), good ambition (45.71%), and developing good personality (44.29%).

Among the higher secondary students from large families, they are found to be low (41.18%) in their fear of failure. With regard to its dimensions, they are also found to be low in academic attainment (52.94%), health and hygiene (41.18%), making friendly relations with others (47.06%), becoming excellent (41.18%), and developing good personality (41.18%); whereas they are found to have average good ambition (52.94%).

9. No significant difference is found among the higher secondary students from small, medium and large families in their fear of failure in toto and in terms of its dimensions.

**PART – VIII: CORRELATION BETWEEN EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS AND THEIR FEAR OF FAILURE**

1. Significant negative relationship is found between the emotional intelligence of higher secondary students and their fear of failure in toto and in terms of its dimensions.

2. Significant negative relationship is found between the emotional intelligence of higher secondary students and their fear of failure in toto and in terms of its dimensions with regard to gender.
3. Significant negative relationship is found between the emotional intelligence of first born and middle born higher secondary students and their fear of failure in toto and in terms of its dimensions. But, no significant relationship is found between the emotional intelligence of last born higher secondary students and their fear of failure in toto and in terms of its dimensions.

4. Significant negative relationship is found between the emotional intelligence of higher secondary students and their fear of failure in toto and in terms of its dimensions with regard to parental education – upto higher secondary certificate. But, no significant relationship is found between the emotional intelligence of higher secondary students and their fear of failure in toto and in terms of its dimensions with regard to parental education – degree and professional degree.

5. Significant negative relationship is found between the emotional intelligence of higher secondary students and their fear of failure in toto and in terms of its dimensions with regard to family size.

PART – IX: MENTAL HEALTH STATUS OF HIGHER SECONDARY STUDENTS

1. On analysing the mental health status of the higher secondary students, majority of them are found to have good mental health status (49.02%).

2. 47.12% of male higher secondary students and 51% of female higher secondary students are found to have good mental health status.

3. No significant difference is found between the male and female higher secondary students in their mental health status.

4. 51.28% of first born higher secondary students, 49.18% of middle born higher secondary students and 46.15% of last born higher secondary students have good mental health status.

5. No significant difference is found among the first born, middle born and last born higher secondary students in their mental health status.

6. 50% of higher secondary students with parental education of upto higher secondary certificate and 50% of higher secondary students with parental education of degree are found to have good mental health status. But, 50% of higher secondary students with professionally qualified parents are found to be average in mental health status.
7. No significant difference is found among the higher secondary students having parental education of up to higher secondary certificate, degree and professional degree qualification in their mental health status.

8. 52.14% of higher secondary students from small families, 44.29% of higher secondary students from medium size families and 47.06% of higher secondary students from large families are found to have good mental health status.

9. No significant difference is found among the higher secondary students from small, medium and large families in their mental health status.

**PART – X: CORRELATION BETWEEN EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS AND THEIR MENTAL HEALTH STATUS**

1. Significant positive relationship is found between the emotional intelligence of higher secondary students and their mental health status.

2. Significant positive relationship is found between the emotional intelligence of higher secondary students and their mental health status with regard to gender.

3. Significant positive relationship is found between the emotional intelligence of higher secondary students and their mental health status with regard to birth order.

4. Significant positive relationship is found between the emotional intelligence of higher secondary students and their mental health status with regard to parental education.

5. Significant positive relationship is found between the emotional intelligence of higher secondary students and their mental health status with regard to family size.

**PART – XI: DIFFERENCE BETWEEN SECONDARY AND HIGHER SECONDARY STUDENTS IN THEIR EMOTIONAL INTELLIGENCE, FEAR OF FAILURE AND MENTAL HEALTH STATUS**

1. Significant difference is found between secondary and higher secondary students in their emotional intelligence. The higher secondary students have higher emotional intelligence than the secondary students.

2. No significant difference is found between secondary and higher secondary students in their emotional intelligence with regard to gender.

3. No significant difference is found between secondary and higher secondary students in their emotional intelligence with regard to birth order.
4. No significant difference is found between secondary and higher secondary students in their emotional intelligence with regard to parental education.

