CHAPTER VI

PROSPECTS
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6.1 THE STUDY IN RETROSPECT

The present study intends to make a detailed examination on Emotional Intelligence, Multiple Intelligence, Socio Economic Status and Academic Achievement of the higher secondary students at the school level in the Indian context.

This study’s primary aim is to find out whether there is a relationship between Emotional Intelligence (EI), as measured by the Bar-On EQ-i and Academic achievement and also to find out whether there is a relationship between Multiple Intelligence (MI), as measured by the Multiple Intelligence Quotient Inventory and Academic achievement. This may lead to draw a conclusion on whether Emotional Intelligence and Multiple Intelligence contribute to academic success and extent of the contributors if any.

This section of the report gives an account of the significant aspects of the various stages in conducting the whole study, the important findings, educational implications and suggestions for further research.

6.2 INDEPENDENT AND DEPENDENT VARIABLES IN THE STUDY

6.2.1 Independent Variables in the Study

The independent variables in this study are Emotional Intelligence, Multiple Intelligence and socio economic status of the students. The independent variables in this study also included the following dimensions of Emotional Intelligence.
a) Self regard
b) Interpersonal Relationship
c) Impulse Control
d) Problem Solving
e) Emotional Self Awareness
f) Flexibility
g) Reality Testing
h) Stress tolerance
i) Assertiveness
j) Empathy

The eight Multiple Intelligence dimensions are also taken for this study as the independent variables

a) Verbal/Linguistic Intelligence
b) Logical/Mathematical Intelligence
c) Visual/Spatial Intelligence
d) Bodily/Kinesthetic Intelligence
e) Musical/Rhythmic Intelligence
f) Interpersonal Intelligence
g) Intrapersonal Intelligence
h) Naturalist Intelligence

Other personalagological variables included the following

l) Sex
m) Family Size
n) Types of School
o) Locality
p) Group of Study
q) Father’s Education
r) Mother’s Education
s) Monthly Income of the Family
t) Community
u) Birth order and
v) Compositions of Children

6.2.2 Dependent Variable in the Study

The dependent variable in this study is academic achievement in the Secondary School Leaving Certificate (SSLC) examination (2006-2007).

6.3 OBJECTIVES OF THE STUDY

The main objective of the study is to investigate the internal relationship among the variables, namely Emotional Intelligence, Multiple Intelligence and Academic Achievement. Incidentally the association of these variables with the selected persona logical variables of the sample and the sub samples through differential analyses of the main variables in the sub samples stratified on the bases of the selected personalogical variables.

6.4 HYPOTHESES

Based on the objectives of the study, hypotheses were formulated

a) Stating relationship between the main variables, namely Emotional Intelligence, Multiple Intelligence and Academic Achievement.

b) Stating differences in the main variables and their component dimensions in the groups stratified on the bases of the selected personalogical variables.

c) Stating the association between the main variables and the selected personalogical variables.
6.5 PROCEDURE

6.5.1 SAMPLE OF THE STUDY

The data for the study has been derived from a representative sample of size 1300 obtained from standard XI pupils attending the Higher Secondary Schools of Namakkal District, TamilNadu, India. The sample obtained using stratified sampling technique by giving proportional representation to aspects like sex, place of residence, group of study, institutional type, and socio economic status.

6.5.2 TOOLS FOR THE STUDY

The Emotional Intelligence is measured by using Bar-On, Emotional Quotient Inventory (EQ-i). The Multiple Intelligence is measured by using Thomas Armstrong Multiple Intelligence inventory. Other selected independent variables of the study (sex of subject, place of residence, group of study, institutional type, socio economic status, birth order, family size, composition of children etc.) are measured using specially developed Personal Information Blank. For academic achievement, the scores attained by the selected sample for the study in the SSLC public examination are considered.

6.6 STATISTICAL TECHNIQUES USED

a) ‘t’ and ‘F’ tests for group difference

b) ‘r’ and ‘Chi’ square ($\chi^2$) tests for Correlation analysis and association between variables and

c) ‘R’ for multivariate analysis
6.7 SUMMARY OF THE FINDINGS

The findings of the study have been interpreted and used to identify some useful recommendations for improving present instructional approaches and for identifying areas of future research.

