CHAPTER IV
SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

4.1 SUMMARY

4.1.1 INTRODUCTION AND EMERENCE OF PROBLEM

In era of globalization and modernization, the world is coming closer & closer and walls & compartments among the nations are on the verge of breakdown because of technological advancements, it appears that the gap between human relations is widening. The gap is there right from family, community, region, nation and ultimately in the whole world. The entire struggle has been for physical means and ends at cost of human values. This attitude has resulted in conflicts at all levels affecting social cohesion and eroding credibility of man’s education. So there are enormous challenges before the education system in the 21st Century as the present education has become just like man climbing the steps of a stair case. He has reached from the bottom to the top of the stair case physically but his mind is still there at the bottom step. The role of education is not to literate individuals but to help man to grow in all dimensions, mastering and controlling emotions and the will.

Education is a human development effort which contributes towards the cultural transformation of the citizens. It is a powerful instrument of social, economic and cultural development. If education is to achieve this end, it must be planned to enable every individual in a society to develop innate potentialities and aptitude to the maximum extent so that country can achieve full economic growth and healthy social order.

The effectiveness of any educational process is largely dependent upon the extent to which we can draw upon and address ourselves to the fundamental human problems. In education, the goals we seek, the things we do, the judgments we are willing to try, are determined by our belief about the nature of man and his capacities. It is our understanding of delicate interdependence of hereditary and environmental variables in the educational process that we are getting a glimpse into the nature of man in its totality: its biological structure that has evolved through evolutionary framework, its cultural
structure—a dynamic force that shapes and moulds the human personality and provides further possibilities of establishing relationships, exploring the various levels of consciousness, extending the frontiers of knowledge in diversified areas and fulfilling and enriching the existence of which we today know so little.

India has been striving for self-dependence and progress. Any country can make progress only if its members are contributive in its growth. Adolescents are the vital part of country and they have great responsibility. It is the most important and critical period of human life. Though poets have described it as the spring of life—a most important phase in total life span but actually there is a growing sense of frustration and futility among the Adolescents as there is heightened emotionally during first year or two of adolescence when development change is the greatest. Therefore, Adolescents find themselves on the slippery ground to face real life problems. Jean Piaget states that adolescence is the age of great ideas and the beginning of theories as well as the time of simple adaptation of reality.

The Competitive world of today imposes stress factors such as interpersonal competitions, peers group pressure, undue emphasis on marks, setting up of unrealistic goals by parents, inadequate time and resources, condemnation as dullards etc. which in turn may develop feelings of worthlessness and lack of confidence in Adolescents. Such feelings during most turbulent years get reflected as lack of concentration, disturbed sleep, memory loss, headaches etc. As a result, all these factors affect the Academic Achievement of the students.

The present study helps to know how Academic Achievement of Adolescents is affected by Emotional Intelligence, Mental Health and Adjustment.

4.1.2 ADOLESCENCE

Arati (2004) defined Adolescence as a period of heightened emotionality when they feel the emotion in a strong and more persistent manner.

Mythilli (2004) defined Adolescence as a period of great stress and strain and storm. It has been called as ‘terrible teens’. During this stage—the individual has to face
many behavioural problems with one’s own self, family and society besides being exposed to new social interaction skills other than those required in earlier childhood interaction. This stage is very sensitive and due to several problems one gets influenced by even slight variations in Adjustment.

Thus, Adolescence is an important stage of human growth and development and considered as the most typical period in the life of an individual. But, the term adolescence has a broader meaning in these days than it had in early years. The adolescent’s task is not simply to interact with the external environment or with other individuals but also to develop its own potentialities. They try to expose their role in the world in which they live. It is a stage of new experiences, responsibilities, and new relationship with adults as well as with peers, which influence his personality, his ability to emerge out of conflicting situations and his futuristic patterns of life.