5. No significant difference is found between secondary and higher secondary students in their emotional intelligence with regard to family size.

6. No significant difference is found between secondary and higher secondary students in their fear of failure in toto and its dimensions – academic attainment, health and hygiene, good ambition, making friendly relations with others, and becoming excellent. But, significant difference is found between them in the dimension – developing good personality. Higher secondary students have less fear of failure regarding developing good personality than the secondary students.

7. No significant difference is found between secondary and higher secondary male students in their fear of failure in toto and its dimensions.
   No significant difference is found between secondary and higher secondary female students in their fear of failure in toto and its dimensions – academic attainment, health and hygiene, making friendly relations with others, becoming excellent and developing good personality. But, significant difference is found between them in the dimension – good ambition. Higher secondary female students have less fear of failure regarding good ambition than the secondary female students.

8. No significant difference is found between secondary and higher secondary first born students in their fear of failure in toto and its dimensions – academic attainment, health and hygiene, good ambition, making friendly relations with others, and becoming excellent. But, significant difference is found between them in the dimension – developing good personality. Higher secondary first born students have less fear of failure regarding developing good personality than the secondary first born students.
   No significant difference is found between secondary and higher secondary middle born and last born students in their fear of failure in toto and its dimensions.

9. No significant difference is found between secondary and higher secondary students in their fear of failure in toto and its dimensions with regard to parental education.

10. No significant difference is found between secondary and higher secondary students from small families in their fear of failure in toto and its dimensions – academic attainment, health and hygiene, good ambition, making friendly relations with others, and becoming excellent. But, significant difference is found between them in the dimension – developing good personality. Higher secondary students from small
families have less fear of failure regarding developing good personality than the secondary students from small families.

No significant difference is found between secondary and higher secondary students from medium size families in their fear of failure in toto and its dimensions – making friendly relations with others, becoming excellent, and developing good personality. But, significant difference is found between them in the dimensions – academic attainment, health and hygiene, and good ambition. Higher secondary students from medium size families have less fear of failure regarding academic attainment, health and hygiene, and good ambition than the secondary students from medium size families.

No significant difference is found between secondary and higher secondary students from large families in their fear of failure in toto and its dimensions – academic attainment, health and hygiene, good ambition, becoming excellent, and developing good personality. But, significant difference is found between them in the dimension – making friendly relations with others. Higher secondary students from large families have less fear of failure regarding making friendly relations with others than the secondary students from large families.

11. No significant difference is found between secondary and higher secondary students in their mental health status.

12. No significant difference is found between secondary and higher secondary students in their mental health status with regard to gender.

13. No significant difference is found between secondary and higher secondary students in their mental health status with regard to birth order.

14. No significant difference is found between secondary and higher secondary students in their mental health status with regard to parental education.

15. No significant difference is found between secondary and higher secondary students in their mental health status with regard to family size.

**PART – XII: PREDICTORS OF EMOTIONAL INTELLIGENCE OF SECONDARY AND HIGHER SECONDARY STUDENTS WITH REGARD TO THEIR FEAR OF FAILURE AND MENTAL HEALTH STATUS**

1. The dimensions of fear of failure – Academic Attainment, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality are the significant predictors of emotional intelligence of secondary students.
2. The dimension of fear of failure – Making Friendly Relations with Others is the significant predictor of emotional intelligence of male secondary students.
   The dimensions of fear of failure – Academic Attainment, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality are the significant predictors of emotional intelligence of female secondary students.
3. The dimensions of fear of failure – Academic Attainment, and Making Friendly Relations with Others are the significant predictors of emotional intelligence of first born secondary students.
   But, the fear of failure in toto and all of its dimensions, and mental health status are not the significant predictors of the emotional intelligence of middle born and last born secondary students.
4. The dimensions of fear of failure – Academic Attainment, and Making Friendly Relations with Others are the significant predictors of emotional intelligence of secondary students with parental education of upto higher secondary certificate.
   The fear of failure in toto and all of its dimensions, and mental health status are not the significant predictors of the emotional intelligence of secondary students with parental education of degree qualification.
   The dimensions of fear of failure – Academic Attainment, and Developing Good Personality and mental health status are the significant predictors of emotional intelligence of secondary students with parental education of professional degree.
5. The dimensions of fear of failure – Academic Attainment, Making Friendly Relations with Others, and Developing Good Personality are the significant predictors of emotional intelligence of secondary students from small families.
   The dimensions of fear of failure – Academic Attainment, and Making Friendly Relations with Others are the significant predictors of emotional intelligence of secondary students from medium size families.
   The fear of failure in toto and all of its dimensions, and mental health status are not the significant predictors of the emotional intelligence of secondary students from large families.
6. All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are the significant predictors of emotional intelligence of higher secondary students.
7. All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality are the significant predictors of emotional intelligence of male higher secondary students.