A summary of findings is as follows:

6.7.1 FINDINGS ON EMOTIONAL INTELLIGENCE

a) The mean emotional quotient (EQ) for the whole sample is 200.63 for a maximum of 264 that is 76 percentage of total possible. Among the sub samples aided school students are the highest mean (201.85) scores and students whose mothers have college education are the lowest mean (197.17) scores.

b) In Emotional Intelligence (Global) significant differences are observed between

i. Girls (m=201.62) > Boys (m=199.79)

ii. Group of study, Vocational group students (m=205.22) > Arts group students (m=201.66) > Science group students (m=201.35) > Mathematics group students (m=199.04).

iii. Composition of children, All Girls(m=201.91) > Boys and Girls(m=201.91) > All Boys(m=198.55)

Other pairs of groups studied (Family Size, Types of School, Locality, Father’s Education, Mother’s Education, Monthly Income of the Family, Community and Birth order) do not vary in Emotional Intelligence (Global).
c) The following groups differ in the **SELF REGARD** dimension of Emotional Intelligence

i. Girls (m=28.75) > Boys (m=27.91)

ii. Students studying in different type of school, Aided schools (m=27.91) > Unaided schools (m=27.91) > Government schools (m=27.91)

iii. Students residing at different localities, Urban (m=28.73) > Rural (m=28.38) > Tribal (m=26.72)

iv. Students in different group of study, Vocational (m=29.57) > Arts (m=28.5) > Science (m=28.47) > Mathematics (m=27.92).

v. Students whose parents have different levels of monthly income, Rupees 2000 to Rupees 5000 (m=28.44) > more than Rupees 5000 (m=28.43) > less than Rupees 2000 (m=27.77).

vi. Students belonging to different communities, Scheduled Caste (m=28.62) > Most Backward Class (m=28.41) > Backward Class (m=28.33) > Scheduled Tribes (m=26.81).

vii. Students whose families have different composition of children, All Girls (m=28.75) > Boys and Girls (m=28.40) > All Boys (m=27.77).

viii. Students having different achievement levels, average (m=28.57) > high (m=28.06) > low (m=27.69).

Other pairs do not differ in the **SELF REGARD** dimension of Emotional Intelligence.

d) The following groups differ in the **Interpersonal Relationship** dimension of Emotional Intelligence

i. Students residing at different localities, Urban (m=22.79) > Rural (m=22.49) > Tribal (m=21.51)
ii. Students in different group of study, Vocational (m=22.99) > Science (m=22.67) > Arts (m=22.60) > Mathematics (m=22.20).

iii. Students whose mothers have different levels of education, Illiterate (m=22.74) > School level (m=22.30) > College level (m=22.00).

iv. Students belonging to different communities, Scheduled Caste (m=22.93) > Most Backward Class (m=22.53) > Backward Class (m=22.34) > Scheduled Tribes (m=21.58).

v. Students having different achievement levels, average (m=22.58) > low (m=22.47) > high (m=22.03).

Other pairs of groups studied do not differ in the...

**Interpersonal Relationship** dimension of Emotional Intelligence.

e) The following groups differ in the **Impulse Control** dimension of Emotional Intelligence

i. Family size above four (m=14.95) > Family size up to four (m=14.41).

ii. Students studying in different type of schools, Government (m=14.85) > Unaided (m=14.43) > Aided (m=14.32).

iii. Students residing at different localities, Tribal (m=16.8) > Rural (m=14.48) > Urban (m=14.28).

iv. Students in different group of study, Vocational (m=15.54) > Arts (m=14.81) > Science (m=14.80) > Mathematics (m=14.33).

v. Students belonging to different communities, Scheduled Tribes (m=16.77) > Scheduled Caste (m=14.65) > Backward Class (m=14.46) > Most Backward Class (m=14.30).
vi. Students having different achievement levels, low (m=15.40) > average (m=14.50) > high (m=14.28).

