CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1. INTRODUCTION

In the present study, the investigator has analysed the influence of self esteem and emotional intelligence on academic achievement of higher secondary students in Kanyakumari district. In the first chapter, the investigator has given an introduction on self esteem and emotional intelligence. The second chapter deals with the review of related literature. The investigator has referred studies on self esteem and emotional intelligence of higher secondary students. In the third chapter, the investigator has discussed about the plan and procedure of the study. The fourth chapter deals with the analysis of data which are given in tabular form and interpretations are also given. This chapter deals with the findings, discussions, educational implications, suggestions for further research and conclusion.

5.2. FINDINGS

There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to gender.

There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to medium of instruction.
There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to class.

There is no significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to subject.

There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to location of school.

There is no significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to residence.

There is significant difference among the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to age.

There is significant difference among the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to religion.
There is significant difference among the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to caste.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to gender.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to medium of instruction.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to class.

There is no significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to subject.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to location of school.
There is no significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to residence.

There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to age.

There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to religion.

There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to caste.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to gender.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to medium of instruction.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to class.
There is no significant difference between the mean scores of academic achievement of higher secondary students with respect to subject.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to location of school.

There is significant difference among the mean scores of academic achievement of higher secondary students with respect to age.

There is significant difference among the mean scores of academic achievement of higher secondary students with respect to religion.

There is significant difference among the mean scores of academic achievement of higher secondary students with respect to caste.

There is significant association between self esteem of higher secondary students and their father’s educational qualification.

There is significant association between self esteem of higher secondary students and their mother’s educational qualification.

There is significant association between self esteem of higher secondary students and their father’s occupation.

There is significant association between self esteem of higher secondary students and their family annual income.

There is significant association between emotional intelligence of higher secondary students and their father’s educational qualification.

There is significant association between emotional intelligence of higher secondary students and their mother’s educational qualification.
There is significant association between emotional intelligence of higher secondary students and their father’s occupation.

There is significant association between emotional intelligence of higher secondary students and their family annual income.

There is significant association between academic achievement of higher secondary students and their father’s educational qualification.

There is significant association between academic achievement of higher secondary students and their mother’s educational qualification.

There is significant association between academic achievement of higher secondary students and their father’s occupation.

There is significant association between academic achievement of higher secondary students and their family annual income.

There was significant relationship between achievement and self respect, empathy, trustworthiness, decision making, self management (self esteem variables), self awareness, cognitive activity, social cohesion, adjustability and healthy feeling (emotional intelligence variables) of higher secondary students in each variable separately.

The multiple correlation coefficient for predictors such as Healthy Feeling, Self Awareness, Empathy, Cognitive Activity, Self Respect, Self Management, Social Cohesion, Adjustability, Trustworthiness, Decision Making is 0.992 which produces the highest multiple correlation with achievement of higher secondary students.
5.3. CONCLUSIONS AND DISCUSSIONS

Everyone has self-esteem and emotional intelligence. Each person possesses his or her own experience of self-esteem and emotional intelligence. Self-esteem and emotional intelligence skills are necessary to be accepted and fulfilled by the society. Neither self-esteem, nor emotional intelligence, nor academic achievement can achieve the goals of students by themselves.

There is significant difference between the mean scores of different dimensions of self-esteem such as self-respect, empathy, trustworthiness, decision making skill, self-management and in total of higher secondary students with respect to gender. This shows that the boys of higher secondary are better than the girls of higher secondary school’s students. This may be due to their mental maturity. They are the leaders of the families and society. There are certain characters innate and specific to gender. Though there are a lot of differences between male and female students, the self-esteem of the students do differ in gender. Emimah (2012) and Sivakumar (2011) studies also revealed the same findings.

There is significant difference among the mean scores of different dimensions of self-esteem such as self-respect, empathy, trustworthiness, decision making skill and self-management, and in total of higher secondary students with respect to age. It is also inferred that higher secondary students belong to the age group of above 17 years have high self-respect, empathy, trustworthiness, decision making skill, self-management and in total than that of the higher secondary students of other age groups. This may be due to the fact that in the beginning the students of 17 years and above have good habit and they obey their teachers and develop their self-esteem. But below 17 years students, when they join with unhealthy friends, there is a possibility of neglecting their studies.
There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to medium of instruction. It is also inferred that the different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students, Tamil medium students have high self esteem than that of English medium students. This may be due to the fact that Tamil medium students are having more opportunities to develop self esteem and its dimensions in their medium of instruction. They can express their ideas and views in their mother tongue without any language barrier. English medium students have to work hard because English is a foreign language.

There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to class. It is also inferred that the different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students, XII standard students have high self esteem than that of XI standard students. This may be due to their level of aspiration, experience and level of interest.