4.1.3 ACADEMIC ACHIEVEMENT

Trow (1960) defined that Academic achievement is the attained ability or degree of competence in school tests and expressed in grades or units based on norms from a wide sampling of pupil’s performance.

Ladson (1999) Academic Achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless introduction of the young into the cannons and orthodoxy of the old

Megargee (2000) Achievement tests reveal how well students have mastered the subject matter in a course of instruction.

Academic achievement is thus the blue print of a degree of proficiency and quality of his efficiency in the school or college work. It is the competency actually shown by the pupil in which they received instructions. The knowledge attained is usually reflected in the marks on the standardized or teacher made tests in the examination. In broader sense academic achievement means all these behavior changes which take place in the individual as a result of learning experiences of various kinds.
4.1.4 EMOTIONAL INTELLIGENCE

*Singh (2003)* defined Emotional Intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment.

*Caruso & Wolfe (2004)* defined Emotional Intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.

*Tiwari & Srivastava (2004)* defined Emotional Intelligence is made up of a set of skills and these skills can be improved through education. School serves as the prime location for the promotion of Emotional Intelligence.

Above definitions revealed that Emotional Intelligence is the ability to understand emotions and their causes, the capacity effectively regulating these emotions in One’s Self and in others and most importantly being able to use these emotions as source of information for problem solving, being creative and dealing with social situations. Thus Emotional Intelligence is a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feeling and judging emotions in close cooperation with one’s thinking process to behave in a proper way, for the ultimate realization of the happiness and welfare of the self in tune with others.

4.1.5 MENTAL HEALTH

*Cardwell Clack and Meldrum (2000)* considered psychological abnormality in terms of Mental Health problem such as depression and anxiety are normal human conditions in a statistical sense, in that most people suffer from these from time to time and in relation to specific events in their lives.

*WHO (2001)* defined Mental health is not merely the absence of disease or Infirmity but rather, a state of complete physical, mental and social well being.

On the basis of above mentioned definitions, we can say that a person who has
wholesome mental attitude and lack of mental disorders is known as Mentally Healthy. On the other hand, mentally unhealthy person is that who cannot perceive the world in a clear perspective. For him, world would be a confusion. If he is unable to adjust to new situations, he is maladjusted and unstable person. Nervous disorders make him an unhealthy person and he is not fit in the society to a great extent. Undoubtedly, Mental Health has to do with being able to love, to work, to play, to have peace of mind, to be happy, to be secure, to be strong, and to be able to manage stress. It is state of continuous well being as the union of zest with peace. Mental Health thus appears to be an attribute of a mature human personality and as a social value to be guarded and maintained through purposeful living. Possessing Mental Health, an individual can adjust properly to his environment and can make best effort for his own his family’s and his society’s progress and betterment.

4.1.6 ADJUSTMENT

Setia (1991) stated that Adjustment is satisfactory relationship between individual and environment in respect of five areas of Adjustment i.e. home, health, social, emotional and education.

Srivastava (1996) Adjustment is the harmonious relationship with environment in which most of the individual’s needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to rigorous actions.

Parmeswaran & Beena (2004) stated that Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behaviour or action. This Adjustment is of two types’ viz. Adjustment to external conditions and Adjustment to internal conditions. A balance between these two Adjustments becomes necessary as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students”.

On the basis of above discussion it can be concluded that:

- Adjustment is a process of maintaining a balance between the needs –physical,
psychological & social and circumstances that influence the satisfaction of these needs.

- Adjustment is a continuous process which produces a more harmonious relationship between person and his environment.
- Adjustment is a process of directing one’s efforts towards modification of behaviour and attitudes.
- Adjustment is a process of helping person to change his environment or his outlook.
- Adjustment is a state of condition of harmony that promotes happiness and efficiency of the person in an environment.
- Adjustment implies proper degree of social feeling and acceptance of social responsibility.