Other pairs of groups studied do not differ in the **Impulse Control** dimension of Emotional Intelligence.

f) The following groups differ in the **Problem Solving** dimension of Emotional Intelligence

i. Girls (m=21.48) > Boys (m=20.93).

ii. Students studying in different type of schools, Aided (m=21.95) > Unaided (m=20.98) > Government (m=20.86).

iii. Students residing at different localities, Urban (m=22.02) > Rural (m=21.29) > Tribal (m=18.68).

iv. Students belonging to different communities, Scheduled Caste (m=21.40) > Backward Class (m=21.39) > Most Backward Class (m=21.27) > Scheduled Tribes (m=18.70).

v. Students of different birth order, first (m=21.40) > third and more than third (m=21.21.01) > second (m=20.98).

vi. Students whose families have different composition of children, All Girls (m=21.65) > Boys and Girls (m=21.23) > All Boys (m=20.82).

vii. Students having different achievement levels, high (m=21.46) > average (m=21.43) > (m=20.15).

Other pairs of groups studied do not differ in the **Problem Solving** dimension of Emotional Intelligence.

g) The following groups differ in the **Emotional Self Awareness** dimension of Emotional Intelligence

i. Students residing at different localities, Tribal (m=17.32) > Rural (m=16.62) > Urban (m=16.21).
ii. Students in different group of study, Arts (m=16.96) > Vocational (m=16.80) > Science (m=16.69) > Mathematics (m=16.34).

iii. Students belonging to different communities, Scheduled Tribes (m=17.49) > Scheduled Caste (m=16.65) > Backward Class (m=16.59) > Most Backward Class (m=16.38).

iv. Students having different achievement levels, low (m=17.04) > average (m=16.56) > high (m=15.91).

Other pairs of groups studied do not differ in the **Emotional Self Awareness** dimension of Emotional Intelligence.

h) The following groups differ in the **Flexibility** dimension of Emotional Intelligence

i. Students residing at different localities, Tribal (m=23.22) > Rural (m=21.35) > Urban (m=20.74).

ii. Students belonging to different communities, Scheduled Tribes (m=23.29) > Most Backward Class (m=21.37) > Backward Class (m=21.30) > Scheduled Caste (m=21.12).

iii. Students having different achievement levels, low (m=22.09) > high (m=21.33) > average (m=21.23).

Other pairs of groups studied do not differ in the **Flexibility** dimension of Emotional Intelligence.

i) The following groups differ in the **Reality Testing** dimension of Emotional Intelligence

i. Boys (m=16.63) > Girls (m=15.89)

ii. Students studying in different type of schools, Government (m=16.6) > Unaided (m=15.92) > Aided (m=15.80).
iii. Students residing at different localities, Tribal (m=17.43) > Rural (m=16.34) > Urban (m=15.25).

iv. Students belonging to different communities, Scheduled Tribes (m=17.45) > Backward Class (m=16.25) and Scheduled Caste (m=16.25) > Most Backward Class (m=16.00).

v. Students having different achievement levels, low (m=16.64) > average (m=16.29) > high (m=15.91).

Other pairs of groups studied do not differ in the **Reality Testing** dimension of Emotional Intelligence.

j) The following groups differ in the **Stress Tolerance** dimension of Emotional Intelligence Students studying in different type of schools, Aided (m=25.83) > Government (m=25.02) > Unaided (m=24.93).

i. Students residing at different localities, Urban (m=25.91) > Rural (m=25.23) > Tribal (m=24.13).

ii. Students whose mothers have different levels of education, School level (m=25.34) > Illiterate (m=25.11) > College level (m=24.03).

iii. Students belonging to different communities, Scheduled Caste (m=25.48) > Backward Class (m=25.30) > Most Backward Class (m=25.24) and Scheduled Tribes (m=24.00).

iv. Students whose families have different composition of children, All Girls (m=25.53) > Boys and Girls (m=25.39) > All Boys (m=24.61).

v. Students having different achievement levels, average (m=25.41) > high (m=25.04) > low (m=24.88).
Other pairs of groups studied do not differ in the **Stress Tolerance** dimension of Emotional Intelligence.

k) The following groups differ in the **Assertiveness** dimension of Emotional Intelligence

i. Students residing at different localities, Tribal (m=17.93) > Rural (m=17.02) > Urban (m=16.64).

ii. Students belonging to different communities, Scheduled Tribes (m=17.94) > Scheduled Caste (m=17.09) > Backward Class (m=16.97) and Most Backward Class (m=16.87).

iii. Students having different achievement levels, low (m=17.46) > average (m=17.05) > high (m=16.61).

