CHAPTER – V

SUMMARY, FINDINGS, IMPLICATIONS AND SUGGESTIONS

5.0 INTRODUCTION

Academic achievement in the present competitive scenario in context of cultural and socio-economic status is concerned, places a great emphasis on achievement right from the commencement of the formal education. Academic achievement is a quantitative assessment of the educational input articulated in terms of a numerical value either as marks or grades. Academic achievement is influenced by a number of factors and its implications in the society are manifold. It is very important to each and every student in school as it affects both its personal and social life. The craving for a high level of achievement puts a lot of pressure on students, teachers, school in particular and the educational system in general. Education system revolves round the academic achievement of the students and as such efforts are made by the schools to help students to achieve high in their academic achievement. Therefore, the importance of academic achievement has posed several issues for educational researchers. For example: what factors promote achievement in students? How far do the different factors contribute in academic achievement? What are the correlates of achievement?

Therefore, in the present study efforts have been made to study the influence of Emotional intelligence, Mental health and Achievement motivation on academic achievement of secondary school students. All the three have a share contribution in the academic achievement of the students. Emotional intelligence helps an individual to have healthy relations with others whether they are teachers or peers. It also helps
an individual to control one’s own emotions and emotions of others, this all goes in the way of adjustment in the school or in community which ultimately paves the way for success in every walk of life. Mental health too helps an individual to achieve higher by providing thoughtful and insightful meaning to the whole phenomena. One can be stable only when one is having good mental health which helps him in rationalization of things. One can take good decisions and can be free from addictions which are very important for the success in life. Another factor is achievement motivation which is most important in now-a-days life. One can’t achieve without keeping one’s aims and ambitions intact. One has to keep an eye on the goals one is going to strive for. This all happens when one has an urge to do something. This inner urge helps an individual to achieve in life situations. This chapter proves to be concluding chapter of the study by discussing its results, conclusions, implications and suggestions for further research.

5.1 TITLE OF THE STUDY

The title of the study is stated as “Influence of Emotional Intelligence, Mental Health and Achievement Motivation on Academic Achievement of Secondary School Students in District Anantnag of Jammu and Kashmir.”

5.2 STATEMENT OF THE PROBLEM

To study the influence of emotional intelligence and its categories on academic achievement of the students and to check how much students are able to monitor their emotions and feelings and compare that with others to discriminate. Mental health is often ignored in the schools which is full and harmonious functioning of the whole personality. Mental health is studied in the secondary school students to know its effect on academic achievement and to study the influence of mental health categories on academic achievement. And to study achievement motivation to
measure the capabilities within the individual which helps him to perform and succeed in life situations.

5.3 VARIABLES OF THE STUDY

Variables of the study include both dependent and independent variables.

**Dependent variables:** Academic achievement

**Independent variables:** Emotional intelligence, Mental health and Achievement motivation

**Demographic variables:** Type of School, Gender, Locality

**Background variable:** Socio-economic status

5.4 RATIONALE OF THE STUDY

The study undertaken for the research is unique in the sense that it has its relation with the particular geographical area which has suffered from the past 25 years due to some unfavorable circumstances. As far as the Jammu and Kashmir is concerned, the Kashmir Division which includes the District Anantnag as well suffered a lot during the early nineties because of the unrest. Though the things have changed and improved a lot but the situation is still alarming and not congenial for the normal life as one can’t expect the things which are going to happen tomorrow. There will be frequent hartals and curfews which halts the normal functioning of life.

This has created a halt in many spheres of life and the worst hit among all is the educational system of the Kashmir Division where students are not able to cover the entire syllabus of their course. The incidents happening in day-to-day life has created insecurity feelings among the students which has put them under lot of mental stress and strain and has rendered them emotionally unstable which ultimately hinders their achievement motivation consequently hampering their academic achievement. Ahmad and Rana (2012), Kaur and Babita (2014), Tickoo and Jagdish (1997), Alam (2009), Usha and Rekha (2009) and Lather (2009) studied Emotional intelligence,
Mental Health and Achievement Motivation and found significant relation with Academic achievement.