4.2 REVIEW OF RELATED STUDIES

The review of related studies of Academic Achievement and Emotional Intelligence shows that most of the studies conclude that there exists significant positive relation between the variables {Dhami (1974); Nowak and Duke (1992); Katyal & Bindra (1995); Newsome and Catano (2000); Miglani (2001); Crick (2002); Parker et al (2002); Thi & Kirby (2002); Drago (2004); Lekhi (2005); Gakhar & Manhas (2005); Nanda (2006); Abdullah (2007); Luke et al (2008); Usha and Rekha (2009); Dey (2009); Bhalla (2010); Alam (2010); and MacCann et al 2011}. One studies shows low positive relation between Academic Achievement and Emotional Intelligence {Tapia (1998)}, where as Suri (2009) and Olatoye; Akintunde and Yakasai (2010) show no significant relationship between Academic Achievement and Emotional Intelligence.

The review of related studies of Academic Achievement and Mental Health shows that there exist positive relationship between variables, Sharma (1981); Sween (1984); Anand (1989); Gall et al (2000); Stein & Colleagues (2000); Marmorstein and Iacono.
4.3 Emergence of Problem

From the overview of related literature, investigator found that various researches have been done to find the relationship between Academic Achievement and Emotional Intelligence. Whereas one study shows low positive relation between Academic Achievement and Emotional Intelligence and no significant relationship between Academic Achievement and Emotional Intelligence. But most of the studies in this category have attempted at replicating earlier studies taking different samples. Very little work has been done to find the relationship between Academic Achievement and Mental Health of Adolescents.
Sween (1984); Anand (1989); Stein & Colleagues (2000); Gall et al (2000); Marmorstein and Iacono (2001); Stoep et al (2003); Gonzalez (2004); Asarnow et al (2005); Adelman & Taylor (2006); Suri & Tauquir (2007) and Charvat (2008) in our country and a very few research work has been done to find the relationship between Academic Achievement and Adjustment of Scheduled Caste Adolescents (Steiner (1944); Cattell (1945); Thompson (1948); Stromswold and Wren (1948); Brown (1953); Berger & Sutker (1956); Graff (1957); French (1958); Frankel (1960); Abraham (1974); Dhami (1974); Reddy (1974); Goswami (1978); Salunke (1979); Kolwadhar, (1980); Saun (1980); Vasistha (1990); Vasanthal (1993); Laxmi and Suprithy (1994); Tiwari and Chand (1995); Bratha (1997); Sandhu (1997); Dutta & Goswami (1998); Kumudhavall’s (1999); Dewan (2003); Suresh (2003); Bajwa and Tina (2006); Usha (2007) shows Academic Achievement is influenced positively by Adjustment where as (Wig and Nagpal (1972) in his study on Mental Health and Academic Achievement – A Comparison of Successful and Failed Students and concluded that the failure group had poor Adjustment at school and college but not at university and (Laxmi & Suprithy (1994) in their study on Effect of Achievement of Deprived Adolescents had taken sample of scheduled Tribes and Scheduled Caste Students to find relationship between Academic Achievement and Adjustment). No definite conclusion can be drawn regarding the comparison of Academic achievement of Scheduled Caste and Non-Scheduled Caste Adolescents relating it with Emotional Intelligence, Mental Health and Adjustment. Therefore, Investigator attempts to compare the Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents in relation to their Emotional Intelligence, Mental Health and Adjustment.

4.4 STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE ADOLESCENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND ADJUSTMENT
4.5 OBJECTIVES

The study was conducted with following objectives in view:

1. To compare the significance of difference between means of Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents.

2. (a) To find the relation between Academic Achievement and Emotional Intelligence of Adolescents.

2. (b) To find the relation between the Academic Achievement and Emotional Intelligence of Scheduled Caste Adolescents.

2. (c) To find the relation between the Academic Achievement and Emotional Intelligence of Non-Scheduled Caste Adolescents.

2. (d) To compare the relationship between Academic Achievement and Emotional Intelligence among Scheduled Caste and Non-Scheduled Caste Adolescents of sample as whole and sub samples based on different levels of Academic Achievement.

