Chapter-5

Summary & Conclusions
The present investigation is an attempt to study the impact of Emotional Intelligence, Locus of control and study skills on Academic Achievement of high school students. In addition the impact of Gender, Type of School and Locality on Emotional Intelligence, Locus of control, Study Skills and Academic Achievement is also investigated.

The statement of the present research problem is:

“Academic Achievement in relation to Emotional Intelligence, Locus of Control and Study Skills of High School Students”.

Objectives:

The following objectives are laid down for the study:

1. To assess the impact of Emotional Intelligence on Academic Achievement of High School Students.

2. To assess the impact of Locus of control on Academic Achievement of High School Students.

3. To assess the impact of Study Skills on Academic Achievement of High School Students.

4. To assess the impact of Gender, Type of School and Locality on Emotional Intelligence, Locus of control, Study Skills and Academic Achievement of High School Students.
Hypotheses:

The aim of the present investigation is to study the impact of Emotional Intelligence, Locus of Control and Study Skills on the Academic Achievement, and also the Gender, Locality and Type of School on Academic Achievement, Emotional Intelligence, Locus of control and Study skills of high school students.

Hypothesis 1: There would be significant impact of Emotional Intelligence on Academic Achievement of High School students.

Hypothesis 2: There would be significant impact of Locus of Control on Academic Achievement of High School students.

Hypothesis 3: There would be significant impact of Study Skills on Academic Achievement of high School Students.

Hypothesis 4: There would be significant interaction among the three independent variables with regard to Academic Achievement of High school students.

Hypothesis 5: There would be significant impact of Gender on Academic Achievement of High School students.

Hypothesis 6: There would be significant impact of Type of School on Academic Achievement of High School students.

Hypothesis 7: There would be significant impact of Locality on Academic Achievement of High School students.

Hypothesis 8: There would be significant interaction among Gender, Type of School and Locality on Academic Achievement of High School students.

Hypothesis 9: There would be significant impact of Gender on Emotional Intelligence of High School students.
Hypothesis 10: There would be significant impact of Type of School on Emotional Intelligence of High School students.

Hypothesis 11: There would be significant impact of Locality on Emotional Intelligence of High School students.

Hypothesis 12: There would be significant interaction among Gender, Type of School and Locality on Emotional Intelligence of High School students.

Hypothesis 13: There would be significant impact of Gender on Locus of Control of High school students.

Hypothesis 14: There would be significant impact of Type of School on Locus of Control of High School students.

Hypothesis 15: There would be significant impact of Locality on Locus of Control of High School students.

Hypothesis 16: There would be significant interaction among Gender, Type of School and Locality on Locus of Control of High School students.

Hypothesis 17: There would be significant impact of Gender on Study Skills of High School students.

Hypothesis 18: There would be significant impact of Locality on Study Skills of High School students.

Hypothesis 19: There would be significant impact of Type of School on Study Skills of High School students.

Hypothesis 20: There would be significant interaction among Gender, Locality and Type of School on Study Skills of High School students.

Population and Sample:

The Students studying in various High Schools of Chittoor District of Andhra Pradesh State in India constituted the Population of the Study. The Schools were selected using Stratified Random Sampling Technique.
Schools from Urban Areas and 15 School from Rural area were selected. Half of the Schools were managed by Government [15] and the other half were managed by the Private Organizations [15].

**Instruments Used:**

1. **Academic Achievement:** The Annual Marks obtained in IX Class constituted the Dependent Variable Academic Achievement Scores.

2. **Emotional Intelligence scale:** The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutan Kumar Thingujam, and Usha Ram [1999]. It consists of 33 items. Each question has 5 options. The items are scored with the help of scoring key. The Reliability of the Instrument 0.90 was established by Test-Retest Method and the Validity is 0.78.

3. **Locus of Control:** Internality – Externality scale developed by Rotter (1966) was used to measure the Locus of Control. It consists of 29 items, of which six are filler items. Each item consists of alternatives lettered ‘a’ and ‘b’ and the subject has to select one of the statements in each pair which Rotter strongly believes to be the case as far as Rotter is concerned. To minimum and maximum possible scores are to 0 and 23 respectively. A low score indicates Internality and a high score indicates Externality. Various forms of Reliabilities like Split-half, Spearman-Brown, Kunder-Richardson were calculated and they ranged between 0.65 to 0.79. The test was validated against a number of
intellectual measures. This instrument was used as it is widely used in India and also that it is a good predictor of Internality and Externality.