Other pairs of groups studied do not differ in the **Assertiveness** dimension of Emotional Intelligence.

l) The following groups differ in the **Empathy** dimension of Emotional Intelligence

i. Girls (m=17.92) > Boys (m=17.08)

ii. Students studying in different type of schools, Aided (m=18.13) > Government (m=17.29) > Unaided (m=16.93).

iii. Students residing at different localities, Urban (m=18.31) > Rural (m=17.52) > Tribal (m=15.54).

iv. Students in different group of study, Vocational (m=18.17) > Science (m=17.66) > Mathematics (m=17.53) > Arts (m=17.14).

v. Students belonging to different communities, Backward Class (m=17.69) > Scheduled Caste (m=17.57) > Most Backward Class (m=17.52) and Scheduled Tribes (m=15.48).
vi. Students whose families have different composition of children, All Girls (m=18.29) > Boys and Girls (m=17.54) > All Boys (m=16.85).

vii. Students having different achievement levels, average (m=17.71) > high (m=17.55) > low (m=16.64).

Other pairs of groups studied do not differ in the **Empathy** dimension of Emotional Intelligence.

m) The association analyses reveal there is no association between Emotional Intelligence and the other selected variables excepting composition of children.

n) From the correlation analysis Emotional Intelligence and of Multiple Intelligence are significantly related (r=0.3823).

o) The correlation ($\chi^2$) between Emotional Intelligence and Academic Achievement (r=-0.0708, N= 1300) is significant. (0.01 level)

p) The analysis of multiple regression of academic achievement on the dimensions of Emotional Intelligence reveals that among the independent variables Interpersonal Relationship (0.0065), Problem solving (0.0177), Assertiveness (0.0083) and Empathy (0.0070) are contributing on the academic achievement.

**6.7.2 FINDINGS ON MULTIPLE INTELLIGENCE**

a) The mean Multiple Intelligence for the whole sample is 275.40 for a maximum of 320 that is 86 percentage of total possible. Among the sub samples students studying vocational group have the highest mean (284.91) and students studying in the hill area have the lowest mean (259.34).

b) In Multiple Intelligence (Global) significant differences are observed between
i. Students studying in different type of schools, Aided (m=283.32) > Unaided (m=273.89) > Government (m=271.85).

ii. Students residing at different localities, Urban (m=280.44) > Rural (m=276.15) > Tribal (m=259.24).

iii. Students belonging to different communities, Backward Class (m=277.63) > Most Backward Class (m=276.45) > Scheduled Caste (m=275.43) and Scheduled Tribes (m=256.49).

iv. Students having different achievement levels, high (m=278.16) > average (m=276.98) > low (m=267.71).

Other pairs of groups studied (Sex, Family Size, Father’s Education, Mother’s Education, Group of Study, Monthly Income of the Family, Birth order, and Compositions of Children) do not vary in Multiple Intelligence (Global).

c) The statistical analyses reveal differences among

i. Girls (m=35.92) > Boys (m=34.96)

ii. Students studying in different type of schools, Aided (m=36.70) > Government (m=35.02) > Unaided (m=34.48).

iii. Students residing at different localities, Urban (m=36.74) > Rural (m=35.50) > Tribal (m=32.21).

iv. Students belonging to different communities, Scheduled Caste (m=35.92) > Backward Class (m=35.74) > Most Backward Class (m=35.22) and Scheduled Tribes (m=32.09).

v. Students having different achievement levels, average (m=35.86) > high (m=35.37) > low (m=34.03).
in the **Verbal / Linguistic** dimension of Multiple Intelligence. Other pairs of groups studied do not differ in the **Verbal / Linguistic** dimension of Multiple Intelligence.