With these circumstances a sizable chunk of the adolescent population has to terminate studies at the school level due to insecurity feelings and economic deprivation. This population which enters trade school takes up a profession or train vocationally needs to succeed in life for which the current study aims to highlight the need to maximize emotional intelligence while reducing mental health problems and augment achievement motivation to help them achieve academically at the school as a preparatory for their life. For the fragment of those who continue along the academic streams, the need to develop their emotional intelligence in tune with their mental health will serve to raise their achievement motivation to excel academic achievement.

Also an in-depth review of literature reveals the felt need for the study as today’s children are the citizens of the future society. To foster a healthy eclectic society we need to nurture and groom its members from grass root level and in this context the school is the crucial stage where such constructive inputs are practicable and a dire necessity. The high school stage is a turning point in the life of adolescents who need to face the competitive world outside their immediate domain.

Hurlock (1973) reported that pleasant emotions have favorable effect on one’s personal and social adjustments. Jershild (1963) reported that many delinquents are emotionally disturbed. Emotional adjustment and emotional competence both converge into emotional intelligence. Lamborn and Steinberg (1993), Kuruvilla and Usha (2000) and Hart (1997) found the emotional adjustments has significant effect on the academic performance of adolescents. Zimbardo and Gerring (1996) observed that a lot of people with high IQ scores were significantly unsuccessful in life. At this
juncture Goleman made a provocative claim that IQ contributes up to 20% of the life success, the remaining was fulfilled through one’s emotional intelligence. It is recognized from previous researches that factors which influence academic achievement of a student are manifold. However, it has been examined and highlighted by the review of research that an academic achievement is a direct product of student’s innate capabilities and intense features like intelligent quotient, emotional quotient, manifest anxiety and self esteem - Doring (2006), Vela (2004) and, Chadha and Sunanda (1990).

Gurubasappa (2005) studied the adjustment and mental health as correlates academic achievement of secondary school students and found positive and significant correlation between these variables. Sridhar and Badiei (2007) studies teacher efficacy and emotional intelligence of primary school teachers and found no significant difference between the means of TE and EQ with reference to gender and educational level. Mahmood (2009) studies the academic achievement in relation to creativity and achievement motivation and found significant relationship between these variables. Usha and Rekha (2009) studied the emotional competence and mental health as predictors of academic achievement and found both emotional competence and mental health has high correlation with achievement. Vittorio, Prins, Elshout, and Hanaker (2000) studied the intellectual ability, learning style, personality, achievement motivation and academic success of psychology students and results showed that intellectual ability and achievement motivation are positively associated while learning style has no positive association with academic success.

Hence, as far as review of related literature is concerned academic achievement has been studied with lot of variables and the investigator found a clear gap in the research. As per the research gap academic achievement has been chosen as
the dependent variable to be studied with the factors like emotional intelligence, mental health and achievement motivation is what has been considered as relevant and significant in the present study.

5.5 OBJECTIVES OF THE STUDY

1. To study the influence of Emotional intelligence, Mental health, Achievement motivation and Socio-economic status on Academic achievement.

2. To find out the relationship between Emotional intelligence, Mental health, Achievement motivation and Academic achievement.

3. To study the significant difference between the Government and Private school students in Academic achievement.

4. To study the significant difference between the Boys and Girls in Academic achievement.

5. To study the significant difference between the Rural and Urban school students in Academic achievement.

6. To know whether the Emotional intelligence, Mental health and Achievement motivation predicts the Academic achievement.

5.6 RESEARCH HYPOTHESES

1. There is no significant mean difference between Mental health categories with respect to Academic achievement.

2. There is no significant mean difference between Emotional intelligence categories with respect to Academic achievement.

3. There is no significant mean difference between Achievement motivation categories with respect to Academic achievement.

4. There is no significant mean difference between Socio-economic status categories with respect to Academic achievement.
5. There is no significant relationship between Emotional intelligence and Academic achievement.

6. There is no significant relationship between Mental health and Academic achievement.

7. There is no significant relationship between Achievement motivation and Academic achievement.

8. There is no significant difference between the Government and Private school students with respect to Academic achievement.

9. There is no significant difference between the Boys and Girls with respect to Academic achievement.

10. There is no significant difference between the Rural and Urban school students with respect to Academic achievement.

11. Emotional intelligence, Mental health and Achievement motivation do not predict Academic achievement.

5.7 METHOD OF RESEARCH

The study was conducted by descriptive survey method. The survey method was conducted in the Anantnag District of Jammu and Kashmir State.