There is no significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to subject. According to Goleman’s model, the ability of managing emotions, which allows an individual to manage emotions within himself and in others irrespective of the subject, they are studying.
There is significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to location of school. It is also inferred that the different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students, rural school students have higher self esteem than that of urban school students. This may be due to the fact that their self confidence, self-reliance and self awareness. Amirt Rai and Annaraja (2008) and Thilagavathi (2008)’s studies also revealed the same finding.

There is significant difference among the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to religion. It is also inferred that higher secondary students belonging to Christian religion have high self respect, empathy, trustworthiness, decision making and self management and in total than that of the higher secondary students of other religions. This may be due to the exposure to the society and they develop in them our confidence due to their majority in the society, so they can easily develop their self-esteem easily.

There is significant difference among the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to caste. It is also inferred that higher secondary students of BC have higher self respect, empathy, trustworthiness, decision making skill, self management and total self esteem than that of the higher secondary students of other castes. This may be due to their habits
and customs of the family the way they are brought up. Hassan and Appa Rao’s (2013) study also revealed the same finding.

There is no significant difference between the mean scores of different dimensions of self esteem such as self respect, empathy, trustworthiness, decision making skill, self management and in total of higher secondary students with respect to residence.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to gender. It is also inferred that the different dimensions of emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students, girls have high emotional intelligence than that of their counterparts. This may be due to the fact that girls students are aware of the problems prevailing in the society and the atrocities inflicted on women too. Vasuki and Kanagaraj (2012), Rathod (2010) and Patil and Kumar’s (2008) studies also revealed the same finding.

There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to age. It is also inferred that students of higher secondary belong to the age group of 17 years and above and they have high emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total than that of the higher secondary students of other age groups. This may be due to their maturity, experience, emotional maturity, emotional stability and emotional
There is significant difference between the mean scores of different dimensions of emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to class. It is also inferred that the different dimensions of emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability and healthy feeling and in total of higher secondary students, especially XII standard students have high emotional intelligence than that of XI standard students. This may be due to the fact that XII standard students are more matured than the XI standard students. They have more self-awareness, social awareness and have good relationship with others. But XI students have some unhealthy relationship with their peer groups so their emotions get affected easily. Vasuki and Kanagaraj’s (2012) study also reveals the same finding.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to medium of instruction. It is also inferred that the different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability and healthy feeling and in total of higher secondary students, Tamil medium students have high emotional intelligence than that of English medium students. This may be due to the fact that the Tamil medium students are able to express their emotions in their mother tongue.
There is no significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to subject.

There is significant difference between the mean scores of different dimensions of emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to location of school. It is also inferred that the different dimensions of emotional intelligence such as self-awareness, cognitive activity, social cohesion, adjustability and healthy feeling and in total of higher secondary students, rural school students have high emotional intelligence than that of urban school students. This may be due to the fact that the urban school higher secondary students are facing more self-image problems, family problems, social and educational problems more than that of rural school higher secondary students.

There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to religion. It is also inferred that higher secondary students of Christian religion have high emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total than that of the higher secondary students of other religions. This may be due to Christian religious students are majority in the society and they are bit away from traditional customs and try to face the society boldly, so they have high emotional intelligence than other religion students.
There is significant difference among the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to caste. It is also inferred that higher secondary students of OC have higher emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total than that of the higher secondary students of other castes. This may be due to their abilities, skills and habits of their families. It may also be due to systematic way of living and the importance of their life. Hassan and Appa Rao’s (2013) study also reveals the same finding.

There is no significant difference between the mean scores of different dimensions of emotional intelligence such as self awareness, cognitive activity, social cohesion, adjustability, healthy feeling and in total of higher secondary students with respect to residence. This may be due to mental or physical overstrain, prolonged nervous tension, excitement and a strong negative emotional experiences such as fear, anger, feelings of offence, insult etc.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to gender. It is also inferred that girls have high academic achievement than that of their counterparts. This may be due to the fact that female higher secondary students obey their parents and teachers and they follow and maintain their customs and traditions. They are highly ambitious, have more interest in their studies; they plan well and have reading habit. This boosts up their achievement academically. Jagannath and Dange (2007) and Misra’s (2005) studies also revealed the same finding.
There is significant difference among the mean scores of academic achievement of higher secondary students with respect to age. It is also inferred that higher secondary students belonging to the age group of 17 years and above have high academic achievement than that of the higher secondary students of other age groups. This may be due to their experience and opportunity.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to class. It is also inferred that the higher secondary students of XII standard have high academic achievement than that of XI standard students. This may be due to their interest, responsibility and level of aspiration.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to medium of instruction. It is also inferred that the higher secondary students of English medium students have high academic achievement than that of Tamil medium students. This may be due to their language skills, quality and standard of education level.

