CHAPTER - 5

FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1.1 INTRODUCTION

“The time has come.” Watrus said, “To talk of many things.” Yes, look back into what has been done is necessary that this stage to understand the relevancy of this venture.

After deleting many odds, the investigator has reached the destination where she can prove the worth of her study in the form of conclusion. In the present chapter an attempt has been made to present the findings in a systemic way resulting from the investigation. The finding and implication of this study does not fit in all the areas of the study, so the suggestion have been given for further research. The chapter also involves the educational implications, limitations of the present study as well as suggestions for further research in the field of Emotional Intelligence, Creativity and family Relationship.

5.2 FINDINGS AND DISCUSSION OF THE FINDINGS

The overall picture that emerges out of this study proves that all the initial hypothesis of the investigator was rejected. Thus, the following research findings from the study have been drawn out:

1. It was found that academic achievement of senior secondary school students in relation to their High and Low Emotional Intelligence differ significantly. Hence, the null hypothesis i.e. there is no significant difference in academic achievement of senior secondary school students in relation to their high and
low emotional intelligence is rejected. This shows that students having high emotional intelligence have better academic achievement than students having low emotional intelligence. It can be seen that mean score of senior secondary school students having high emotional intelligence was higher than the mean scores of senior secondary school students having low emotional intelligence. The difference in the mean scores can be due to the different emotional intelligence abilities among students. Those students who are having high Emotional Intelligence are able to understand and manage their emotions as well as others in an appropriate way. They are able to discriminate where to show their feelings and where not to show feelings. By managing their emotions they are able to adjust themselves in various situations and perform well in every sphere of life compared to those who are having low emotional intelligence.

2. Significant difference was found in academic achievement of male senior secondary school students in relation to their High and Low Emotional Intelligence. This shows that male students having high emotional intelligence have better academic achievement than male students having low emotional intelligence. So, the null hypothesis i.e. there is no significant difference in academic achievement of male senior secondary school students in relation to their high and low emotional intelligence is rejected. In terms of mean, it can be seen that mean score of male senior secondary school students having high emotional intelligence is higher than mean scores of male senior secondary school students having low emotional intelligence. The difference in the mean scores can be due to their emotional skills. We can say that male students who are having high emotional intelligence are skilled in identifying and managing their emotions very well compared to those who are having low emotional intelligence. That’s why they can accommodate themselves in every situations.

3. The result revealed that the academic achievement of female senior secondary school students in relation to their High and Low Emotional Intelligence differ
significantly. This shows that female students having high emotional intelligence have better academic achievement than female students having low emotional intelligence. So, the null hypothesis i.e. there is no significant difference in academic achievement of female senior secondary school students in relation to their high and low emotional intelligence is rejected. In terms of mean, it can be seen that mean score of female senior secondary school students having high emotional intelligence is higher than mean scores of female senior secondary school students having low emotional intelligence. It shows that female students who performed better have control on their feelings. They are able to manage their feelings and emotions so that they can take timely proper decision to meet any challenge in their life. They can easily express their emotions and win others heart. That trait helps them to achieve more in every field of life compared to those female senior secondary school students who are having low emotional intelligence.

4. The present study showed that the academic achievement of urban senior secondary school students in relation to their High and Low Emotional Intelligence differ significantly. So, the null hypothesis there is no significant difference in academic achievement of urban senior secondary school students in relation to their high and low emotional intelligence” is rejected. This shows that urban students having high emotional intelligence have better academic achievement than urban students having low emotional intelligence. In terms of mean, it can be seen that mean score of urban senior secondary school students having high emotional intelligence is higher than mean scores of urban senior secondary school students having low emotional intelligence. It means urban students who are having high emotional intelligence are mastered in identifying, understanding, using and regulating their as well as others emotions. They can express their emotions according to the situation. By managing their emotions well, they can perform better in academics or any other field compared to those urban students who are having low emotional intelligence.
5. It was found that the academic achievement of rural senior secondary school students in relation to their High and Low Emotional Intelligence differ significantly. This shows that rural students having high emotional intelligence have better academic achievement than rural students having low emotional intelligence. So, the null hypothesis i.e. there is no significant difference in academic achievement of rural senior secondary school students in relation to their high and low emotional intelligence is rejected. In terms of mean, it can be seen that mean score of rural senior secondary school students having high emotional intelligence is higher than mean scores of rural senior secondary school students having low emotional intelligence. The difference between mean scores can be due to the reason that an emotionally sound child can guide his or her activities in a proper way. They are able to solve their problems with their own by managing their feelings in an appropriate way compared to those rural students who are having low emotional intelligence.