All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are the significant predictors of emotional intelligence of female higher secondary students.

8. All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are the significant predictors of emotional intelligence of first born and last born higher secondary students.

But, the fear of failure in toto and all of its dimensions, and mental health status are not the significant predictors of the emotional intelligence of middle born secondary students.

9. All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality are the significant predictors of emotional intelligence of higher secondary students with parental education of upto higher secondary certificate.

All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are the significant predictors of emotional intelligence of higher secondary students with parental education of degree qualification.

All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are not the significant predictors of emotional intelligence of higher secondary students with parental education of professional degree.

10. All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are the significant predictors
of emotional intelligence of higher secondary students from small and medium size families.

All the dimensions of fear of failure – Academic Attainment, Health and Hygiene, Good Ambition, Making Friendly Relations with Others, Becoming Excellent and Developing Good Personality, and Mental Health Status are not the significant predictors of emotional intelligence of higher secondary students from large families.

5.2. INTERPRETATIONS

The present study investigated the nature of emotional intelligence present in the secondary students and higher secondary students in the schools in Chennai and has brought forth the finding that the majority of them (46.01%) are high in their emotional intelligence contrary to the assumption that they may be just average. It is very encouraging that even at the IX standard level, they seem to be intelligent enough to tackle emotional and social problems amicably. The present day scenario at the secondary level seems to be not so encouraging one when viewed from outside. The information gathered from the heads of the institution and the media reports suggest that the students at secondary level are driven to extreme steps by the functioning of the system of education and the social expectations that loom over the tender feelings of these adolescents. Many of the students at this stage seem to be tossed between the individual limitations and the broader goals dictated by friends and relatives. Academically, it may not be proper to assume all the students to be high achievers at any given stage of education. Forgetting this basic fact, students are pressurized to get themselves bound in a circle notified as excellent or exceptional. All the other students in the brackets of moderate or below moderate status are marked to be individuals of ‘no worth’. Driven by such an attitude a large percentage of students seem to suffer psychologically in the academic setting which in fact, is meant for satisfaction and happiness in pursuing knowledge related to different fields.

Unable to cope up with the pressure of academic achievement, many of the students develop mental depression and as such slowly withdraw from mental and academic activities, and finally consider themselves unfit for any academic career which the family is very much bothered about. At this circumstance, when the final government examination results happened to be unexpected in spite of their best efforts,
they suddenly burst out with the feeling of the dissatisfaction with life and feel frustrated enough to take away their own life. It is just a common media report, almost every year at the time of publication of the examination results, when a small percentage rolls over joy of achievement, a large chunk of them feel themselves buried with the thought of incapability and a few of them ends their life quite unable to see life beyond such failure.

Similarly, fairly a large percentage of students condemned for their failure in their final examination takes to the road of rebellion, destruction and aggression. It has become a common phenomenon nowadays in school students, the manifestation of criminal activities such as stealing, damaging properties, kidnapping and even murdering individuals for personal gains. Recently, the public in Tamilnadu was shocked to hear that a group of high school students murdering their own classmate out of jealousy, kidnapping the seemingly well to do students for extracting money from their families and the chilling incident of a 9th standard student murdering his own class teacher in the class itself for the simple reason that she wrote negative remarks about him to the parents in his academic works. Similar incidents have become somewhat common in the otherwise calm and peace loving community in Tamilnadu. That is why, the investigator was of the opinion that they emotional intelligence of the high school students would be low or below average. However, the research finding has shown that it is high for the population investigated. Hence, the investigator is of the opinion that what is visible externally as anti-social or emotionally imbalanced is not true as the larger percentage of the population seems to possess higher level emotional intelligence.