4. Study Skills Inventory: To assess the level of Study Skills of the Subjects, the well established Test on “Study Skills Inventory”: developed by Prof. P.V. Ramamurthy and Geetha Nath [1977] of Sri Venkateswara University, Tirupati was used. The Inventory consists of 25 items. Each Questions has two-options. The items are scored with the help of scoring key. The Reliability of the Instrument 0.94 was established by Test-Retest method. The validity is 0.4.

Method of Study:

The Investigator conducted the Tests in two Sessions. In the first Session, the Investigator distributed the Emotional Intelligence, Locus of Control Questionnaire to groups of 20 students and they were explained the instructions in greater detail and their responses were obtained in a separate answer sheet. In the second Session, the Investigator distributed the Study Skills Questionnaire to the same subjects and obtained their responses in separate answer sheets. The marks obtained by the subjects in their IX Class Examinations constituted the dependent variable scores.

Research Design:

As there are three independent variables in the investigation and each variable is further classified into two, a 2x2x2 Factorial Design was
employed. Thus Emotional Intelligence levels 2 [Low and High], Locus of Control levels 2 [Internality and Externality] and Study Skills levels 2 [Poor and Good] were employed.

**Statistical Analysis:**

The obtained data were subjected to Statistical Analysis such as Mean’s, SDs, Analysis of Variance, Duncan’s Multiple Range Tests [DMRT] and Multiple Regression Analysis to test the Hypotheses.

**Summary of Findings:**

1. Emotional Intelligence is significantly related to Academic Achievement.
2. Locus of Control is significantly related to Academic Achievement.
3. Study Skills and Academic Achievement are significantly related.
4. There is significant interaction among Emotional Intelligence, Locus of Control, and Study Skills with regard to Academic Achievement of High School Students.
5. There is no significant impact a Gender on Academic Achievement.
6. Type of School is significantly related to Academic Achievement.
7. Locality from which students will have significant impact on Academic Achievement.
8. There is no significant interaction among Gender, Type of School and Locality on Academic Achievement.
9. There is significant difference between boys and girls on Emotional Intelligence.

10. Type of School is having significant impact on Emotional Intelligence.

11. Locality from which the students hail is not having significant impact on Emotional Intelligence.

12. There is no significant interaction among Gender, Type of School and Locality on Emotional Intelligence.

13. There is no significant relationship between Gender and Locus of Control.

14. Type of School is not having significant impact on Locus of Control.

15. There is no significant impact of Locality on Locus of Control.

16. There is no significant interaction among Gender, Type of School and Locality on Locus of Control.

17. There is significant Gender difference on Study Skills.

18. The Type of School is not significantly related to Study Skills.

19. The Locality from which the students hail in being significant impact on Study Skills.

20. There is no significant interaction among Gender, Locality and Type of School on Study Skills.
Implication of the Present Study:

What do the foregoing results mean? What implications could be inferred from the results? These Questions would come to the mind of any Research Investigator. Before seeking answers to these, it is desirable to keep in mind some limitations of this study. The sample that is used for this study, though systematic randomization procedure is used, is still small. A single individual could not help this because this is an investigation undertaken under the constraints of resources and time. Therefore, a similar study on a larger sample is needed before the results could be generalized to all the rural and urban high school students. Yet, the results can be considered a pioneer study that has opened possibilities of a more intense investigation.

The present investigation is an attempt to examine the impact of Emotional Intelligence, Locus of Control of personality dimension and Study Skills on Academic Achievement of High School going students. The relationship of demographic variables such as Gender, (boys and girls), Type of School (Private and Government Schools) and Locality (Rural and Urban) were also focused.