5.7.1 Population

The secondary schools of District Anantnag formed the population of the study and the students of these secondary schools formed the target population. The number of secondary schools in District Anantnag is 232 at present, out of which 140 are government schools and 92 are private schools. Government schools form 60% and private schools form 40% of the population respectively. There are 7 urban government secondary schools and 21 urban private secondary schools which forms 25% and 75% of urban government and urban private secondary schools respectively.
There are also 133 rural government secondary schools and 71 rural private secondary schools which comprise 65% and 35% of rural government and rural private secondary schools respectively. In total there are 28 urban government and private secondary schools and 204 rural government and private secondary schools in District Anantnag comprising 12% and 88% proportion respectively.

5.7.2 Sample

Stratified random sampling technique was used to select the sample of the population. 10% of the secondary schools were selected randomly, which was 23 secondary schools out of 232 secondary schools in District Anantnag. Out of the 23 secondary schools, 12% were selected randomly from urban secondary schools which were 3 secondary schools and 88% were selected randomly from rural secondary schools, which were 20 secondary schools. From the 3 urban secondary schools, 1 was government secondary school and 2 were private secondary schools. While from the 20 rural secondary schools, 13 were selected from the government secondary schools and 7 were selected from the rural private secondary schools. Random table technique was used for selection of the sample. From the 23 secondary schools, all the students were taken whoever was present on that day. The total sample of the study was 544 students.

5.8 TOOLS OF THE STUDY

Following tools were used for collection the data

5.8.1 Emotional Intelligence Inventory

This inventory is given by Mangal, S.K. and Mangal, S. (2004). This inventory has been designed for use with secondary school level and above in respect of four main areas namely intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management.

Mangal emotional intelligence inventory is having 100 items, 25 each in intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management sections of the inventory.

5.8.2 Mental Health Battery

Mental health battery is given by Gupta, A.S. and Singh, A.K. (2000). Mental health battery assesses the mental health status of persons in the age range of 13-22 years. There are 130 items in the battery divided into six segments namely emotional stability, overall adjustment, autonomy, security-insecurity, self-concept and intelligence. There is no time limit in the first five parts however; a person with normal mental health takes only 25 minutes to complete the test. Part six is speed test and has to be finished within 10 minutes.

5.8.3 Achievement Motivation Scale

Achievement motivation scale is given by Deo, P. and Mohan, A. (2011). It has 50 items out of which 13 are negative and 37 are positive items. It is a five point scale having options as Always, Frequently, Sometimes, Rarely and Never. It has no time limit.

5.8.4 Academic Achievement Test

Academic achievement score were taken from the Annual board exam results published by Jammu and Kashmir Board of School Education in their gazette and on their website www.jkbose.nic.in.
5.9 DATA COLLECTION

After finding all the three tools reliable the investigator visited 23 schools of District Anantnag personally and administered the tests to the students after giving proper instructions laid down in tool manuals. For collecting the data, the investigator obtained prior permission of the Chief Education Office and from the Headmasters and Principals of the institutes. All the doubts were clarified and then tool was administered to the students. Students were given response sheets and after completion of the test, both the tool and response sheet were collected back. After completing visits to all the schools, the investigator has done scoring according to the scoring key with the manual. Data entry was done on SPSS and finally analyzed for the results.

5.9.1 Statistical Techniques

In addition to the general descriptive statistical analysis, other treatments such as ANOVA, ‘t’ test, coefficient of correlation were used to realize the objectives of the study. To find the influence of Emotional intelligence, Mental health and Achievement motivation on Academic achievement – ANOVA and ‘t’ test are used. For finding relationship, coefficient of correlation was computed. For finding correlation matrix regression was used.

5.10 MAJOR FINDINGS

• There is significant difference between categories of mental health with respect to academic achievement. Secondary school students who belong to different categories of mental health do differ among themselves in respect of academic achievement. This shows that mental health does influence academic achievement of secondary school students. Pushkar, Marie, and Bernardo (2007) stated that mental health problems can affect school performance and academic achievement.
Also from mean values we can conclude that academic achievement increases with the increase in mental health of the secondary school students.

