CAHPTER-V
FINDING, DISCSSSION OF RESULTS, CONCLUSIONS,
RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER
RESEARCH

5.00 Introduction

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in the present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At Some places, some of the observations did not concur with the findings of some earlier investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the recommendations of the study have been worked out. But these findings and recommendations do not fit in all the areas of the study. As such some suggestions have been given for the further research. This chapter therefore is devoted to focus the findings, discussion of results, conclusions and for indicating their recommendations and suggestions for further studies or research.

5.10 Major Findings of the Study

Following are the major findings of the study:

1. From comparison between academic achievement, emotional maturity and intelligence it was depicted that the secondary school students in whole sample of both the districts were having high academic achievement. So far their mean value 310.57 was concerned. Whereas looking into the norms of both the emotional maturity scores and intelligence it is understood that in whole sample of both the districts the secondary school students did half above average intelligence in comparison to emotional maturity in terms of their mean scores. In these contexts it is to be generalized that there is a positive relationship between academic achievement and intelligence among the secondary school students in whole sample of both the districts in general.
2. The comparison shows that except for emotional maturity the mean scores in academic achievement and intelligence is higher in case of students of Sonitpur than that of Lakhimpur district.

3. From comparison it was found that the academic achievement and intelligence of Lakhimpur district the male students were better than the female students. But female students were emotionally matured compared to the male students of same district.

The comparison between male and female students on academic achievement, emotional maturity and intelligence in Sonitpur district showed that female students were academically, emotionally and mentally better than male students.

Overall comparison between both the districts showed that academically Lakhimpur district male students were better than that of Sonitpur district students. Further it was noted that Sonitpur district female students academically high than Lakhimpur district female students. However, the male and female of Lakhimpur district students were found emotionally more matured compared to the Sonitpur district students. Lastly the comparison between the male and female students’ intelligence of both the districts, showed that Sonitpur district students’ I.Q was better than that of Lakhimpur district students.

4. From comparison it is reported that the academic achievement, emotional maturity and intelligence of rural/urban area students in Lakhimpur district it is seen that urban area students are better academically, emotionally and mentally (intelligence) than rural area students.

It also observed that the academically urban area students are better than that of rural area students of Sonitpur district. It is also seen that intelligence and emotional maturity of Sonitpur district rural area students are better than the urban area students.

The overall comparison between academic achievement, emotional maturity and intelligence of rural/urban area students in both the districts, it is seen that Sonitpur area students are better academically, emotionally and mentally (intelligence) than Lakhimpur district students.

5. From the comparison between academic achievement, emotional maturity and intelligence of government/private school students of both the districts, it is
found that in both districts private school students are academically, emotionally as well as mentally better than the government school students.

6. The male and female secondary school students of both the districts have similar level on academic achievement in total sample of both the districts. However, rural/urban and government/private secondary school students differ in academic achievement for both the districts.

7. The male and female as well as government and private school students of Lakhimpur district have shown real difference in their academic achievement whereas no such difference was found between rural and urban students for the same districts.

8. The rural and urban as well as government and private school students of Sonitpur district have shown real significant difference in academic achievement but no such difference was found between male and female students of the same district.

9. There exists a statistically high significant difference between male/female and government/private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together.

10. There is no significant difference on emotional maturity in respect of male/female and rural/urban secondary school students. But it reported real difference in all government and private secondary school students in Lakhimpur district.

11. There exists a statistically high significant difference between male/female and government/private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference on emotional maturity.

12. There is no significant mean difference between male/female students and rural/urban areas students, whereas government and private school students differ significantly on intelligence.

13. The intelligence of secondary school students found to differ significantly in respect of male/female and rural/urban areas as well as government/private schools in Lakhimpur district.
14. The mean difference on intelligence between rural/urban areas as well as government/private secondary school students were found to differ significantly but no such real difference was noted between male and females in case of Sonitpur district.

15. The correlation between (a) academic achievement and emotional maturity and (b) intelligence and emotional maturity for whole sample of both the districts was found low and negative but positive correlation between academic achievement and intelligence.

5.20 Discussion of the Results


5.30 Conclusion

The present study is mainly concerned with the problem of academic achievement, emotional maturity and intelligence of secondary school students in Assam. From analysis and interpretations of this study the investigator found that there is a positive relationship between academic achievement and intelligence of secondary school students of whole sample of both the districts in general. But, emotional maturity is negatively correlated with academic achievement and intelligence.

