CHAPTER IV

SUMMARY AND CONCLUSIONS
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The present study was planned to investigate the impact of emotional intelligence and study skills on academic performance of pupils with social and Emotional problems. The sample of the study consisted of 650 10th class students (problematic 300 and Non problematic 350) the sample also includes boys and girls. The data were collected from 50 high schools from Government and private schools (Urban and Rural) from 14 to 16 years. The 650 students were administered two questionnaires (emotional intelligence scale and study skills inventory) in group of 20 students. The annual academic performance was taken as measure of performance in the present study. The 650 students were assigned to a 2x2x2 factorial designs categorizing each variable tow groups i.e., high emotional intelligence, low emotional intelligence good study skills and poor study skills; problematic and non problematic. They constuted of the independent variable of the present study the marks obtained by the students, subject wise was obtained from the school records. This was considered was the depended variable the present study i.e., academic performance the following hypothesis were formulated to be tested in the present study.
Hypotheses:

To realize the objectives of the study the following Hypotheses were formulated.

1. There would be significant differences between problematic and non-problematic students with regard to their academic performance in Telugu, Hindi, English, Mathematics, Science and Social studies.

2. There would be significant impact of emotional intelligence on academic performance in Telugu, Hindi, English, Mathematics, Science and Social studies.

3. There would be significant impact of study skills on academic performance in Telugu, Hindi, English, Mathematics, Science & Social studies.

4. There would be significant gender differences with regard to academic performance.

5. There would be significant differences between Urban & Rural students with regard to academic performance.

6. There would be significant differences between Government and Private High School students with regard to their academic performance.
The following conclusions were drawn from the results of the present study.

1. The students with social and emotional problems found to have significant impact on the performance in various subjects Telugu, English, Hindi, Mathematics, Science and Social studies and also overall academic performance on the all the subjects the students pre-from social and emotional problems Non problems have performed better on all the subjects then the students with social and emotional problems (problematic and non-problematic).

2. The emotional intelligence found to have significant impact on academic performance in Telugu, Hindi, English, Mathematics, Science and Social studies. The students with High emotional intelligence have obtained higher percentage of marks than the students with low emotional intelligence.

3. Study also found significant impact of study skills on academic performance in various subjects, Telugu, Hindi, English, Mathematics, Science and Social studies. The students with good study skills i.e., (a) Reading and note taking skills (b) Concentration problems (c) Use of time (d) Examinations (e) Other areas found to have obtained better marks in Telugu,
Hindi, English, Mathematics, science and Social studies than the student with poor study skills.

4. The study did not find any significant difference between boys and girls with regard to their academic performance.

5. The study reveals a significant difference between urban and rural students with regard to their academic performance. Urban students performed better than the rural students.

6. The results indicate that the government and private school students differ significantly. The private school students found to be better in their academic performance than the students of government schools.

**Implications of the present study:**

In the present study emotional intelligence have been consistently proved to be beneficial for academic performance. It is suggested that schools should take proper care to improve emotional and social skills which further lead to enhance emotional intelligence. These students should be encourage taking part in group discussions social skills training and stress management which may help to develop and understanding and managing the emotions of themselves and others. The students also should be inculcated good study skills.

High school students need to be involved in skill development programs focused on the emotional intelligence skills of time.
management, drive strength (achievement drive), and commitment ethic (personal responsibility). Gaps in achievement and retention are more effectively closed by developing skills-based transition programs (bridges) involving both high school personnel.

The students need to build effective communication skills and healthy relationships through programs emphasizing the emotional intelligence skills of assertion and stress management. Learning to effectively manage emotions and change is also indicated by emotional intelligence research. Positive emotional skill development necessitates learning environments that are personalized (student/learner-centered) and focused on student success. The specific emotional intelligence skills and study skills should be identified by future research to be taught and modeled within a context of supportive interpersonal relationships such as facilitated mentoring and coaching so as to improve their academic performance.

Present study helped to understand Social-emotional problems of the students and the impact of these problem in their academic performance. Screening for social and emotional problems needs to take place within the context of the child, family as well as in school life. How the child functions in a variety of settings with different people should be assessed. Input from parents, caregivers, and school teachers is
important, as the child may not function in the same manner in different settings.

The study also provide a source that the child is identified as having a potential social/emotional difficulty with regard to their academic performance, hence the mental health professionals need to assist the family and teachers in finding appropriate referral sources. Early intervention assessment and referral teams, and community mental health clinics may be able to assist the family in receiving further assessment and referral to early intervention/early childhood special education services.

**Recommendations for further research:**

The present research proposed to study the role of social and emotional problems, emotional intelligence and study skills on academic performance. The findings of the study have provided valuable insights about variables that affect academic performance of the pupils with social and emotional problems.

However, additional research is needed to fill in the gaps of the study and to broaden the understanding of the factors, which are contributing in the development and management of emotional intelligence, inculcating good study skills and academic performance.

It would be of interest to collect the data from variety of sources like parents and teachers. If different parenting styles, parents
involvement are studied more precisely useful information can be acquired, which can help in understanding their contribution in the development of emotional development. Emotional intelligence and study skills. Similarly, studying different teaching styles can be of help in gaining information about their impact on emotional intelligence and academic performance of the pupils. An intervention study identifying the students with social and emotional problems and appropriate training programmes may be imparted for the benefit of such students.