The general characteristic of the population studied with regard to emotional intelligence holds good for the sub samples classified on the basis of gender, birth order, parental education and family size. That is, the male-female difference, the difference in the birth order, the difference in parental education and the difference in family size do not seem to have any impact over the diversified small groups as far as emotional intelligence is concerned. This is just ascertained the manifestation of all exercises related to emotional intelligence in dealing with social, emotional and intellectual situations confronting the high school students in Chennai.

The dependent variable - emotional intelligence was studied in terms of the independent variable - fear of failure. In this case also, the assumption of the investigator as average or more than average is proved to be wrong, as the fear of failure
was recorded to be low for the population chosen. Having come across, several negative characteristics of high school students, the investigator was prompted to feel that such things happened in the secondary schools owing to the psychological problem, the fear of failure, which generally operates and the students feel that success is far off and they are likely to be meet with failures in spite of utilizing all the talents and capabilities. The present finding has revealed that the chosen population is low in the fear of failure marking the disposition to proceed towards success without allowing the shortcomings and incidental failures not to make any inroad in their psychological well being. It is a very happy note to be observed in the case of the general population and also in the sub samples formed on the basis of gender, birth order and family size. Only in the case of parental education, the students having father or mother with professional qualification are average in the fear of failure. It may also be attributed to the anxiety formed in the minds of the students to shape themselves to secure the goal set by the highly educated parents. Moreover, the sub samples do not show significant difference in the fear of failure, be they male or female; first or middle or last born; parents with higher secondary or degree or professional qualification, and children belonging to small or medium or large families. From this, it may be inferred that fear of failure is a common characteristic, common to the secondary and higher secondary student population.

The regression analysis reveals that fear of failure is a significant predictor of emotional intelligence of secondary and higher secondary students. Moreover, its dimensions - fear of academic attainment, making friendly relations with others, becoming excellence and developing good personality are also proved to be significant predictors of emotional intelligence. That is, lessening of fear of failure in terms of academic attainment, making friendly relations with others, becoming excellence and developing good personality seems to promote the level of emotional intelligence. Only two of the dimensions of fear of failure - health and hygiene and good ambition do not seem to predict emotional intelligence. From this, it may be understood fear of failure in terms of health and hygiene and fear of failure in terms of goal setting, i.e., good ambition are not contributing enough to promote emotional intelligence. Therefore, the investigator is of the opinion that by providing necessary inputs to debilitate the strength of academic attainment and making friendly relations with others, becoming excellence and developing good personality, we can reduce the fear of failure and thereby to promote emotional intelligence.
On studying the mental health of secondary and higher secondary students, it is found that they are good in their mental health. When it is studied in terms of gender, birth order, parental education and family size, it is found to be almost the same. The male and female secondary and higher secondary students, the first and last born secondary and higher secondary students, the students with parents of higher secondary qualification and degree qualification, and the students belonging to small families and medium size families are found to be good in their mental health. The students with middle birth order and the students with parents of professional qualification are found to be average in their mental health. Only the students belonging to large families are stated to be poor in their mental health.

On computing regression analysis, it is found that mental health is a significant predictor of emotional intelligence of higher secondary students, but it is not a predictor of students of secondary classes. Moreover, for higher secondary students also, it is not significant predictor for those middle born students, students with parents having professional qualification and the students belonging to large families. Therefore, it may be stated that mental health is a predictor of emotional intelligence of higher secondary students in toto and for the male, female, first born, last born, parents with higher secondary qualification, parents with degree qualification and students belonging to small and medium size families.

In a way, it may be concluded that both the independent variables - fear of failure and mental health are influential enough to alter or modify the emotional intelligence of secondary and higher secondary students.