6. The present study indicated that the academic achievement of senior secondary school students in relation to their High and Low Creativity differ significantly. This shows that students having high creativity have better academic achievement than students having low creativity. So, the null hypothesis i.e. there is no significant difference in academic achievement of senior secondary school students in relation to their low and high creativity is rejected. In terms of mean, it can be seen that mean score of senior secondary school students having high creativity is higher than mean scores of senior secondary school students having low creativity. The difference between mean scores may be due to the high degree of attentiveness, alertness and power of concentration of those who are having better academic achievement. They are able to present their content in a significant way that’s why they are able to score more compared to those students who are having low creativity. They are able to solve their academic problems because of their creativity level.

7. Significant difference was found in academic achievement of male senior secondary school students in relation to their High and Low Creativity. This
shows that male students having high creativity have better academic achievement than male students having low creativity. So, the null hypothesis i.e. there is no significant difference in academic achievement of male senior secondary school students in relation to their low and high creativity is rejected. In terms of mean, it can be seen that mean score of male senior secondary school students having high creativity is higher than mean scores of male senior secondary school students having low creativity. This shows that a lot of exposure is provided to the students to show their hidden talents and use their ideas in an appropriate way. They are more adaptive compared to their counterparts. They can provide logical solution to a problem. Due to their creative abilities they perform better in academics compared to those students who are having low level of creativity.

8. The result showed that the academic achievement of female senior secondary school students in relation to their High and Low Creativity differ significantly. This shows that female students having high creativity have better academic achievement than female students having low creativity. So, the null hypothesis i.e. there is no significant difference in academic achievement of female senior secondary school students in relation to their high and low creativity is rejected. In terms of mean, it can be seen that mean score of female senior secondary school students having high creativity is higher than mean scores of female senior secondary school students having low creativity. This shows that female students who are having high level of creativity possesses good memory and knowledge background. They are able to utilise their abilities to perform well in every field of life. They can express their ideas more frequently compared to those students who are having low creativity.

9. It was that the academic achievement of urban senior secondary school students in relation to their High and Low Creativity differ significantly. This shows that urban students having high creativity have better academic achievement than urban students having low creativity. So, the null hypothesis
i.e. there is no significant difference in academic achievement of urban senior secondary school students in relation to their high and low creativity. In terms of mean, it can be seen that mean score of urban senior secondary school students having high creativity is higher than mean scores of urban senior secondary school students having low creativity. This shows that the students who are having high creativity are able to find a different way to solve any problem related to academic, social, physical and any other aspects of life. They are independent thinkers and have the capacity to take independent decisions. These traits help them in performed better in their academic compared to those students who are having low creativity.

10. The present result indicated that the academic achievement of rural senior secondary school students in relation to their High and Low Creativity differ significantly. This shows that rural students having high creativity have better academic achievement than rural students having low creativity. So, the null hypothesis i.e. there is no significant difference in academic achievement of rural senior secondary school students in relation to their low and high creativity is rejected. In terms of mean, it can be seen that mean score of rural senior secondary school students having high creativity is higher than mean scores of rural senior secondary school students having low creativity. The difference between mean scores may be due to their diverse thinking abilities, resourcefulness and willingness to perform better than others. They possesses the high degree of the feeling of self–respect which motivates them to perform well compared to those who are having low creativity.

11. It was found that the academic achievement of senior secondary school students having Healthy and Poor Family Relationship differ significantly. This shows that students having healthy family relationship have better academic achievement than students having poor family relationship. So, the null hypothesis i.e. there is no significant difference in academic achievement of senior secondary school students having healthy and poor family relationship is rejected. In terms of mean, it can be seen that mean score of
senior secondary school students having healthy family relationship is higher than mean scores of senior secondary school students having poor family relationship. This shows that students who get positive motivation from his family are able to perform well in all the fields of life either it is sports, academics, social or any other field. In a healthier family atmosphere students are able to sort out their inhibition and queries which arise either in their school, playground or any other place.