There is no significant difference between the mean scores of academic achievement of higher secondary students with respect to subject. This may be due to curriculum, syllabus, method of teaching and method of learning in their schools. Teaching has a big role to develop study habit among students. An individual loses his capacity to act purposefully, to think rationally and to deal effectively with environment.

There is significant difference between the mean scores of academic achievement of higher secondary students with respect to location of school. It is also inferred that the higher secondary students of urban schools students have high
academic achievement than that of rural school students. This may be due to the facilities available in the urban area, environment and opportunities to score high. Thakkar’s (2013) study also reveals the same finding.

There is significant difference among the mean scores of academic achievement of higher secondary students with respect to religion. It is also inferred that higher secondary students of Christian religion have high academic achievement than that of the higher secondary students of other religion. This may be due to their environment and opportunities.

There is significant difference among the mean scores of academic achievement of higher secondary students with respect to caste. It is also inferred that higher secondary students of OC have high academic achievement than that of the higher secondary students of other castes. This may be due to the influence of their parents who are more educated comparatively. Misra’s (2005) study also reveals the same finding.

There is significant association between self esteem of higher secondary students and their father’s educational qualification. It is concluded that the level of self esteem is dependent on their father’s educational qualification.

There is significant association between self esteem of higher secondary students and their mother’s educational qualification. It is concluded that the level of self esteem is dependent on their mother’s educational qualification.

There is significant association between self esteem of higher secondary students and their father’s occupation. It is concluded that the level of self esteem is dependent on their father’s occupation.
There is significant association between self esteem of higher secondary students and their family annual income. It is concluded that the level of self esteem is dependent on their family annual income.

There is significant association between emotional intelligence of higher secondary students and their father’s educational qualification. It is concluded that the level of emotional intelligence is dependent on their father’s educational qualification.

There is significant association between emotional intelligence of higher secondary students and their mother’s educational qualification. It is concluded that the level of emotional intelligence is dependent on their mother’s educational qualification.

There is significant association between emotional intelligence of higher secondary students and their father’s occupation. It is concluded that the level of emotional intelligence is dependent on their father’s occupation.

There is significant association between emotional intelligence of higher secondary students and their family annual income. It is concluded that the level of emotional intelligence is dependent on their family annual income. This may be due to the fact that parent’s income also influences the student’s emotional intelligence and their self-esteem. If they belong to higher social status means they get more opportunities and facilities for developing their intelligence and habits.

There is significant association between academic achievement of higher secondary students and their father’s educational qualification. It is concluded that the level of academic achievement is dependent on their father’s educational qualification.
There is significant association between academic achievement of higher secondary students and their mother’s educational qualification. It is concluded that the level of academic achievement is dependent on their mother’s educational qualification.

There is significant association between academic achievement of higher secondary students and their father’s occupation. It is concluded that the level of academic achievement is dependent on their father’s occupation.

There is significant association between academic achievement of higher secondary students and their family annual income. It is concluded that the level of academic achievement is dependent on their family annual income.

There is significant relationship between achievement and self respect, empathy, trustworthiness, decision making, self management (self esteem variables), self awareness, cognitive activity, social cohesion, adjustability and healthy feeling (emotional intelligence variables) of higher secondary students in each variable separately. This may be due to the academic achievement of higher secondary students who have some influences with respect to self-esteem and emotional intelligence. The students having high level self-esteem can easily overcome emotional intelligence. In total, the investigator has come to the conclusion that gender, medium of instruction, class, subject, location of school, residence, age, religion, caste, father’s educational qualification, mother’s educational qualification, father’s occupation and family annual income have a great role in the development of self-esteem and to overcome emotional intelligence in higher secondary students of Kanyakumari District. Vasanthi Vinoliya and Sivakumar’s (2009) and Thilagavathi’s (2008) studies also revealed the same finding.
The multiple correlation coefficient for predictors such as Healthy Feeling, Self Awareness, Empathy, Cognitive Activity, Self Respect, Self Management, Social Cohesion, Adjustability, Trustworthiness, Decision Making is 0.992 which produces the highest multiple correlation with achievement of higher secondary students. Kanmani’s (2009) study also reveals the same finding.

5.4. EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

Schools are organs of the nation’s life which are ultimately responsible for the development of well-integrated, all round, wholesome personalities of their pupils, personally, physically, socially, morally, emotionally and intellectually. They have to develop moral as well as national character. The role of higher secondary students in fostering of emotional intelligence should in no way be underestimated. They have a magnificent role to play by making use of all opportunities in and out of the school to develop the competency. Unless the students make conscious efforts in their direction, it will prove to be unserviceable. The higher secondary students should have themselves first try to develop their knowledge and abilities.