3. (a) To find the relation between Academic Achievement and Mental Health of Adolescents.

3. (b) To find the relation between the Academic Achievement and Mental Health of Scheduled Caste Adolescents.

3. (c) To find the relation between the Academic Achievement and Mental Health of Non-Scheduled Caste Adolescents.

3. (d) To compare the relationship between Academic Achievement and Mental Health among Scheduled Caste and Non-Scheduled Caste Adolescents of sample as whole and sub samples based on different levels of Academic Achievement.

4. (a) To find the relation between Academic Achievement and Adjustment of Adolescents.

4. (b) To find the relation between the Academic Achievement and Adjustment of Scheduled Caste Adolescents.

4. (c) To find the relation between the Academic Achievement and Adjustment of Non-Scheduled Caste Adolescents.
4 (d) To compare the relationship between Academic Achievement and Adjustment among Scheduled Caste and Non-Scheduled Caste Adolescents of samples as whole and sub sample based on different levels of Academic Achievement.

5 To study and compare the conjoint effect of the Emotional Intelligence, Mental Health and Adjustment towards the prediction of Academic Achievement among Scheduled Caste Adolescents and Non-Scheduled Caste Adolescents.

4.6 HYPOTHESES

Directed towards the objectives of the study and on the basis of review of related literature following hypotheses were formulated for verification:

1 There will be no significant difference between the Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents.

2 (a) There will be no significant relationship between Academic Achievement and Emotional Intelligence of Adolescents.

2 (b) There will be no significant relationship between the Academic Achievement and Emotional Intelligence of Scheduled Caste Adolescents.

2 (c) There will be no significant relationship between the Academic Achievement and Emotional Intelligence of Non-Scheduled Caste Adolescents.

2 (d) Significant difference will not exist in the relationship of Academic Achievement and Emotional Intelligence among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

3 (a) There will be no significant relationship between Academic Achievement and Mental Health of Adolescents

3 (b) There will be no significant relationship between the Academic Achievement and Mental Health of Scheduled Caste Adolescents.

3 (c) There will be no significant relationship between the Academic Achievement and Mental Health of Non-Scheduled Caste Adolescents.
3 (d) Significant difference will not exist in the relationship of Academic Achievement and Mental Health among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

4 (a) There will be no significant relationship between Academic Achievement and Adjustments of Adolescents.

4 (b) There will be no significant relationship between the Academic Achievement and Adjustment of Scheduled Caste Adolescents.

4 (c) There will be no significant relationship between the Academic Achievement and Adjustment of Non-Scheduled Caste Adolescents.

4 (d) Significant differences will not exist in the relationship of Academic Achievement and Adjustment among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.

5 (a) The prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

5 (b) The prediction of Academic Achievement among Non-Scheduled Caste Adolescents on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment will be significantly higher as compared to their separate predictions.

5 (c) The prediction of Academic Achievement on the basis of conjoint effect of Emotional Intelligence, Mental Health and Adjustment among Adolescents will be significantly higher as compared to their separate predictions.

4.7 DELIMITATION OF STUDY

1 The Academic Achievement was confined to the subject of Science only.

2 The study was conducted upon 17 Rural Government Schools from 7 districts of 4 Educational Administrative Divisions of the State of Punjab.

3 The study was restricted to 754 students of 10+1th class Students of the Rural Government Schools of State of Punjab only.
4. Equal fairly representation was given to Scheduled Caste and Non-Scheduled Caste Adolescents.

5. Among the different correlates of Academic Achievement, only Emotional Intelligence, Mental Health and Adjustment were be included in the study.

4.8 OPERATIONAL DEFINITIONS OF THE VARIABLES

1. ACADEMIC ACHIEVEMENT

Academic achievement is the blueprint of a degree of proficiency and quality of his efficiency in the school or college work. It is the competency actually shown by the pupil in which they received instructions. The knowledge attained is usually reflected in the marks on the standardized or teacher made tests in the examination.

2. EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability to perceive accurately, appraise and express emotions; ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth. It involves Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self development, Value orientation, Commitment and Altruistic behaviour.

3. MENTAL HEALTH

Mental Health is an attribute of human personality which includes understanding and assessment of the Self, Positive feeling, Attitude towards Self and others. Emotional stability, over all adjustment, Autonomy, Security-insecurity, Self concept and Intelligence are the main indices of Mental Health.

4. ADJUSTMENT

Adjustment is the process of maintaining a balance between the needs-physical, psychological & social and circumstances that influence the satisfaction of these needs. Generally, it involves four types of Adjustment: Home, Health, Social and Emotional.
4.9 DESIGN OF THE STUDY

Descriptive exploratory method of research was employed for present study. There were three independent variables namely Emotional Intelligence, Mental Health and Adjustment and one dependent variable namely Academic Achievement. Scheduled Caste and Non-scheduled Caste was used as classificatory variables only. Data was collected by the investigator using the tools in the following part of the chapter.

4.10 SAMPLE

Multi-staged randomization technique of sampling was used in the present study. The sample was drawn from the Rural Government High/Senior Secondary Schools of seven districts of the four administrative divisions of the state of Punjab. In this way, 754 students (377 Scheduled Caste and 377 Non-scheduled Caste) adolescents formed the sample of the study.

4.11 TOOLS USED

Investigator used the following tools.

1. Marks obtained in Science by the adolescents in the matriculation examination of Punjab School Education.
2. Emotional Intelligence Scale by Hyde et al (2007)
3. Mental Health Battery By Singh and Sen (2009)

4.12 STATISTICAL TECHNIQUES USED

1. Descriptive Statistics- mean, median, mode, standard deviation, skewness and kurtosis to examine the nature of distribution of scores.
2. t-ratio to check the significance of difference between Academic Achievement of Scheduled Caste and Non-Scheduled Caste Adolescents.
3. Fishers’ z coefficient and their difference Z to check the significant difference in the relationship of dependent variable (Academic Achievement) with independent variables (Emotional Intelligence, Mental Health and Adjustment) among Scheduled Caste and Non-Scheduled Caste Adolescents at different levels of Academic Achievement.
4 Karl Pearson’s coefficient of correlation technique to find the relation between the
dependent variable (Academic Achievement) and independent variables (Emotional
Intelligence, Mental Health and Adjustment).
5 Step up regression technique, multiple R’s along with F-ratio to examine the relative
weightage contributed by Emotional Intelligence, Mental Health and Adjustment to the
prediction of Academic Achievement.

4.13 CONCLUSIONS
1. The Academic Achievement of Non-Scheduled Caste Adolescents is significantly
more as compared to that Scheduled Caste Adolescents.
2. There is positive and significant relationship between Academic Achievement and
Emotional Intelligence among Adolescents.
3. There is positive and significant relationship between Academic Achievement and
Emotional Intelligence among Scheduled Adolescents.
4. There is positive and significant relationship between Academic Achievement and
Emotional Intelligence among Non-Scheduled Caste Adolescents.
5. Scheduled Caste and Non- Scheduled Caste Adolescents do not differ in the
relationship between Academic Achievement and Emotional Intelligence at High
and Average levels of Academic Achievement. But significant difference exists in
relationship between Academic Achievement and Emotional Intelligence at Low
level of Academic Achievement.
6. There is positive and significant relationship between Academic Achievement and
Mental Health among Adolescents.
7. There is positive and significant relationship between Academic Achievement and
Mental Health among Scheduled Adolescents.
8. There is positive and significant relationship between Academic Achievement and
Emotional Intelligence among Non-Scheduled Caste Adolescents.
9. Scheduled Caste and Non-Scheduled Caste Adolescents do not differ in the relationship between Academic Achievement and Mental Health at different levels of Academic Achievement.