12. Significant difference was found in the academic achievement of male senior secondary school students having Healthy and Poor Family Relationship. This shows that male students having healthy family relationship have better academic achievement than male students having poor family relationship. So, the null hypothesis i.e. there is no significant difference in academic achievement of male senior secondary school students having healthy and poor family relationship is rejected. In terms of mean, it can be seen that mean score of male senior secondary school students having healthy family relationship is higher than mean scores of male senior secondary school students having poor family relationship. This shows that parents devote a disproportionate amount of their time and energy to the direction and control of their children. Family provides full support and cooperation to the child. It motivates the child to perform well in every sphere of life. If family neglects the needs of the child they cannot perform well.

13. The result revealed that the academic achievement of female senior secondary school students having Healthy and Poor Family Relationship differ significantly. This shows that female students having healthy family relationship have better academic achievement than female students having poor family relationship. So, the null hypothesis i.e. there is no significant difference in academic achievement of female senior secondary school students having healthy and poor family relationship is rejected. In terms of mean, it can be seen that mean score of female senior secondary school students having healthy family relationship is higher than mean scores of
senior secondary school female students having poor family relationship. The difference in the mean scores can be due to the reason that female senior secondary school students have better academic achievement are getting equal amount of concentration from both the parents which is quite helpful in the proper and positive growth of the child. When a child receives more love, support, acceptance at home, they can perform better than their counterparts.

14. There was a significant difference found in academic achievement of urban senior secondary school students having Healthy and Poor Family Relationship. This shows that urban students having healthy family relationship have better academic achievement than urban students having poor family relationship. So, the null hypothesis i.e. there is no significant difference in academic achievement of urban senior secondary school students having healthy and poor family relationship is rejected. In terms of mean, it can be seen that mean score of urban senior secondary school students having healthy family relationship is higher than mean scores of senior secondary school urban students having poor family relationship. This shows that the positive motivation from parents affects children physical, mental, social, emotional growth and academic performance. They have a strong desire to excel others and perform the best compared to those who are having poor family relationship.

15. The present study showed that the academic achievement of rural senior secondary school students having Healthy and Poor Family Relationship differ significantly. This shows that rural students having healthy family relationship have better academic achievement than rural students having poor family relationship. So, the null hypothesis i.e. there is no significant difference in academic achievement of rural senior secondary school students having healthy and poor family relationship is rejected. In terms of mean, it can be seen that mean score of rural senior secondary school students having healthy family relationship is higher than mean scores of senior secondary school rural students having poor family relationship. The difference between the mean
scores may be due to healthy and supportive family environment of the rural students who are having better academic achievement. Whose parents accepted their child as a full-fledged member of the family are more anxious to achieve success in compare to others. They are happy over their success and it encourages them for more work.

16. Significant positive correlation was found between academic achievement and emotional intelligence of senior secondary school students. So it could be concluded that senior secondary school students have better academic achievement if they have more emotional intelligence. So, the null hypothesis i.e. there is no significant relationship between academic achievement and emotional intelligence of senior secondary school students is rejected. Hence, there exists a significant positive correlation between these parameters. It indicates that academic achievement and emotional intelligence of senior secondary school students are positively correlated with each other. This shows that who are having better academic achievement are able to understand their own as well as others emotions and feelings and manage them appropriately. It can be interpreted that higher the emotional intelligence, higher the academic achievement of senior secondary school students and vice-versa.

17. There existed a significant positive correlation between academic achievement and creativity of senior secondary school students. So it could be concluded that senior secondary school students have better academic achievement if they have more creativity. So, the null hypothesis i.e. there is no significant relationship between academic achievement and creativity of senior secondary school students is rejected. Hence, there exists a significant positive correlation between these parameters. It indicates that academic achievement and creativity of senior secondary school students are positively correlated with each other. The result shows that those who are having better academic achievement shows different brain patterns than the less creative, especially during creative activity. They are able to express their ideas as fluently as
possible compared to those who are having low creativity. It can be interpreted that higher the creativity, higher the academic achievement of senior secondary school students and vice-versa.

