CHAPTER V
SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.01 INTRODUCTION

The present study has attempted to find out the Learning Environment, Study Habits and Emotional Intelligence among high school students. The rationale for taking up this study was discussed in first chapter. The review of the related literatures in this field was given in second chapter. The method and procedure adopted for carrying out the study, the details regarding the development and validation of tools and collection of data were described in third chapter. The data analysis and interpretation of the results were presented in fourth chapter. In the present chapter, the results are discussed and the summary of the findings are given in accordance with the hypotheses formulated.

5.02 METHOD OF STUDY

The present investigation had undertaken by normative survey method. The survey method gathers data from a relatively large number of cases at a particular time. To study the learning environment, study habits and emotional intelligence among low, average and high achievers in English at high school level a sample of 467 high school students studying in government, aided and private schools at Puducherry Region of India was used by simple random sampling technique. To collect the data for the present study, the research instrument used consists
of (i) Achievement in English of high school student’s half yearly marks in School records. (ii) Learning Environment Scale [LES]-Constructed and Validated by the Investigator and the Research Guide (2014).(iii) Emotional Intelligence Scale [EIS]-Constructed and Validated by Hyde and Sanjyot Pethe (2004). (iv) Study Habits Inventory [SHI]-Constructed and Validated by Dr.B.V.Patel (1998) considering the duration of the research, the area of the study is limited to Puducherry Region, Union Territory of India only. The sample of the study is categorized only with regard to Gender, Age, Locality of the school and Type of the management as the sub samples of this study. This study was focused only on high school level. The research instrument was administered personally by the investigator by asking permission through proper channels. The data collected were subjected to statistical techniques such as Descriptive Analysis, Differential Analysis, Correlation Analysis and Regression Analysis. The findings of the study were tabulated and interpreted in the previous chapter. The major findings of the study are summarized in the following section.

5.03 MAJOR FINDINGS OF THE STUDY

In accordance to the objective of the study the hypotheses were formulated and analyzed in Chapter-IV. The major findings of the study are given below. By examining the hypotheses it was found that,

1. The level of learning environment of low, average and high achievers in English of high school students is average.
2. The learning environment of low achievers in English of high school students with regard to the sub samples

a) Gender
b) Age
c) Locality of the school and
d) Type of the School management

- is average

Though all the categories of sub-samples are at average level, the male students, students up to the 14 age, rural students and government school students are having higher mean value than their counter parts.

3. The learning environment of average achievers in English of high school students with regard to the sub samples

a) Gender
b) Age
c) Locality of the school and
d) Type of the School management

- is average

Though all the categories of sub-samples are at average level, the female students, students up to the 14 age, rural students and aided school students are having higher mean value than their counter parts.

4. The learning environment of high achievers in English of high school students with regard to the sub samples

a) Gender
b) Age

c) Locality of the school and

d) Type of the School management

-is average

Though all the categories of sub-samples are at average level, the male students, students above the 14 age, urban students and private school students are having higher mean value than their counter parts.

5. The level of study habits of low, average and high achievers in English of high school students is average.

6. The study habits of low achievers in English of high school students with regard to the sub samples

   a) Gender

   b) Age

   c) Locality of the school and

   d) Type of the School Management

   -is average

   Though all the categories of sub-samples are at average level, the male students, students up to the 14 age, urban students and government school students are having higher mean value than their counter parts.

7. The study habits of average achievers in English of high school students with regard to the sub samples

   a) Gender

   b) Age
c) Locality of the school and

d) Type of the School Management

-is average

Though all the categories of sub-samples are at average level, the female students, students above the 14 age, rural students and aided school students are having higher mean value than their counter parts.

8. The study habits of high achievers in English of high school students with regard to the sub samples

a) Gender

b) Age

c) Locality of the school and

d) Type of the School Management

-is average

Though all the categories of sub-samples are at average level, the male students, students up to the 14 age, rural students and private school students are having higher mean value than their counter parts.

9. The level of emotional intelligence of low, average and high achievers in English of high school students is average.

10. The emotional intelligence of low achievers in English of high school students with regard to the sub samples

a) Gender

b) Age

c) Locality of the school and
d) Type of the School Management

-is average

Though all the categories of sub-samples are at average level, the male students, students up to the 14 age, rural students and private school students are having higher mean value than their counter parts.

11. The emotional intelligence of average achievers in English of high school students with regard to the sub samples

a) Gender

b) Age

c) Locality of the school and

d) Type of the School Management

-is average

Though all the categories of sub-samples are at average level, the female students, students up to the 14 age, rural students and government school students are having higher mean value than their counter parts.

