CHAPTER 6
SUMMARY AND CONCLUSIONS

6.1 Summary of the Findings

India has the largest number of adolescents in the world. If an informal survey of the concerns that parents have about their adolescents would be taken; the foremost concern would be with regard to their academic achievement. Hence, a study on the correlates of academic achievement would be very relevant. Various correlates have been studied. The relationship of academic achievement with intelligence has been well established. What could be the other factors which could play a significant role in the academic achievement of an adolescent? In order to find an answer to the above question, the present study was taken up:

1. To investigate the role of psychological variables such as Intelligence, Emotional Intelligence, Social Intelligence and Perceived Parental Relationship on Academic Achievement of adolescents through a comparative study of high and low academic achievers.

2. To study the significance of influence of some demographic factors such as gender, parental education, occupation, income, birth order, type of family; on Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of adolescents.

The following main hypotheses were formulated and tested:

\( H_{a1} \) The adolescents with high academic achievement will have significantly higher Intelligence, Emotional Intelligence, Social Intelligence, and favorable Perceived Parental Relationship than adolescents with low academic achievement.
**Ha2**

Demographic factors such as gender, parental education, occupation, income; birth order, and type of family, of adolescents, have a significant influence on their Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship.

A quota sample of 400 adolescents in the age range of 13 to 15 years was taken for the study from three English medium state syllabus schools of Belgaum city, Karnataka, India.

**6.1.1 Tools used in the study**

- **Intelligence** - Standard Progressive Matrices (SPM) by Raven (1938)
- **Emotional Intelligence** - Schuttes Emotional Intelligence Scale, normed for Indian conditions by Thingujam & Ram (2000)
- **Social Intelligence** - Social Intelligence Scale by Chadha and Ganesan (2004)
- **Perceived Parenting** - Perceived Parenting Scale by Bharadwaj (1998)
- **Demographic Data** - Personal Data Form

Data was collected from the students over a period of four months. The response sheets collected were scrutinized to ensure that students have filled in the questions appropriately, and manually scored according to the instructions of their respective manuals. The statistical techniques of Student ‘t’ test and Stepwise Multiple Regression Analysis were applied to test the hypotheses.
6.2 Major Findings

6.2.1 Intelligence, Emotional Intelligence, Social Intelligence (Dimension wise and overall), and Perceived Parental Relationship (Dimension wise and overall for Mother and Father separately) of Adolescents with High and Low Academic Achievement

The Student ‘t’ test was used to test the significance of the difference between the two groups (high and low academic achievers) on all the four dependent variables. It was observed that:

- Adolescents with high academic achievement have shown significantly higher Intelligence than adolescents with low academic achievement.

- Adolescents with high academic achievement have shown significantly higher Emotional Intelligence than adolescents with low academic achievement.

- Adolescents with high academic achievement have shown significantly higher Social Intelligence than adolescents with low academic achievement.

- Adolescents with high academic achievement have shown significantly more favorable Perceived Parental Relationship than adolescents with low academic achievement.

The above stated facts lead us to accept Ha1 in its totality, ie., adolescents with high academic achievement will have significantly higher Intelligence, Emotional Intelligence, Social Intelligence, and favorable Perceived Parental Relationship than adolescents with low academic achievement.
6.2.2 Demographic Factors significantly contributing to the Intelligence, Emotional Intelligence, Social Intelligence and Perceived Parental Relationship of Adolescents

The Stepwise Multiple Regression technique was applied to determine the contribution and significance of the influence of various demographic factors on all the dependent variables. The obtained results revealed that:

- Adolescents belonging to the Brahmin and Kshatriya caste have shown significantly higher intelligence as compared to adolescents from other castes.

- Adolescents having fathers with a low educational level (upto Xth Standard) have shown significantly lower intelligence as compared to adolescents having fathers with other educational levels.

- Adolescents having fathers with a high educational level (post graduate) have shown significantly higher intelligence compared to adolescents having fathers with other educational levels.

- Adolescent boys have shown significantly lower emotional intelligence than adolescent girls.

- Adolescents, whose mothers’ occupational status is professional, have shown significantly higher emotional intelligence than adolescents having mothers with other occupational statuses.

- Adolescents from mixed backgrounds have shown significantly lower emotional intelligence than adolescents from other backgrounds.
- Adolescents, whose fathers’ occupational status is professional, have shown significantly higher social intelligence than adolescents having fathers with other occupational statuses.

- Adolescents belonging to low income families have shown significantly higher social intelligence than adolescents belonging to other income groups.

- Adolescent girls have shown significantly higher social intelligence than adolescent boys.

- Adolescents belonging to the middle birth order have shown significantly less favourable perceived relationship with their fathers’ as compared to adolescents belonging to other birth orders.

- Adolescent girls have shown significantly more favourable perceived relationship with their fathers’ as compared to adolescent boys.

- Adolescents having mothers with a low educational level (below Xth standard) have shown significantly less favourable perceived relationship with their fathers’ as compared to adolescents having mothers with other educational levels.

- Adolescent boys have shown significantly less favourable perceived relationship with their mothers’ as compared to adolescent girls.

- Adolescents belonging to low income families (Rs. 10000 to Rs. 30000 per annum) have shown significantly less favourable perceived relationship with their mothers’ as compared to adolescents from other income groups.

- Adolescents having mothers with low educational levels (PUC 2) were shown to have significantly less favourable perceived relationship with mothers’ as compared to adolescents having mothers with other educational levels.
• Adolescent boys have shown significantly less favourable overall perceived relationship with their parents as compared to adolescent girls.