10. There is positive and significant relationship between Academic Achievement and Adjustment among Adolescents.

11. There is positive and significant relationship between Academic Achievement and Adjustment among Scheduled Adolescents.

12. There is positive and significant relationship between Academic Achievement and Adjustment among Non-Scheduled Caste Adolescents.

13. Scheduled Caste and Non-Scheduled Caste Adolescents do not differ in the relationship between Academic Achievement and Adjustment at different levels of Academic Achievement.

14. The Conjoint effect of prediction of Academic Achievement among Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions.

15. The Conjoint effect of prediction of Academic Achievement among Scheduled Caste Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions.

16. The Conjoint effect of prediction of Academic Achievement among Non-Scheduled Caste Adolescents on the basis of Emotional Intelligence, Mental Health and Adjustment is significantly higher as compared to their separate predictions.

**4.14 EDUCATIONAL IMPLICATIONS OF THE STUDY**

Findings of the study would provide for intervention and treatment for modifying, strengthening and accelerating the outcomes of the Adolescents belonging to Scheduled Caste and Non Scheduled Caste.

1. The study revealed that Non-Scheduled Caste Adolescents perform better in academic scores than Scheduled Caste. It may be due to socio-political and economic injustices meted out to this low caste population group. The Scheduled
Caste’s are scattered and isolated, particularly in rural areas. Their condition has not improved much even after 55 years of constitutional benefits. It is presumed that constitutional safeguards like abolition of untouchability, provisions of reservation; scholarships etc have not permeated to the rural areas vis-à-vis the urban areas (Mehta et al 2008). Therefore, State government should support this community in the remote and rural areas by taking some initiatives. No doubt the principle of reservation is extended to them. But due to lack of awareness they are not able get benefit from the policies of Government. State should help to improve the quality of education by establishing more schools in rural areas and schemes should be drawn up to provide Grant towards purchase of educational equipments. Incentives would be provided for children from poor families.

2. It is recognized that Academic Achievement in Science of Non Scheduled Caste Adolescents is significantly more as compared to Scheduled Caste Adolescents. Therefore the consistent and continuous efforts should be made to provide Science and Technology Education to all sections of society. Important advocates for this proposal are the Benchmarks for science literacy (American Association for Advancement of Science, 1993), the National Science Education standards (National Research Council, 1996) and the Standards for Technology Literacy (International Technology Education Association, 2000). So there is need to provide special facilities in schools to this group, markedly different from other requiring special attention right from beginning to bring them at par with Non Schedules Caste group of students.

3. Rural Scheduled Caste Adolescents belong to culturally and economically deprived families. They need special guidance in area of socio-emotional development which is left unfulfilled in their own family setup. Development of appropriate attitude towards authority, emotional maturity, skill of interaction, adaptness and resolving the interpersonal problems amicably etc. are deficient among the children from the deprived family background. So there is need to provide the guidance to parents of rural areas which would help in the
development of skills in deficient areas. So the Central Government and State Governments should do sincere efforts for education of these families specifically to mothers of Adolescents.

4. The present study is also helpful from guidance point of view to the parents as it has been concluded that Emotional Intelligence, Mental Health and Adjustment of Adolescents affect the Academic Achievement. A healthy home offers security to the children. The schools cannot simply provide a continuation to home environment. Home’s psychologically climate plays an important role on Child emotional state and Academic performance (Nwagwu 1995 and Aremu 2001). The poor communication between parents and their children lead to learning and behavioral problems which lead to maladjustments and affect their Mental Health. So parental attitude towards Adolescent is an important educational foundation on which Academic Achievement is dependent. Therefore Parents should create conducive home environment so that it would help in their wards achievements. They also need to give them not only emotional support but also educational guidance and encouragement.