- There is significant difference between different categories of emotional intelligence with respect to academic achievement. Secondary school students who belong to different categories of emotional intelligence do differ among themselves in respect of their academic achievement. This shows emotional intelligence does influence academic achievement of secondary school students. Drago and Judy (2004) found significant relationship between emotional intelligence and students GPA scores. Downey, Mountstephen, Lloyd, Hansen, and Stough (2008) found that academic success was highly associated with higher levels of total Emotional intelligence also it was found that different dimensions of emotional intelligence predict different subject grades differentially. Also mean values indicate that academic achievement increases with the increase in emotional intelligence of the secondary school students.

- There is significant difference between categories of achievement motivation with respect to academic achievement. Secondary school students who belong to different categories of achievement motivation do differ among themselves in respect of their academic achievement. This shows that achievement motivation does influence academic achievement of secondary school students. Yousuf (2011) found a significant relationship between nAch and academic achievement. Busato, Prins, Elshout, and Hanaker (2000) showed that achievement motivation is positively associated academic success. Also mean values indicate that there is increase in academic achievement with the increase in achievement motivation.

- There is significant relationship between emotional intelligence and academic achievement. This means emotional intelligence has positive effect on academic
achievement. This also indicates that higher the emotional intelligence, higher will be the academic achievement and vice-versa. Nada Saleem Abisamra (2000) studied the relationship between emotional intelligence and academic achievement in eleventh grade students and the results showed the positive relationship between academic achievement and emotional intelligence.

- There is significant intra correlation between different components of emotional intelligence. This shows that improve in one component of emotional intelligence improves the other component of emotional intelligence and vice-versa.

- There is significant relationship between components of emotional intelligence with academic achievement. It is inferred that each and every component has significant influence on academic achievement and with the increase in one component of emotional intelligence, achievement increases accordingly.

- There is significant relationship between mental health and academic achievement. This means that students with good mental health have positive effect on academic achievement. This also indicates that higher the mental health, higher will be the academic achievement and lower the mental health, lower will be the academic achievement of the students. Gurubasappa (2005) found that students with different mental abilities differ in academic achievement and also there is a positive correlation between mental ability and academic achievement. Usha and Rekha (2009) showed that mental health is having high correlation with academic achievement.

- There is significant intra correlation between different components of mental health. This indicates that improve in one component of mental health improves the other components of mental health and vice-versa. Also increase or decrease in one component has a consequential effect on the other components as well.
• There is significant correlation between the components of mental health with academic achievement.

• There is significant relation between achievement motivation and academic achievement. This shows that achievement motivation has positive effect on academic achievement of secondary school students. This also shows that higher the achievement motivation, higher will be the academic achievement. Bakhtiav, Ahmadian, Delrooz and Farahani (2011) studied the moderating role of achievement motivation on learning approaches and academic achievement and the findings of the study showed moderated relationship between achievement motivation and academic achievement.

• There is significant intra correlation between emotional intelligence and its components with mental health and its components. This shows that emotional intelligence and its components influences mental health and its components while mental health and its components also influence emotional intelligence and its components.

• There is significant relationship between emotional intelligence and mental health. This shows that emotional intelligence and mental health are related to each other and both can influence each other. This also indicates that change in one will induce change in the other. This also shows that student with good mental health can have high emotional intelligence and vice-versa.

• There is significant relationship between achievement motivation with emotional intelligence and its components. It can be inferred that higher the value of emotional intelligence and its components, higher will be the achievement motivation of the students. Also achievement motivation increases with the increase in emotional intelligence and its components.
• There is significant relationship between achievement motivation with mental health and its components. It is concluded that higher the value of mental health and its components, higher will be the achievement motivation. Also it is concluded that achievement motivation increases with the increase in mental health and its components.

• There is significant multiple correlation between emotional intelligence, mental health, achievement motivation and academic achievement. This shows that emotional intelligence, mental health, achievement motivation does act as predictors of academic achievement. Also in first step of multiple stepwise correlation variance experienced by emotional intelligence in academic achievement is 11.3% which means emotional intelligence influences the academic achievement by a considerable percentage of 11.3%. In second step variance experienced by emotional intelligence, mental health and academic achievement is 15.6% which means both emotional intelligence and mental health influences academic achievement by a considerable percentage of 15.6%. In third step variance experienced by emotional intelligence, mental health achievement motivation and academic achievement is 17.4% which means emotional intelligence, mental health and achievement motivation influences academic achievement by a considerable percentage of 17.4%. Usha and Rekha (2009) studied the emotional competence and mental health as predictors of academic achievement and showed both are predictors of academic achievement.