Emotional Intelligence has significant positive impact on the Academic Achievement of high school going students. Emotional Intelligence is made up of skills and these skills can be improved through education. Thus it is not surprising that we should look to school as the prime location for the promotion of Emotional Intelligence. Goleman (1998), considered school as
one place, which can turn to compensate children’s deficiencies in emotional and social competence. Thus, the challenge can be met by infusing Emotional Literary into the standard curriculum as well as creating school climate that fosters the development and applications of Emotional Skills.

Next is the institution of family parents have a lot of responsibility and should promote the emotional stability of their children by carefully monitoring their emotions, impulses, feelings and moods. Each child is unique and every wise parent will recognize this. Emotional Intelligence includes.

i. Knowing one’s emotions,

ii. Managing one’s emotions

iii. Motivating oneself

iv. Recognizing emotions of others and

v. Handling relationship (Goleman, 1995).

Later Mayer, Salovey (1997) revised this theory a bit to emphasize the cognitive components and talked about a hierarchy of mental abilities. In contrast, Raeven Bar-On (1997) defined Emotional Intelligence as “an array of Non-cognitive capabilities, competences and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Therefore, one cannot undermine the importance of Emotional Intelligence in all business, Academic and non-Academic settings. Therefore, the situation
calls for serious attention to Emotional Intelligence and it’s all pervasive nature in one’s life and good human interpersonal relationship at the societal level.

In conclusion, it can be said that the type and quality of home as well as school environment was found related to the development of Emotional Intelligence. The educational planners should take care for the improvement of environmental quality of schools. Parents and teachers should not only encourage the child’s cognitive ability but also arrange the environment to make them Emotionally competent.

The present study also found that internals have performed better than the externals in their Academic Achievements. Therefore, it is essential that parents, teachers can help promote the importance of one’s capabilities and can help in realizing one’s life goals instead of blindly believing the role of external factors such as luck and fate or other external factors.

The other third important finding of the present study is that good Study Skills will facilitate and enhance Academic Achievement. Therefore, good Study Habits with good Study Skills is important for pupils in their school education and lifelong education. Hence, it is essential to inculcate the good Study habits among the pupils at school level.

Good Study Habits or Study Skills facilitate better Academic success. Therefore, parents at home and teacher at school should pay special attention in this regard. It is time the educational planners must think in terms of
launching regular Study Habit Training Programmes in schools to improve Study Skills among pupils. Also Study Habit programmes should include both preventive and remedial Training and need to be arranged according to the abilities of the pupils. Therefore, the need of the hour is to encourage Academic courses and Academic training programmes to enhance Study Habits and Study Skills among future citizens of the country.

Suggestions for further Research:

1. The study is conducted at a micro – level, therefore, there is every need to launch macro-level studies to come out with substantial generalizations.

2. Several non – Cognitive factors such as parental guidance, different demographic factors, such as socio – economic background, peer group influence, teachers self efficacy should be identified and how such Non-cognitive variables that would improve Academic Achievement of pupils may be probed.

3. Parents and teachers should not only concentrate on enhancing the child’s cognitive Ability but also arrange the environment to make them emotionally competent.

4. Curriculum to impart Social Skills may be introduced at High School level to promote Emotional Intelligence. At the teacher Training Programme the component of Emotional Intelligence should be introduced.
5. Emotionally matured Teacher can help children grow with Emotional Maturity in dealing in day to day Life events.

6. Rotter’s Scale of internality and externality personality dimension is extensively used in research over the last few years. Internal individuals tend to show and claim the success of their goal achievement is the result of their own efforts. External individuals always attribute their success to external factory such as luck, chance or god. Internals excelled over externals in various walks of life. In the present study also it was found internals excelled over externals on Academic Achievement. Therefore, it is necessary to encourage future citizens of this country to put forth their efforts to the fullest extent possible and to achieve their life goals. Therefore, the internality characteristics need to be encouraged among students both by teachers and parents and community at large.

7. Some intervention programmes should be developed to improve Emotional Intelligence and good Study Skills among students to enhance their Academic Achievement.

8. Academic Achievement is largely the resultant of the interaction of personality characteristics with environmental forces. The problem of how individual difference in personality interacts with characteristics of the environmental situation to affect Academic performance is not properly probed. Studies of this type should be attempt by the Researchers.