5. The present study has the implication for guidance policy which at present attends to educational and vocational needs of a limited number of students of rural areas schools. All the rural areas schools are not availing the facilities of specific guidance services to sort out the educational, emotional and vocational problems of adolescents. So Guidance workers should be appointed in the rural areas schools. Our schools should focus on the development of Adolescents. They should be given more freedom to express themselves by organizing different co-curricular activities. This will help them to release their pent up emotions and will develop more stability and confidence. Schools can organize the various seminars to educate the parents of adolescents about their educational and vocational needs. Regular Parent teachers meetings may be organized while reporting the performance of students to ensure their ward’s involvement in children’s schooling.
6. The adolescents are cream of the academic world. But their performance is likely to be reduced due to high level of stress. In order to enhance their potential and improve their performance, they should be counseled and through intervention programs properly equipped with effective coping strategies to deal with physiological and psychological stresses so that they can be easily adjusted and can lead healthy life.

7. The functioning of educational process itself may become a source of stress, strain and ill health for its participants. This partly may be due to lack of the necessary aptitude and attitude in the learner and instructor. Therefore it is duty of the teacher to provide healthy environment in the classroom so that there can be proper classroom interaction. Moreover teacher should use interesting teaching methods by using different teaching strategies and behaviour styles for the healthy regulation of teaching learning process.

8. As the teacher is the Nation builder, so teacher training institutes can also play a significant role in the promotion of Emotional Intelligence and Social Intelligence of Adolescents by training the teacher and guiding the parents.

9. Psychologist, Educationist and Education planners should help by infusing the emotional literacy into standard curriculum that will help to foster the development and application of emotional skills among the adolescent of rural areas. They should not only encourage the child’s cognitive ability but also range the environment to make them competent in this global world.

10. It is the need of the hour that besides education sector, other sectors like Health and Family Welfare, Rural Development, Agriculture, Industry, Social Welfare, Information and Broadcasting should work in close collaboration for upliftment of this disadvantaged group.

4.15 SUGGESTIONS FOR FURTHER RESEARCH

This study brings to light some new areas to be studied by future researchers. The areas and variables which are not carried by this study may be put to test to enlighten the
other factors associated with the achievement and association between achievement and 
other psycho- sociological variables. Hence, the researchers may think of following areas 
to study in detail:-

1. A similar study can be conducted on Scheduled Caste and Non Scheduled Caste 
   Adolescents of Urban Government School and their Academic Achievement can 
   be compared with Emotional Intelligence, Mental Health and Adjustment.
2. A similar study can be conducted on Scheduled Caste, Backward Castes and other 
   classes in rural schools.
3. A similar comparative study can be conducted on Scheduled Caste and Non-
   Scheduled Caste Adolescents of Government and Public Schools.
4. Apart from these variables i.e. Emotional Intelligence, Mental Health and 
   Adjustment, other variables can be taken into account i.e. Social Intelligence, 
   Personality, Academic Stress, Family environment etc. to find the relationship 
   with Academic Achievement.
5. The Investigation on Academic Achievement of Scheduled Caste and Non-
   Scheduled Caste Adolescents may be further pursued by taking into account some 
   other pertinent demographic variables e.g. Working Status of their parents, 
   Parental background, Type of family (joint/nuclear), Size of family 
   (small/medium/large), Number of children and their Socio-economic status.
6. Studies may be conceived to conduct research on students of other levels of 
   education i.e. at College level and University level.
7. Similar Research studies may also be carried out to compare the Academic 
   Achievement of other Sub Caste Adolescents.
8. Experimental and longitudinal studies can be conducted to find out the problems 
   of Scheduled Caste Adolescents and locate the causative factors which affect their 
   Academic Achievement.
9. Research studies can be carried out to review the role of policies of education both 
   at the State and Central Government level contributing towards welfare of 
   Scheduled Caste Adolescents.
10. A sample from other states of country can also be taken to conduct a similar study.

11. A similar study can be conducted on Scheduled Caste and Non-Scheduled Caste Female Adolescents to enhance the welfare of Women Section.