• There is significant difference between government and private school students with respect to academic achievement. It is also observed that private school students are superior in academic achievement than government school students. It may be inferred that type of school does influence academic achievement. It is
again inferred that high achievement in private schools is due to better facilities available to them than government school students.

- There is significant difference between government and private school students with respect to emotional intelligence. It is also observed that private school students are having better emotional intelligence than government school students. The better emotional intelligence is due to better facilities in private schools they provide to the students. Also, there is no significant difference between government and private school students with respect to intra PA, inter PA and inter PM. That means both government and private school students stand at no difference and are equal in terms of these three components of emotional intelligence. But there is significant difference between government and private school students in respect of intra personal management. It is inferred that private school students are having better intra PM than government school students.

- There is significant difference between government and private school students with respect to mental health. It can be concluded that both government and private school students have equal level of mental health present in them.

- There is no significant difference between government and private school students with respect to emotional stability, overall stability, security-insecurity and self concept. It can be concluded that both the government and private school students enjoy equal level of these components of mental health. However, significant difference is found between government and private school students in respect of autonomy and intelligence. It is inferred that difference in autonomy and intelligence is due to the facilities available in private schools.
• There is no significant difference between government and private school students with respect to achievement motivation. Both the government and private school students are having same level of achievement motivation present in them.

• There is no significant difference between female and male students with respect to academic achievement. This indicates that both female and male students are achieving equal.

• There is no significant difference between female and male students in respect of Emotional Intelligence. This indicates that both female and male students have same level of emotional intelligence present. Also there is no significant difference between female and male students with respect to all the four components of emotional intelligence.

• There is no significant difference between female and male students with respect to mental health and its components. It is concluded that both female and male students have equal level of mental health and its components except emotional stability and overall adjustment.

• There is no significant difference between female and male students in respect of achievement motivation and hence concluded that both female and male students have same level of achievement motivation.

• There is significant difference between rural and urban school students in respect of academic achievement. It is concluded that urban school students are having high achievement than rural school students. It may be also concluded that high achievement in urban school students is due to their parents educational and economical levels and also extra facilities available than rural school students.

• There is no significant difference between rural and urban school students in respect of emotional intelligence and its components. This indicates that both rural
and urban school students have same level of emotional intelligence and its components present in them.

- There is no significant difference between rural and urban school students in respect of mental health and its components except security-insecurity and intelligence. It is inferred that urban school students are more intelligent than rural school students while as rural school students are having more security-insecurity feelings than urban school students.

- There is no significant difference between rural and urban school students in respect of achievement motivation. It is inferred that both rural and urban school students have equal level of achievement motivation present in them.

- There is significant difference between categories of SES with respect to academic achievement. Secondary school students who belong to different categories of SES viz. upper, middle and low do differ among themselves in respect of their academic achievement. This shows SES does influence academic achievement. Also mean values indicate that academic achievement increases with the increase in SES of secondary school students.

5.11 CONCLUSION

- Influence of mental health is evident on academic achievement of secondary school students as the students belonging to different categories of mental health do differ among themselves in respect of academic achievement. This shows that mental health does influence academic achievement of secondary school students. Mean values also indicate that academic achievement increases with the increase in mental health of the secondary school students. There is also a significant relationship between mental health and academic achievement which shows that mental health has positive effect on academic achievement. Also it indicates that
mental health influences academic achievement as the students with high mental health enjoy high academic achievement while as students with low mental health is having low academic achievement.

- Influence of emotional intelligence is evident on academic achievement of secondary school students. Secondary school students who belong to different categories of emotional intelligence do differ among themselves in respect of academic achievement. This shows that emotional intelligence does influence academic achievement of secondary school students. Also mean values shows that academic achievement increases with the increase in emotional intelligence of secondary school students. This may lead to the conclusion that students with high emotional intelligence have better academic achievement than the students who have low emotional intelligence. There is also a significant relationship between emotional intelligence and academic achievement which means that emotional intelligence has positive effect on academic achievement. This also indicates that higher the emotional intelligence, higher will be the academic achievement and vice-versa.