12. The emotional intelligence of high achievers in English of high school students with regard to the sub samples

a) Gender

b) Age

c) Locality of the school and

d) Type of the School Management

-is average
Though all the categories of sub-samples are at average level, the male students, students above the 14 age, urban students and private school students are having higher mean value than their counter parts.

13. There is a significant difference between the learning environment of low achievers in English of high school students with regard to the Age.

14. There is no significant difference between the learning environment of low achievers in English of high school students with regard to the sub samples
   a) Gender
   b) Locality of the School and
   c) Type of the School Management

15. There is a significant difference between the learning environment of average achievers in English of high school students with regard to the sub samples
   a) Gender
   b) Age and
   c) Type of the School Management

16. There is no significant difference between the learning environment of average achievers in English of high school students with regard locality of the school.

17. There is no significant difference between the learning environment of high achievers in English of high school students with regard to the sub samples
a) Gender
b) Age
c) Locality of the school and
d) Type of the School Management

18. There is a significant difference between the study habits of low
achievers in English of high school students with regard to the Age.

19. There is no significant difference between the study habits of low
achievers in English of high school students with regard to the sub
samples
a) Gender
b) Locality of the school and
c) Type of the School Management

20. There is a significant difference between the study habits of average
achievers in English of high school students with regard to the sub
samples
a) Gender
b) Locality of the school and
c) Type of the School Management

21. There is no significant difference between the study habits of average
achievers in English of high school students with regard to the sub
samples

22. There is no significant difference between the study habits of high
achievers in English of high school students with regard to the sub
samples
a) Gender
b) Age
c) Locality of the school and
d) Type of the School Management

23. There is no significant difference between the emotional intelligence of low achievers in English of high school students with regard to the sub samples

a) Gender
b) Age
c) Locality of the school and
d) Type of the School Management

24. There is a significant difference between the emotional intelligence of average achievers in English of high school students with regard to the sub samples

a) Gender
b) Age and
c) Type of the School Management

25. There is no significant difference between the emotional intelligence of average achievers in English of high school students with regard to locality of the school.

26. There is no significant difference between the emotional intelligence of high achievers in English of high school students with regard to the sub samples
Gender, Age, Locality of the school and Type of School Management

27. There is a significant relationship between learning environment and study habits of low, average and high achievers in English of high school students.

28. There is a significant relationship between learning environment and emotional intelligence of low, average and high achievers in English of high school students.

29. There is a significant contribution of learning environment, study habits, emotional intelligence and sub samples on the dependent variable achievement of low achievers in English of high school students. It is evident that only 16.7% of the total variance in achievement of low achievers in English is attributed by study habits, learning environment, emotional intelligence and sub samples of high school students. The sub sample selected for the study type of school management remains as the most significant predictors of the dependent variable achievement of low achievers in English of high school students.

30. There is a significant contribution of learning environment, study habits, emotional intelligence and sub samples on the dependent variable achievement of average achievers in English of high school students. It is evident that only 56.5% of the total variance in achievement of average achievers in English is attributed by learning environment, study habits, emotional intelligence and sub samples of high school students. Among the independent variables and sub samples selected for
the study gender, locality of school, type of management, learning environment and study habits remains as the most significant predictors of the dependent variable achievement of average achievers in English of high school students.

31. There is a significant contribution of learning environment, study habits, emotional intelligence and sub samples on the dependent variable achievement of high achievers in English of high school students. It is evident that only 50.4% of the total variance in achievement of high achievers in English is attributed by learning environment, study habits, emotional intelligence and sub samples of high school students. Among the independent variables selected for the study learning environment and emotional intelligence remains as the most significant predictors of the dependent variable achievement of high achievers in English of high school students.

5.04 DISCUSSION OF THE RESULTS

Based on the findings of the present study, the investigator analysed with the results of previous studies which are incorporated in the thesis in the name of discussion of results.

In the present study the level of learning environment among high school students is average. This holds good for entire and different sub-samples. This is some in the case of high, low and average achievers group in English of high school students. Similar results were seen in the studies of

Significant difference is observed in the L.E of high school students with regard to age, gender and type of management in the case of low and high achievers. This is in accordance with the studies of Nellaiyapen.N.O(1992), Ratna Gana Soundari.R(2000), zeiden Afif (2010) and AmuhaSree.N (2011).

In the case of average achievers in English to difference is noticed in any variable in which is quite contrast to all the previous studies mentioned earlier.