Students need to pay more attention to their self-esteem and intelligence. Respondents can increase their self-esteem and emotional intelligence level by reading newspapers listening to, attending the quiz programmes, participating in all the activities and developing it. Students can also increase their emotional intelligence skills by attending and organizing emotional development programmes. They should be aware of the emotional problems and develop emotional skills, emotional tolerance, emotional maturity skills etc. When a student with higher self-esteem and emotional intelligence may get lower emotional intelligence, the reasons must be found out. In this case the student should be given proper guidance and counseling and opportunities should be given to develop emotional intelligence. Curricular and
co-curricular activities should be promoted. Students should be encouraged to develop their self-esteem, emotional intelligence and academic achievement.

It is found that girls are taking more steps to develop emotional intelligence and achievement. It is, therefore, recommended that more facilities and opportunities may be provided to boys so that they could also take more steps. The reason for more measures in the schools may be found out and possible measures should be implemented in other schools also. Everyone should be made to understand this alarming situation and possible steps should be undertaken. English medium students and urban school students are found to have less self-esteem and emotional intelligence than their counterparts. The special coaching, workshop and seminars therefore, have been recommended for these students. The English medium students should be made to look at the world beyond examination point of view.

Recommendations to Improve the Self-Esteem and Emotional Intelligence of Higher Secondary Students

- Encourage the students to celebrate their strengths and achievements.
- Encourage the students to forgive themselves for their mistakes.
- Help them not to think inferior of themselves.
- Encourage the students to develop the habit, not to dwell on their weaknesses; as every human has them.
- Make them to be sure that they are not judging themselves against unreasonable standards.
- Help them to understand that, rerating themselves for their weaknesses is self-defeating and try to use that energy for positive thoughts about them.
✓ Help the students to develop the ability to accept and learn from their own mistakes.

✓ Make them not to be devastated by criticism.

On the basis of the results obtained from the analysis, the following recommendations are given below.

1. Guidance and counseling programmes can be given in schools for higher secondary students to overcome emotional intelligence.

2. Medical camps can be administered occasionally to deal with higher secondary students health problems.

3. Opportunity for participation in extra-curricular and co-curricular activities like quiz, drama etc. may be given to widen their self-esteem.

4. The teacher can follow the understanding level and reflective level of teaching rather than the knowledge level of teaching.

5. Students can be encouraged to participate actively in cultural intelligence to develop their self-esteem.

6. Students can be taken to the nearby hiking places in order to improve their naturalistic intelligence.

7. Students can be asked to do up mini-projects to improve their interpersonal intelligence.

8. Awareness programmes on self-esteem, academic achievement and its characteristics can be organized.
Since, the study discloses that academic achievement is influenced by self-esteem and emotional intelligence, the teachers and parents should try to uplift the level of self-esteem and emotional intelligence of the higher secondary students of higher secondary schools in Kanyakumari district.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for further research studies.

1. A similar study may be undertaken for high school and polytechnic students.
2. This study can be extended to school and college teachers.
3. The sample is taken from Kanyakumari District only. It can be extended to other districts.
4. Investigations can be made to find out the relationship between self-esteem and adjustment at school level, college level and education college level students.
5. Similar studies may be conducted in other professional and technical colleges.
6. Similar studies may be conducted in various towns, villages, districts, states and country.
7. Some dimensions were included and can be taken into account for further investigation.
8. The present study is confined to higher secondary students only. Similar studies can be conducted on various age groups and,
9. The relationship between the self-esteem of students and their perception of their teacher’s style of teaching can be done.
5.6. CONCLUSION

A number of important implications for learning and teaching and those ideas are considered within the context of self-esteem and emotional intelligence which impact on the emotional intelligence that students might employ during learning. The concept of self-esteem and emotional intelligence are then discussed in relation with concepts of academic achievement and their influence of them. Although much of the research on self-esteem and emotional intelligence has been conducted with children, the literature on adult education is cited to prove evidence.

In today’s materialistic and highly competitive world, man seems to be losing his identity and direction. Fast growing technological changes have put a lot of pressure on them that blinds their vision for other alternatives of growth and survival. Man seems to have become a machine forgetting his true essence and original needs with which he came to the earth. Career, competition, jobs, more money, higher status, etc. are the slogans of the day. Breath a moment, give a chance to us for self-reflection. One should find some relevance of self-esteem not only with our career and career planning, but also with our life and success.

Even though there are some limitations in the present study, it is evident that the level of emotional intelligence and self-esteem of higher secondary students are positive correlated. This implies that if the self-esteem increases the other will automatically decrease. So attempts are to be made to improve self-esteem of higher secondary students in order to overcome their emotional intelligence. The recommendations given by the investigator may be very helpful for improving the level of academic achievement among higher secondary students. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of a great help for those who want to study further in this field.
From the above discussion understood a study of influence of self-esteem and emotional intelligence on academic achievement among higher secondary students in Kanyakumari district.