• Adolescents belonging to low income families ( <Rs. 10,000 per annum) have shown significantly less favourable overall perceived relationship with their mothers as compared to adolescents from other income groups.

• Adolescents whose mothers have a low educational level ( < Xth Std and Xth Std) have shown significantly less favourable overall perceived relationship with their parents as compared to adolescents having mothers with other educational levels.

The above stated facts lead us to accept Ha₂ in a modified form that “gender, caste, SES, birth order, have differentially and significantly contributed to the Intelligence, Emotional Intelligence Social Intelligence and Perceived Parental Relationship of Adolescents.

6.3 CONCLUSIONS

On the basis of the obtained, verified and interpreted results in Chapter 4 and Chapter 5, the following conclusions are drawn:

In relation to Ha₁:

• Adolescents with high academic achievement have significantly higher Intelligence than adolescents with low academic achievement.

• Adolescents with high academic achievement have significantly higher Emotional Intelligence than adolescents with low academic achievement.

• Adolescents with high academic achievement have significantly higher Social Intelligence than adolescents with low academic achievement.
• Adolescents with high academic achievement have significantly more favorable Perceived Parental Relationship than adolescents with low academic achievement.

**In relation to Ha2:**

• Adolescents belonging to the Brahmin and Kshatriya caste have significantly higher intelligence compared to adolescents from other castes.

• Adolescents having fathers with a low educational level (upto Xth Standard) have significantly lower intelligence compared to adolescents having fathers with other educational levels.

• Adolescents having fathers with a high educational level (post graduate) have significantly higher intelligence compared to adolescents having fathers with other educational levels.

• Adolescent boys have significantly lower emotional intelligence than adolescent girls.

• Adolescents, whose mothers’ occupational status is professional, have significantly higher emotional intelligence than adolescents having mothers with other occupational statuses.

• Adolescents from mixed backgrounds have significantly lower emotional intelligence than adolescents from other backgrounds.

• Adolescents belonging to low income families have significantly higher social intelligence than adolescents belonging to other income groups.

• Adolescent girls have significantly higher social intelligence than adolescent boys.

• Middle born adolescents have significantly more favourable perceived relationship with their father when compared to first and last born adolescents.
• Adolescent girls have significantly more favourable perceived relationship with their father as compared to adolescent boys.

• Adolescents having mothers with a low educational level (below Xth standard) have significantly less favourable perceived relationship with their father as compared to adolescents having mothers with other educational levels.

• Adolescent boys have significantly less favourable perceived relationship with their mother as compared to adolescent girls.

• Adolescents belonging to low income families (Rs. 10000 to Rs. 30000 per annum) have significantly less favourable perceived relationship with their mothers’ as compared to adolescents from other income groups.

• Adolescents having mothers with low educational level (PUC 2) have significantly less favourable perceived relationship with mother as compared to adolescents having mothers with other educational levels.

• Adolescent boys have significantly less favourable overall perceived relationship with their parents as compared to adolescent girls.

• Adolescents belonging to low income families (<Rs. 10,000 per annum) have significantly less favourable overall perceived relationship with their parents as compared to adolescents from other income groups.

• Adolescents having mothers with low educational level (< Xth Std and Xth Std) have significantly less favourable overall perceived relationship with their parents as compared to adolescents having mothers with other educational levels.
6.4 Limitations

1. The study is restricted to adolescents in the early adolescence stage only; ages 14 to 16 years.

2. The study is restricted to an urban sample: adolescents from Belgaum city, northern part of Karnataka.

3. The sample is a purposive sample.

4. The sample lacks equal number of subjects, after categorizing them on the basis of demographic factors.

5. The sample was limited to schools following a state board syllabus; CBSE and ICSE schools, government schools, and convent schools, were excluded; which would reduce the diversity of the sample

6.5 Suggestions for Further Research

1. A research study with a larger sample; representative of a wider cross section of social strata and geographical area; would be more desirable.

2. A longitudinal study would provide much more interesting and thought provoking data; does the impact of the various psychological variables stand over a period of time, through their college and post-graduation levels also?

3. An intervention study, wherein the adolescents belonging to the low achievers group are given workshops on improving their emotional and social intelligence; to observe if these interventions result in improved academic performance.

4. An intervention study, wherein the adolescents are counseled along with their parents with the objective of improving their perception of parental relationship; to observe if these interventions result in improved academic performance.
5. A qualitative study which would include some interviews with a select group of adolescents; to further understand the psychological variables that affect academic achievement.

6. To develop a Social Intelligence measure, which would be relevant to the millennial generation.

6.6 Social Implications

The research findings underline the need for a holistic approach towards adolescent development. Yes, IQ plays an important role in academic achievement and eventual success in life. The role of non-cognitive factors cannot be ignored. Emotional and social intelligence were found to play a significant role in the academic achievement of adolescents. Transitional stages are ideal stages for fostering positive change. Adolescents are going through a critical second round of brain maturation; what they learn at this stage is wired into their neural circuitry. Thus, this stage of early adolescence is the perfect time for conducting social and emotional intelligence workshops leading to lasting benefits at school and elsewhere. Moreover, as these forms of intelligence can be cultivated through developmental workshops; it provides educators and counselors with avenues to promote holistic adolescent development. The importance of the perception of adolescents of their parental relationship has also been established. Parents need to be more sensitive to the needs of the adolescents and focus on building an open and positive relationship with them. The fabric of our society has to be strengthened through increased focus on adolescent development.