Learning environment is significantly related with high and average achievers in English in the present study. This is in accordance with the studies of Moula (2010) and Murugeswari (1996).

Regarding the study habits also entire and all categories of sub-samples are at average level in the present study. This is in accordance with the study of AmuthaSree.N (2001) and higher secondary student significant difference in study habits are found in age group whereas no difference is observed in gender, locality and type of school management. Same results were found in the studies of Philomina (2006) and Pannerselvam (2000).In the present study EI also at average level for the sample.

Significant difference is found only in average achievers with regard to age, gender, type of school management. No same result were found in Patil.B.et.al(2003), Babu .M Sameer (2008) and AmuthaSree.N (2011) where as it is in contrast to the studies of Olatoye R. Ademla (2010).
Anderson & Walberg 1980 in their study suggested that learning environment is not only the physical environment prevailing in the classroom, but it includes teacher pupil interactions. Further the same view is strengthened by the studies of Nellaiappan N.O. (1992) upon higher secondary biology students of Tamil Nadu. He has found out teacher pupil interaction and pupil – pupil interactions in classroom, laboratory and other places like playground, home are considered as classroom learning environment. Rajasekar. S (1996) upon higher secondary physics students of Tamil Nadu and Krishnamurthy. S. (1998) upon higher secondary history students of Tamil Nadu also revealed the same fact in their studies respectively.


5.05 EDUCATIONAL IMPLICATIONS

It is found from the study that majority of the students were average and high achievers in English but, still nearly one third of the total population are low achievers in English. This should be changed because due to Globalization, knowledge of English has become essential criteria for any job opportunity. Further, most of the students in Puducherry region studied in Tamil medium. So, it is essential for the teacher and parents to improve the standard of English learning and usage among their students and children respectively. For that
good learning environment, proper study habits and balanced emotional development are essential criteria achievement in any subject it holds good for English also. The present study revealed that age, gender, locality of the school and the type of management contributed significantly not only for the achievement in English but also for the development of study habits and emotional intelligence. Under these circumstances, the present study has more significance and relevance. Certainly, the findings of the present study will be an eye opener for the high school students of Puducherry region where not only mother tongue Tamil but also foreign language French has its own influence.

5.06 RECOMMENDATIONS

Although there are numerous areas in which there is insufficient research to base policy and practice, we can lay claim to some things that matter for the education of ELLs. Chief among these is that (1) primary language instruction enhances ELLs' academic achievement, (2) in many important respects ELLs learn in much the same way as non-ELLs, and (3) certain accommodations must be made when ELLs are instructed in English, primarily (although not exclusively) because of the students' language limitations. These accommodations must probably be in place for many years, at least for some students, until students reach sufficient familiarity with academic English to permit them to be successful in mainstream instruction.

1. The learning environment should be focusing on

   • Identifying and clarifying difficult words and passages within texts to facilitate comprehension
• Consolidating text knowledge through summarization

• Giving students extra practice in reading words, sentences, and stories

• Giving attention to vocabulary, checking comprehension, presenting ideas verbally and in writing

• Paraphrasing students' remarks and encouraging them to expand on those remarks.

2. A cordial atmosphere at home develops positive emotions in children.

3. The treatment given to the children by parents and members of the family influences their emotional development.

4. The size of the family, the order of birth, socio-economic status of the family, parental attitude are all deciding factors in the emotional make up of the child.

5. The attitude of the teachers towards students, the physical facilities provided in the school, the methods of teaching, organization of co-curricular activities-all influence the emotional development in children.

6. Social agencies like the community and society of which an individual is a member, exert significant influence over the emotional set up of the child.

7. Many good or bad things related to the emotional behavior of an individual can be acquired through the impact of neighborhood and society.
8. Proper study habits should be developed by the school, home and peer groups.

5.07 SUGGESTIONS FOR FURTHER STUDY

Based on the findings, this research study provides the following suggestions for further studies:

1. This study can be carried out in higher secondary school students.

2. This study can be carried out in other Districts of Tamil Nadu, and other states of India.

3. Similar studies can be carried for other subjects.

5.08 CONCLUSION

The present study was aimed to find out the study on Learning environment, Study habits and Emotional intelligence upon achievement in English at high school level. The findings of the study revealed that among low, average and higher achievers in English of high school students are having average level of Learning environment, Study habits and Emotional intelligence. If the recommendations enlisted are considered, followed and carried out, there is a chance for attaining quality among low, average and higher achievers of high school students with learning environment, study habits and emotional intelligence.