In this study it also shows that except for emotional maturity the mean scores an academic achievement and intelligence are higher in case of students of Sonitpur than that of Lakhimpur district.

This study also observed that the academic achievement of Lakhimpur district male students is better than the Sonitpur district. Further, it also noted that the Sonitpur district female students’ performance is higher than the female students of Lakhimpur district. The comparison between rural/urban areas as well as government/private school students in both the districts, it is seen that urban areas and private school students of both districts have higher academic achievement than the rural areas and government school students.

This study also seen that the female students are emotionally matured compared to the male students of both districts. The comparison between rural and urban area students of Lakhimpur district, the urban area students are emotionally matured than the rural area students. But, Sonitpur district rural area students are emotionally matured than the urban area students. Finally, it also indicated that the private school students of both districts are emotionally matured compared to the government school students.

This study also found that the intelligence score of secondary students, it seen that the Sonitpur district school students are higher than the Lakhimpur district counterparts. Further the private students’ intelligence scores are higher compared to the government school students in the total sample.

The present investigator also tried to find out some other reasons for the low academic performance, immature emotionally and low intelligence of both the districts in Assam. The Lakhimpur and Sonitpur districts families are not economically sound. Many economically backward families live in both the districts of Assam. The majority students come from these families. These parents
cannot provide sufficient facilities to their children for enriching their experience academically and in non-cognitive spheres. Another reason is that the most of the parents are uneducated and ill-informed about the scientific knowledge in the modern world of today. Even the educated parents could not give sufficient time for own their children to complete the home task assignments. Sometimes it is also seen that educated parents could not assist their children in performing any home task assigned to them particularly in mathematics, science and english subjects. It has been noticed that students come out with below average students’ performance badly in above mentioned subjects. Other reasons are that many schools have not sufficient infrastructural facilities to as well as teachers are untrained, no fixed school discipline, no school library, no proper guidance and counselling centre, no special classes for weaker students, no facility in school campus for co-curricular and extra-curricular activities etc. which add to their causes of poor academic performance and mental development as such.

5.40 Recommendations of the study

On the basis of the findings the following recommendations are proposed:

1. The school teachers and school administrators should employ:
   i) Conduct special classes for the weaker students.
   ii) Conduct more practical sessions.
   iii) Organize various personality development programmes and arrange science exhibitions or local fieldtrips.
   iv) Encourage subjects related group activities.
   v) Conduct remedial teaching.
   vi) The school administrators should be provide installation of feedback box inside the classroom.
   vii) Various kinds of awareness camp like- cleanness, natural hazards etc. should be provided by school administrators.
   viii) The regular and sincere students may be encouraged by offering rewards and stipends.
   ix) The irregular students with poor attendance, without home-work and with poor achievement must not be punished rather the reasons behind should be investigated and necessary steps should be taken to motivate them.
   x) Conduct of guardians meetings in the school for the various development activities of students and schools. Parents, teachers and principals
must be very particular in maintaining inter-personal relationship with the adolescents in order to channelize their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counselling and freedom of decision making in order to enhance the academic achievement, social and emotional adjustment in the society.

2. On the basis of the results of the study it can be concluded that when any student is encountered with lack of mental health, it can be directly related with lack of emotional maturity or problem in relationship between parents and child. It is suggested that teachers can use diagnostic approach to evaluate the cause. Teacher can look into the matter and provide necessary guidance to both parents and child.

3. It is also suggested to parents to improve their relationship with their children. They need to spend time with children. They are also suggested to co-ordinate with teachers for the development of emotional maturity. Both teachers and parents can work in collaboration for the development of emotional maturity and better parent child relationship. This will help in the improvement in the mental health of adolescents. Good mental health of adolescents is key to their success in future.

4. With a view to developing a sense of responsibility, guardians should provide ample scope to their children to co-operate with other siblings and peers in the neighbourhoods.

5. To provide easily accessible library facilities for intellectual growth and updation of knowledge through books and newspapers.

6. School counsellors are under pressure to assist in the effort to increase student achievement. They can respond to this challenge by working to improve the school climate, using direct interventions such as teaching study skills and involving students in achievement motivation groups, and by increasing the involvement of parents in the educational process.

7. Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good social maturity environment can have good personality because social maturity enhances the personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring, intelligent, fair
minded, broad minded, courageous straight forward, imaginative and innovative need to be stressed.

8. The most critical time in life is emotional maturity during adolescent years. We learn to love, hate, fear, feel and anger. It is very important that adults influence a child's thinking and actions in a positive manner. Many life decisions happen during the short span of adolescent emotional maturity. Positive emotions include enthusiasm, joy and love. Emotionally mature adult grows from a childhood where one successfully struggles with failure, disappointment, and a high I.Q. (intelligence, quotient) does not necessarily lead one to develop emotional maturity. Adolescence can be a time of high risk, where new found freedoms can result in decisions that drastically open up or close off life opportunities. So family, peer group, school and society plays an important role in the emotional stability of adolescent and this comes by the emotional maturity of adolescent girls and boys. The following points are recommended develops the emotional maturity of the students:

i) Help the children gain in understanding of their feelings through the use of books, sports and games, puppets, interactive story telling and role-plays.

ii) Teach children to identify and verbalize their feelings, as well as to read the emotional signals from other children and adults.

iii) The students should be helped in realizing his/her emotional strength and weakness.

iv) In order to improve the emotional maturity of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.

v) Guidance and counselling centres should be started in schools so that the students can be helped to solve educational and emotional problems.

vi) Co-curricular and extra-curricular activities should be given importance in the school campus, so that we can develop emotional maturity among the students.

vii) Parents should create congenial environment at home, which may help the children to be emotionally balanced and have good emotional maturity.
viii) Curriculum of secondary schools should be modified, so that lessons relating to emotional and social skills are given importance in the classroom activities.

ix) Participating in group activities like N.S.S, N.C.C, Scout and Guides and other social activities will ensure the development of emotional maturity.

x) Children should be taught to develop and maintain a positive attitude towards life.

xi) The secondary school time table should be so arranged with provisions for creativity, fine arts, physical exercise, which will definitely pave way for emotional catharsis and social outlooks.

xii) Watch a child’s facial expressions, posture, play or art work for signs that a child is experiencing a strong negative emotion. Then offer constructive ways to defuse it, such as painting, dialogue or taking a time out.

xiii) The youths should be trained up to control their emotions and to divert their minds towards constructive activities. This will automatically make them tolerant, co-operative and self-confident.

9. Of late the unrest among youths pose a burning problem. As the government is guardian of the people, so it has got great responsibility to solve it before it is too late. So some suggestions may be made in this regard.

i) By drawing funds from various international financial corporations, the govt. can provide the youths for self-employment and other development Guidance and Counselling centres can also be set-up to activate various programmes.

ii) Free health check-up camp for the students should be provided by government.

iii) To spend the leisure time properly, the government can set up playground, park, community hall, library etc. in each and every area.

iv) Government should provide smart classroom schools for large participation of students.

v) Strict implementation of teacher and students evaluation process.

vi) Teacher orientation camp should be conducted regularly to skills in handling youths appropriately.
So, the school administrator, teachers, parents and government should perform well their roles or duties to the fullest of their potentialities. It is hoped by doing so it is sure that it will develop the adolescents academically, emotionally and mentally to the fullest extent.

5.50 Suggestions for Further Research

Since improvement and innovations in research have no barriers and no study can be said to end point in itself, the present study reopens many issues and areas for carrying further research. The suggestions can be summarized as bellow:

1. Studies can be carried out on achievement in relation to personality of students at whole state level.

2. Similar study on senior secondary students between personality and creativity will be a significant area of research.

3. The present study is conducted on class-X students. Similar studies may be undertaken on these variables at the other level/stages of education as well.

4. Studies can be carried out in relation to intelligence and creativity in different communities including minority groups.

5. Studies can be carried out in relation to emotional intelligence and achievement of students on longitudinal basis.

6. Similar study on senior secondary students will be a significant area of research to depict their personality characteristics.

7. In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, home/residence, tribal and non-tribal studying in government/private schools may be carried out.

8. Studies can be carried out in relation to intelligence and emotional maturity with respect to students at secondary level coming from nuclear and joint family structure.

9. A study can also be carried out to see the effect of school environment on the intelligence and emotional maturity.

10. Research should be conducted on causes of low achievement in certain subjects and methods of improving the performance.

The bird’s eye view summary of the whole were is presented in the final chapter.