CHAPTER - V  
FINDINGS, IMPLICATIONS AND SUGGESTIONS

5.0 INTRODUCTION

The research process itself is often fascinating; sooner or later it becomes necessary to complete the study report. In the previous chapter, analysis, interpretation and discussion of results have been given. Based on the results, findings were thrashed out. Keeping in view the major findings, implication of the study have been looked into. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter is devoted to major findings, implications of the study and suggestions for further research.

5.1 FINDINGS OF THE STUDY

5.1.1 Academic Achievement of Students with High and Low Emotional Intelligence and High and Low Meta-cognitive Skills

- There was significant difference in academic achievement among students with high and low level of emotional intelligence. It was found that high emotional intelligence students have more academic achievement than low emotional intelligence students.

- Significant difference was found in academic achievement among students with high and low level of meta-cognitive skills. Students with high meta-cognitive skills showed better academic achievement than the students with low meta-cognitive skills.

5.1.2 Effect of Emotional intelligence on Academic Achievement of Students

- Significant difference was found in academic achievement of male students with high and low emotional intelligence. It was found that high emotional intelligence male students have more academic achievement than low emotional intelligence male students.
There was significant difference in academic achievement of female students with high and low emotional intelligence. High emotional intelligence female students showed more academic achievement than low emotional intelligence female students.

Significant difference was found in academic achievement of rural area students with high and low level of emotional intelligence. Results revealed that high emotional intelligence students of rural area have high academic achievement than low emotional intelligence students.

There was significant difference in academic achievement of urban area students with high and low level of emotional intelligence. It was found that high emotional intelligence students of urban area have high academic achievement than low emotional intelligence students of urban area.

Significant difference was found in academic achievement of students studying in government schools with high and low level of emotional intelligence. It was found that students studying in government schools with high level of emotional intelligence were better than their counter parts with low level of emotional intelligence.

There existed significant difference in academic achievement of students studying in private school with high and low level of emotional intelligence. Students studying in private schools with high emotional intelligence have high academic achievement than the low emotional intelligence students studying in private schools.

5.1.3 Effect of Meta-cognitive Skills on Academic Achievement of Students

Significant difference was found in academic achievement of male students with high and low level of meta-cognitive skills. It was found that male students with high meta-cognitive skills showed better academic achievement than low meta-cognitive skills male students.
• There was significant difference in academic achievement of female students with high and low level of meta-cognitive skills. Results revealed that high meta-cognitive skills female students have more academic achievement than low meta-cognitive skills female students.

• Significant difference was found in academic achievement among students of rural area with high and low level of meta-cognitive skills. Results showed that high meta-cognitive skills students of rural area students were found to be better on academic achievement than low meta-cognitive skills rural area students.

• There was significant difference in academic achievement among students of urban area with high and low level of meta-cognitive skills. It was found that urban area students with high meta-cognitive skills showed high academic achievement than their counter parts with low meta-cognitive skills.

• Significant difference was found in academic achievement among students of government schools with high and low level of meta-cognitive skills. It was found that students studying in government schools with high meta-cognitive skills were better in academic achievement than the students with low meta-cognitive skills.

• There was significant difference in academic achievement among students of private school with high and low level of meta-cognitive skills. The results revealed that the students studying in private schools with high meta-cognitive skills were also high in academic achievement as compared to the students with low meta-cognitive skills.

5.1.4 Interaction Effect of Emotional Intelligence and Meta-cognitive Skills of Students on their Academic Achievement

• There was significant interaction effect of emotional intelligence and meta-cognitive skills of students on their academic achievement. It was found that the students with high emotional intelligence and high meta-cognitive skills were high on academic achievement and the students with low emotional intelligence and low meta-cognitive skills have low academic achievement. It was further found that effect of emotional intelligence is higher on academic achievement of students than their meta-cognitive skills.
5.2 EDUCATIONAL IMPLICATIONS

A perusal of the present study makes it evident that the investigator attempted to break new ground in research on academic advancement of students. The focus on academic achievement of students constitutes new dimensions of research on attainment level. Findings of the present study reveal some important educational implications for teachers, teacher-educators, school authorities, parents and students.

The study has revealed that there is significant difference in academic achievement of students with respect to their emotional intelligence and meta-cognitive skills. Students with high emotional intelligence were found to be better in their academic achievement as compared to the students with low intelligence. This implies that the teachers should pay personal attention to guide the students with low emotional intelligence. They should be given proper guidance and counseling by the school authorities and should be motivated by their teachers and parents to develop a clear understanding of different vocations. Every effort and contribution of the students from low emotional intelligence group should be acknowledged and appreciated by the teacher during counseling because the ultimate aim of helping low emotional intelligence adolescent should be to raise their academic level. But the students who belong to high emotional intelligence group should not be neglected at the same time. High emotional intelligence students should also be encouraged by their teachers and parents to maintain and upgrade their performance level. Therefore, group discussions and career talks should be organized grouping students with high and low emotional intelligence together. This will help the high emotional intelligence students to utilize their energies in right direction and will also help to bridge the gap between the teacher and the important section of our society. Therefore, we should take due care to enhance their academic achievement and high achiever students should also be motivated by their teachers and parents to maintain their academic attainment level. For the progress and development of our nation we need youth in every field. Therefore, it is very important to make proper use of human resources. So, the students who are high achievers need to be brought into the right career stream by encouraging them further and low achievers should also be motivated to perform better.
The study further reveals that meta-cognitive skills of students play a significant role in determining their academic achievement. Students with high meta-cognitive skills exhibited better achievement than the students with low meta-cognitive skills. Therefore, students who belong to low meta-cognitive skills group should be provided proper learning facilities and motivated by the teachers and parents so that they can excel in their studies. Such should be given proper motivation by the school authorities. There are many techniques for the motivation and encouragement of students with low meta-cognitive skills like rewards, incentives etc. The schools should organize competitions and games for them so that they do not feel neglected due to lack of opportunities and get motivated to perform better. Their class teachers and counsellors should interact with their parents to get the feedback and to solve the problems which hamper their achievement. These parent-teacher meetings should be the regular feature of the school programme to encourage such students for better academic achievement.