- Influence of achievement motivation is also evident on academic achievement of secondary school students. Secondary school students who belong to different categories of achievement motivation do differ among themselves in respect of academic achievement. This shows that achievement motivation does influence academic achievement of secondary school students. Mean values also indicate that academic achievement increases with the increase in achievement motivation of secondary school students. Significant relationship is also found between achievement motivation and academic achievement. This shows that achievement motivation has positive effect on academic achievement of secondary school students.
students. Also this indicates that students with high achievement motivation have high academic achievement and vice-versa.

- Also there is significant multiple correlation between emotional intelligence, mental health, achievement motivation and academic achievement. This shows that all the independent variables of the study does act as predictors of academic achievement in secondary school students.

- Influence of SES is evident on academic achievement and achievement in other school subjects. Secondary school students who belong to different categories of SES do differ among themselves in respect of academic achievement and achievement in other school subjects. This shows that SES does influence academic achievement. Mean values also indicate that academic achievement increases with the increase in SES of secondary school students.

5.12 EDUCATIONAL IMPLICATIONS

The present study is undertaken to explore the influence of emotional intelligence, mental health and achievement motivation on academic achievement of secondary school students. Emotional intelligence which includes self awareness, managing emotions, motivating one self, recognizing emotions in others and handling relationships has to be developed in students keeping in mind these aspects of emotional intelligence. Emotional intelligence can be training can be started from home which will extend up to school level thereafter. Students should be given emotional intelligence training by helping them to solve their own problems, to know their emotions and try to control these emotions. They can be trained on how to make good relations and this all will go in tune with healthy emotional development. Students in schools also can be trained about motivational aspects and healthy peer
relations and relations with their teachers. This will pave way for the success of students in school and in their future life situations.

Students can be given health tips also at home as well as in school. Daily routine of proper physical exercises and other activities can be stressed on the students so that good mental health can be developed in the students. They can be helped to reduce stress and relieve tension and depression by involving them in activities and playing games. In case of mental illness schools and parents can cooperate each other and if required consultation with mental health professional can be taken. Schools can also organize mental health clinic camps in schools for the students to check their mental health and related illness. This can be done in collaboration with the community health clinics and with the help of NGOs as well. Provision of appointing a regular psychologist in school can be introduced so as to give guidance and counseling to the students in mental stress.

Achievement motivation is very important in now-a-days competitive world. Achievement motivation can be imbibed in the students through healthy competitions not by the competitions which will make them jealous to each other and will add to their mental health problem again but by making them understand to improve their previous performance. This type of competition will help students to achieve high. Parents and teachers should be friendly to the students as far as they are doing well. In case of deviant behavior they can be given extra care and attention which will help in achieving high.

Government and private school students who differ in academic achievement should be addressed. Government schools should be equipped with good and modern facilities so that students who are learning there can avail these facilities and can compete at every level with the private school students. Some core issues like student
teacher ratio should be maintained in government schools so that there are no crowded classrooms in the schools. Also quality and well qualified teachers who have professional degrees in the field should be appointed and also issues related to their service and other facilities should be sorted out.

Rural and urban school students who differ in academic achievement should also be taken into consideration. Rural school students who come from backward and low SES families should be given free books and related material so that they can also be able to achieve better as compared to private school students. Government should also reduce the inequality by taking proper decisions and making proper arrangements for the rural school students.

There should be provision of fixed quota for low SES candidates in private schools so that this category of students will also get a quality facility in private schools without paying more fees to the institution. Government school facilities should also enhance so as to reduce the bridging gap between government and private schools keeping in view that large number of students who come from low SES backgrounds attend maximum government schools only.

5.13 SUGGESTIONS FOR FURTHER STUDY

Following suggestions are offered for the further study:

- The study was focused on the influence of emotional intelligence, mental health and achievement motivation on academic achievement. A study with other variables like self concept, coping behavior, trauma, etc. can be studied with academic achievement.

- The study was restricted to 10th class students only; further researchers can extend this study by covering other classes of higher secondary, college and university students.
• The present study was confined to District Anantnag of Jammu and Kashmir only; further researchers can extend it by covering other districts and other states.

• The study focused only gender, locale and type of school as demographic variables; further researchers can extend it by taking other demographic variables like caste, religion, region etc.