d) The following groups differ in the **Logical / Mathematical** dimension of Multiple Intelligence

i. Students studying in different type of schools, Aided (m=38.32) > Unaided (m=36.91) > Government (m=35.58).

ii. Students residing at different localities, Urban (m=38.20) > Rural (m=36.64) > Tribal (m=33.07).

iii. Students in different group of study, Mathematics (m=37.33) > Vocational (m=37.01) > Science (m=36.33) > Arts (m=35.46).

iv. Students whose mothers have different levels of education, School level (m=36.95) > Illiterate (m=35.86) > College level (m=34.80).

v. Students belonging to different communities, Backward Class (m=37.23) > Most Backward Class (m=36.83) > Scheduled Caste (m=35.95) and Scheduled Tribes (m=32.48).

vi. Students having different achievement levels, high (m=38.20) > average (m=36.81) > low (m=34.14).

Other pairs do not differ in the **Logical / Mathematical** dimension of Multiple Intelligence.

e) The statistical analyses reveal differences among

i. Boys (m=31.33) > Girls (m=30.64).

ii. Students in different group of study, Vocational (m=32.46) > Arts (m=31.35) > Science (m=31.23) > Mathematics (m=30.50).
in the **Visual / Spatial Intelligence** dimension of Multiple Intelligence. Other pairs of groups studied do not differ in the **Visual / Spatial Intelligence** dimension of Multiple Intelligence.

f) The following groups differ in the **Bodily / Kinesthetic** dimension of Multiple Intelligence

i. Students in different group of study, Vocational (m=33.60) > Arts (m=32.45) > Science (m=32.19) > Mathematics (m=31.21).

ii. Students having different achievement levels, average (m=32.14) > low (m=32.05) > high (m=31.09).

Other pairs do not differ in the **Bodily / Kinesthetic** dimension of Multiple Intelligence.


g) The statistical analyses reveal differences among

i. Boys (m=32.54) > Girls (m=31.59).

ii. Students in different group of study, Vocational (m=34.64) > Arts (m=32.39) > Science (m=32.13) > Mathematics (m=31.53).

iii. Students whose mothers have different levels of education, College level (m=32.66) > School level (m=32.42) > Illiterate (m=31.34).

iv. Students whose families have different composition of children, All Boys (m=32.95) > Boys and Girls (m=31.99) > All Girls (m=31.12).

in the **Musical/Rhythmic** dimension of Multiple Intelligence. Other pairs of groups studied do not differ in the **Musical/Rhythmic** dimension of Multiple Intelligence.
h) The following groups differ in the **Interpersonal** dimension of Multiple Intelligence

i. Girls (m=36.86) > Boys (m=35.5).

ii. Students studying in different type of schools, Aided (m=37.74) > Unaided (m=35.54) > Government (m=35.48).

iii. Students residing at different localities, Urban (m=37.97) > Rural (m=32.26) > Tribal (m=31.71).

iv. Students whose fathers have different levels of education, School level (m=36.22) > College level (m=35.94) > Illiterate (m=35.80).

v. Students belonging to different communities, Backward Class (m=36.69) > Most Backward Class (m=36.36) > Scheduled Caste (m=36.16) and Scheduled Tribes (m=31.40).

vi. Students whose families have different composition of children, All Girls (m=36.96) > Boys and Girls (m=36.25) > All Boys (m=35.34).

vii. Students having different achievement levels, high (m=36.77) > average (m=36.38) > low (m=34.68).

Other pairs do not differ in the **Interpersonal** dimension of Multiple Intelligence.

i) The following groups differ in the **Intrapersonal** dimension of Multiple Intelligence

i. Girls (m=34.95) > Boys (m=33.87).

ii. Students studying in different type of schools, Aided (m=35.57) > Government (m=34.04) > Unaided (m=33.42).
iii. Students residing at different localities, Urban (m=35.67) > Rural (m=34.29) > Tribal (m=32.99).

iv. Students belonging to different communities, Backward Class (m=34.69) > Scheduled Caste (m=34.35) > Most Backward Class (m=34.24) and Scheduled Tribes (m=32.53).

v. Students whose families have different composition of children, All Girls (m=35.35) > Boys and Girls (m=34.48) > All Boys (m=33.52).

vi. Students having different achievement levels, high (m=35.17) > average (m=34.32) > low (m=33.71).