The study has revealed significant interaction effect of emotional intelligence and meta-cognitive skills on academic achievement of students. Emotional intelligence, meta-cognitive skills were found to be significantly and positively related with the academic achievement of students. This implies that all educational efforts to raise the academic achievement of students should be considered in the light of individual differences of students with respect to their emotional intelligence and meta-cognitive skills. Those who are low in emotional intelligence, meta-cognitive skills should be given extra care. The study has further explored that effect of emotional intelligence is higher on academic achievement of students than their meta-cognitive skills. Thus, emotional intelligence and meta-cognitive skills effect the academic achievement of students in descending order. This means that while focusing on academic achievement of students, the role of these variables should not be neglected. These should be considered as important factors in deciding and improving the academic performance of students.

The fact that the students constitute an important part of society can’t be denied. So in the present scenario much emphasis should be laid to uplift the students and youth in society. If we neglect them they may lose their interest in academic work and become bored and frustrated and indulge themselves in undesirable activities. And we cannot waste the energies of our able youth. Developing country like India needs gifted man in
various fields, therefore the government is paying special attention towards their education because the failure in school takes a heavy loss in terms of human energy, time, money and above all prosperity. India cannot afford the loss of manpower within the high ability range when it is known that every country has a limited ‘pool of ability’. For this purpose the schools can make a direct and vitally important contribution by raising the standard of achievement of students and reducing their academic wastage.

As, it is evident that all the three independent variables included in the study exert a significant influence on each other and on the academic achievement of the students also. In this way attainment level of students through various academic as well as co-curricular activities can be increased by enhancing their emotional intelligence and meta-cognitive skills.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

Due to paucity of time and resources at the disposal of the investigator, all the aspects of the problem cannot be expected to deal with. Based on the findings of the current study, some of the suggestions in various areas are identified as follows:

A. SUGGESTIONS FOR TEACHERS

- To set up individualized schedules, that address to the special meta-cognitive skills and emotional needs of the children for particular academic problem. The teacher should acknowledge that distinctions exist in potential of the students with high and low emotional intelligence and meta-cognitive skills.
- Teachers use teaching of learning support environment to facilitate development of student’s general skills.
- Teachers should use problem solving methods and creativity based learning environment inspite of traditional method to develop meta-cognitive skills.
- The teachers should use group activities for projects to develop social factors.
- The teachers should help students to learn basic skills so that they can afford the leisure to focus on how they are thinking.
• Teachers should encourage integration of knowledge acquired on different occasions.

B. SUGGESTIONS FOR PARENTS

• Parents improve conditions prevailing at home by delegating responsibilities on children, listening patiently to them bearing a sympathetic and trustful attitude.

• Encourage friendship and group engagement so as to facilitate development of emotional intelligence and meta-cognitive skills.

• The study suggest to schedule a time in which honest, free and open sharing of child’s understanding, feeling about their learning and other aspects of life take place.

• Parents should allow them to handle issues independently.

C. SUGGESTIONS FOR FURTHER RESEARCH

• Similar study can be conducted on a larger sample and in different regions to have in depth knowledge of the factors deciding academic performance of students.

• The present study was conducted on the sample of 320 students only. It is suggested that a comparative study with a large sample can be conducted in respect of the academic achievement of elementary students also.

• The present piece of research was confined to study the academic achievement of students with respect of their emotional intelligence, meta-cognitive skills in high and low groups only. Comparison with respect to gender, locality and type of school was made in terms of high and low level of these variables. It is suggested that a comparative study can be conducted in academic achievement of male and female, urban and rural and private government schools students also.

• In the present study, the sample was delimited to 9th class students of Haryana state only. It can be extended to other states also.

• In the present study, the sample was delimited to 9th class students from Haryana state. The similar study can be conducted in other districts and at other levels of education viz. primary, secondary and higher.
• The present piece of research was confined to study the academic achievement of students in relation to their meta-cognitive skills, emotional intelligence only. The same study can also be conducted by taking the variables like personality, creativity and study habits.

• In the present study, comparison was made on the samples of high and low group of students belonging to emotional intelligence, meta-cognitive skills respectively. It is suggested that a comparative study of high, average and low group of students belonging to intelligence, socio-economic status and self-concept respectively can be conducted.

The list which has been given above is, however, not exhaustive but illustrative. There are vast areas in this field which have not been explored so far and any attempt in this direction may both be rewarding and instructive. If the present study is able to provide thinking in this direction, the efforts of the investigator would be amply rewarded.