5.3. RECOMMENDATIONS

After interpreting the findings reported from the present study, the investigator would like to give the following recommendations to develop the proper psychological behaviour in secondary and higher secondary students:

Special attention may be provided to students of middle birth order, to promote their emotional intelligence. The students of this category seem to be affected by the situation prevailing in the family and also the differences occurring in parenting due to
the ordinal position of the child in the family. Sociologically, it is confirmed the parents are more devoteful to the first born and more close to the last one; whereas the middle born is not given that much of respect and consideration as in the case of the first born, and more affection and sympathetic handling as in the case of the last born. As the middle born hangs between the two enjoying everything from the hands of the parents, he or she has to be little more frustrated and agitated over the prevailing situations in the family. Therefore, the middle born is likely to crave for love and affection and sympathetic handling from elders. This may be the reason why they are just average in their emotional intelligence. Therefore, such children may be identified and given special care in the classroom activities by the concerned teachers to help them make up what they have lost at home and build up a strong emotional well being so as to exhibit a higher level emotional intelligence.

Similarly, parents with degree qualification may impose so many ideals, values and goals to be achieved on their children so as to make them better their academic performance which they might have lost in the student stage. These children in the class may exhibit lot of anxiety in achieving the set goals and fail to develop good interpersonal relationships and suffer due to inconsistency in their thought of and action. Such students may be identified and given proper training in the school itself to overcome the problems in dealing with social and emotional activities. A content and satisfied life provided in the classroom may help them shed off their anxiety and promote emotional intelligence.

Similar is the case with the students belonging to large families. As there is no one to care for them or even to bother about their well being, the undermine the importance of the family bond and develop characteristics not conducive for social living. This may be the reason why they are low in emotional intelligence. These students may also be identified in the class and provided with opportunities to exploit their talents and capabilities in a more meaningful way. They may also be enabled to understand the likes and dislikes of others, and also to respect the feelings and sufferings of others. If this group of students are taken care of properly in their class with the help of a trained counsellor or a psychologist or an experienced and sincere teacher, they may also occur higher level emotional intelligence.
The present finding has also revealed that the students of middle born, students having parent with professional qualification and students coming from large families suffer from loss of mental health. Since mental health is a significant predictor of emotional intelligence, the loss of mental health in these three categories of students is likely to affect their emotional intelligence. Therefore, these students as it has already been pointed out should be identified and treated separately so as to help them enjoy a good mental health. So far these children, the following activities are recommended:

a) Give opportunity to these students to take leadership in classroom activities.

b) These students may be inducted in booster programmes for the development of self-concept and self-confidence.

c) They may be taught handworks to make good use of their free time and also for developing the skills of tolerance, patience to enjoy self-worth and self-achievement.

d) The language competence of these students may be promoted by means of favourable activities such as encouraging to ask questions, encouraging to participate in discussions, and encouraging to express their views, positive or negative without any hesitation.

e) To put down the aggressive and submissive feelings, reading circles, shepherd scheme, counselling sessions and subject oriented clubs may be organized.

By adopting such recommendations, it is hoped that the students who are likely to be deficient in emotional intelligence and mental health may be boosted up to lead a good social and emotional life in the school learning out all negative social and psychological characteristics.

5.4. SUGGESTIONS FOR FURTHER STUDIES

The following are the few topics suggested to be executed in this field of investigation:

A STUDY ON EMOTIONAL INTELLIGENCE OF SCHOOL STUDENTS IN RELATION WITH THEIR LOCUS OF CONTROL AND EMOTIONAL MATURITY

A CORRELATIVE STUDY OF EMOTIONAL INTELLIGENCE OF FIRST DEGREE STUDENTS AND THEIR ACHIEVEMENT MOTIVATION

A CRITICAL STUDY ON EMOTIONAL INTELLIGENCE AND STRESS COPING STRATEGIES OF STUDENT TEACHERS IN COLLEGES OF EDUCATION
EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS SCORING CENT PERCENT OF MARKS IN THEIR MAIN SUBJECTS AND THEIR SOCIAL MATURITY

VALUE PREFERENCE OF STUDENTS OF PROFESSIONAL COLLEGES AND THEIR EMOTIONAL INTELLIGENCE

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