Other pairs do not differ in the Intrapersonal dimension of Multiple Intelligence.

j) The statistical analyses reveal differences among

i. Girls (m=38.53) > Boys (m=37.38).

ii. Students studying in different type of schools, Aided (m=39.40) > Unaided (m=37.52) > Government (m=37.28).

iii. Students residing at different localities, Urban (m=38.91) > Rural (m=38.15) > Tribal (m=33.84).

iv. Students belonging to different communities, Backward Class (m=38.46) > Most Backward Class (m=38.18) > Scheduled Caste (m=37.54) and Scheduled Tribes (m=33.25)

v. Students having different achievement levels, high (m=38.89) average (m=38.19) > low (m=36.05).

in the Naturalist dimension of Multiple Intelligence. Other pairs of groups studied do not differ in the Naturalist dimension of Multiple Intelligence.
k) The association analyses reveal Multiple Intelligence is associated with Gender, Locality, School Type, Community and Achievement Level of students.

l) The correlation ($\chi^2$) between Multiple Intelligence and Academic Achievement ($r=0.0725$, $N=1300$) is significant. (0.01 level).

m) The analysis of multiple regression of academic achievement on the dimensions of Multiple Intelligence reveals that among the independent variables Logical/Mathematics (0.0554), Visual/Spatial (0.0029), Bodily/Kinesthetic (0.0149) and Naturalist (0.0139) are contributing on the academic achievement.

n) The analysis of multiple regression of academic achievement on Emotional Intelligence (0.00816) and Multiple Intelligence (0.008454) reveals that both of them are contributing on the academic achievement.

6.8 IMPLICATIONS OF THE STUDY

Analyses of relationship among Emotional Intelligence, Multiple Intelligence and Academic Achievement in this investigation indicated that there is a positive and significant relation among Emotional Intelligence, Multiple Intelligence and Academic Achievement of the participants. This suggests that Emotional Intelligence and Multiple Intelligence could predict Academic Achievement.

In this investigation, girls have a high mean score of Emotional Intelligence than the boys. Students of aided schools got the highest mean score of Emotional Intelligence than the students studying in the Government and Unaided schools. Similarly, in the group of
study vocational group students obtained the maximum mean score of Emotional Intelligence than the other group of students.

Students who are with low Emotional Intelligence scores in the sub samples may be counseled for the development of Emotional Intelligence. School administrators may develop and implement programs to enhance Emotional Intelligence and develop related skills.

In Self Regard and Interpersonal Relationship, students residing at Tribal area and students belonging to the Scheduled Tribes community obtained the lower mean score than the other sub samples. Self Regard is associated with general feelings of security, inner strength, self-assuredness, self-confidence and feelings of self-adequacy. If Self Regard is low, it will lead to the feelings of personal inadequacy and inferiority. Interpersonal Relationship is the ability to establish and maintain mutually satisfying relationships and relate well with others. This social skill is based on sensitivity towards others, a desire to establish relations as well as feeling satisfied with relationships.

So programmes with activities that the tribal students could successfully complete, may be conducted to start with, to help them increase their Self Regard.

It is important for the teachers and parents to convey to their children the importance of Emotional Intelligence by being emotionally expressive towards them. It will develop among student effective interpersonal communication and better social relationships with others.

Students belonging to the Scheduled Tribes community and Students residing at Tribal area obtained the high mean score than the other sub samples in Impulse Control, Emotional Self-Awareness,
Flexibility, Reality Testing and Assertiveness. So these students have the ability to

a) effectively and constructively control their emotions
b) recognize their emotions
c) adapt and adjust their feelings
d) thinking and behaviour to new situations and validate their feelings and thinking with external reality
e) express their feelings (often directly) without being aggressive than the other sub groups taken for the study.