18. There existed a significant positive correlation between academic achievement and family relationship of senior secondary school students. So it could be concluded that senior secondary school students have better academic achievement if they have healthy family environment. So, the null hypothesis i.e. there is no significant relationship between academic achievement and family relationship of senior secondary school students is rejected. Hence, there exists a significant positive correlation between these parameters. It indicates that academic achievement and family relationship of senior secondary school students are positively correlated with each other. This shows that whose parents give more time and support to their child performed better in academics. Parents considered them as an important part of the family and always encouraged them to move ahead in life. Positive motivation from parents affects overall performance of the child. It can be interpreted that healthier the family environment, higher the academic achievement of senior secondary school students and vice-versa.

5.3.1 EDUCATIONAL IMPLICATIONS

In the field of the education, the findings of the study have certain implications for the parents, teachers, students, counselors, education planners and other school personnel to enable them to utilize the experiences and knowledge of the researcher. The results of the study can be usefully employed in educational situation. From the results it is evident that emotional intelligence is very important and essential for the students. An emotional intelligent child if given more exposure and chances to develop, can be better then others, emotional intelligent child should be encouraged through our educational system and they should not be simply neglected, as it is not possible to change the intelligence level of the child. It is on the part of education to provide opportunities to them, so that they can fully develop and enhance their capabilities. A
lot of exposure should be provided to the students should be the aim of education. The course of the study be prescribed by the experts, keeping in mind, there is an architect of an environment that can facilitate emotional intelligence by valuing emotional intelligence expression. Such environment would also include a non-evaluate and listening climate. Teachers and students should learn to accept multiple and diverse responses. In this way, the present study bears educational relevance in modifying educational process.

We all know Creativity is a trait that discriminates a creative individual from no-creative ones. It is a matter of individual difference. Considering the contribution of creativity to social progress and to self-realization and self-esteem of the individual it is, obvious that encouragement and promotion of creativity among young people should be a major aim and responsibility of the school. From the results, it is evident that creativity is as essential as intelligence for the progress in academic achievement of the children. Thus for the well-adjusted students, the creative potentialities in them should be identified so that the individual may be encouraged to adjust himself in the society, home and school. Creative students should be encouraged through our educational system and they should not be simply neglected. As it is not to change the socio-economic structure of the society it is on the part of education to provide equal opportunities to all so that everybody gets a chance to develop fully and enhance their capabilities. A lot of exposure to the students should be provided. It is the duty of the education to first find out the creative children in school and accordingly builds up their interest. The expert keeping in mind their age, group and their interests, should prescribe the courses of study. The teacher’s place in the educational sphere is most prominent. His instructional technique should be such that it helps a lot for better assimilation of the students. For creative students, the syllabus should not be too rigid and over- crowded. The techniques of teaching should be so emphasized that the creative students will be able to get more chance to express their ideas and views to acquire more knowledge. In this way, the school should take the steps to formulate the program me to nourish the creativity potential of the children and to inspire them to
come forward for taking the nation ahead. More and more tests should be carried out to measure creativity.

Family is an important institution in the educational and vocational progress of the children. The family is a complete functional unit which is one of the most important institutions of every society and culture. Study of family relationship of the students can make us understand them better, like what they think about themselves, their parents and surroundings and help them if they are facing problems in anything particular. Parents should also have better knowledge about the way their children think about themselves they should try to make the family atmosphere more congenial. The teacher can understand better the reason of child lacking in the studies and try to mold his teaching pattern and curricular activities accordingly to meet the requirement of the students. The results revealed that there was a significant difference in academic achievement of senior secondary school students having Healthy and Poor Family Relationship. This shows that students having healthy family relationship have better academic achievement than students having poor family relationship. The results of the study can be great help in guidance and counseling. The counselor can guide the students if they are facing problem in relationship with the family. This could be helpful in improving the academic achievement of the students. In this way, the present study bears a rich educational relevance in modifying the educational process.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Every research conducted in any particular field has its own limitations. Usually results of any research study is generate avenues for further research. The present study also reopens many areas for further investigation in the area of emotional intelligence, creativity and family relationship. Following suggestions can be considered for further research investigation:

1. Similar study can be done on a large sample.
2. Similar study may be conducted on college students.
3. The present study was restricted to class XI. Other classes of school can also be included in the sample.

4. The statistical techniques, which were used in the present study, are mean, standard deviation, r and t-test. More statistical techniques may be used in the same study.

5. Comparative studies of Emotional Intelligence, Creativity and family Relationship can be taken.

6. This type of study can be done to other cities of Haryana State.