In Problem Solving, Stress Tolerance and Empathy dimensions, students residing at urban locality scored the highest mean and students belonging to the Scheduled Tribes community and Students residing at Tribal area got the lowest mean. The Urban students got the ability to

a) identify and implement potentially effective solutions
b) withstand and deal with adverse events and stressful situations
c) ‘emotionally read’ other people

when compared with the other sub groups.

So Problem Solving skill, Stress Tolerance and Empathy may be developed among Scheduled Tribes and Tribal students through proper curriculum transactions in the classroom.

Students who have an understanding of the role that emotion plays in their life will have a better foundation on which to build successful futures. So students should be allowed to handle their emotions with their friends, family and others independently. For this group activities and teamwork which help students to develop control over their emotions and handle relationships, should be encouraged.
By identifying the young people who possess with high Emotional Intelligence and giving special training to develop their abilities to the fullest will help to solve many of humanities most serious problems.

*This study reveals that, girls have a high mean score of Multiple Intelligence than the boys. In the group of study vocational group students obtained the maximum mean score of Multiple Intelligence than the other group of students and the students residing at Tribal area obtained the lowest mean score of Multiple Intelligence.*

In the Verbal / Linguistic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence, students residing at Urban locality scored the highest mean and students belonging to the Scheduled Tribes community and Students residing at Tribal area got the lowest mean.

Parents could have to note that their interpersonal relationships and direct interest in the education of their children could bring a better academic performance of their wards. Both the home and the school need to cooperate in making the learners to be well adjusted emotionally as this could make more academic achievement

Students residing at urban locality got the capacity to

a) use language, native language, and perhaps other languages, to express what’s on their mind and to understand other people

b) understand other people

c) understand of themselves, of knowing who they are, what they can do, what they want to do, how they react to things, which things to avoid, and which things to gravitate toward
than the other sub groups. So this *Verbal / Linguistic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence may be developed among the students through proper curriculum transactions in the classroom.*

In this investigation, students of aided schools got the highest mean score of in Logical/Mathematical Intelligence and Naturalist Intelligence than the students studying in the Government and Unaided schools.

In the group of study vocational group students obtained the maximum mean score in Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence and Musical/Rhythmic Intelligence than other group of students.

The theory of multiple intelligences was developed as an account of human cognition that can be subjected to empirical tests. The assessment of intelligences can play a crucial role in curriculum development. Traditionally schools have almost exclusively emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). While many students function well in this environment; there are those who do not. By assessing multiple intelligences of the learner, it allows learner to self-identify where their strengths are within the differing intelligences. When the concepts are presented through the intelligences in which the learner are strong, they are strong, and they are as capable of learning as their traditionally successful peers.

**6.9 SUGGESTIONS FOR FURTHER RESEARCH**

Despite the results of the current study, it is suggested that additional Emotional Intelligence research or related studies may be useful for understanding variations in the scholastic achievement at different levels of students in schools.
It is also suggested that Emotional Intelligence studies on gifted students will be more sensitive to the social and academic needs of the majority of the gifted students in regular school settings.

Further study may be conducted to explore other variables that directly or indirectly contribute to academic achievement. Variables may include IQ, cultural differences, family structure and other related variables.

Additional studies in the relationship of Emotional Intelligence and student achievement should be performed to develop intervention models to develop Emotional Intelligence in students through curricular transactions in the classroom.

Parental role in the emotional development of students may also be studied.

The Emotional Intelligence of teachers may be studied to find out how and to what extent it contributes to the academic achievement of the students.

Additionally, qualitative / mixed method research designs might be employed to examine the interactions of a school staff and the effect that specific Emotional Intelligence abilities have on intrapersonal relationships. This information might then be applied to the issues of school success.

The topic of Emotional Intelligence has generated a great deal of interest in the practitioner community and a divergence of perspectives in the research community. A better understanding of this construct from a multitude of perspectives, along with tools to effectively measure it will contribute significantly to this phenomenon of Emotional Intelligence.