CHAPTER V
FINDINGS, CONCLUSION AND FUTURE RESEARCH PERSPECTIVES

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Whereas the significance of emotional management for success in many aspects of life has long been appreciated at an intuitive level, it was not until recently that a substantial body of empirical analysis has documented this intuition. However, recognizing the importance of emotions other than intelligence is not enough. It is also essential to identify which emotions are important for which outcomes. Such an understanding not only leads to better measures and richer models, but ultimately provides direction for research and intervention. Psychologists are not alone in their interest in the description, prediction, and explanation of human behavior. Educationists, too, have approached these challenges.

The present research is summarized and concluded by collecting the responses to the questions posed in the introduction.

5.1 SALIENT FINDINGS OF THE STUDY

1. Students belonging to high emotional intelligence are better than students of low emotional intelligence on emotional management.

2. Students belonging to high emotional intelligence are better than students of low emotional intelligence on survival component of emotional management.
3. Students belonging to high emotional intelligence are better than students of low emotional intelligence on decision making component of emotional management.

4. Students belonging to high emotional intelligence are better than students of low emotional intelligence on goal focus component of emotional management.

5. Students belonging to high emotional intelligence are better than students of low emotional intelligence on self confidence component of emotional management.

6. Students belonging to high emotional intelligence are better than students of low emotional intelligence on happiness component of emotional management.

7. Students belonging to high emotional intelligence are better than students of low emotional intelligence on motivation component of emotional management.

8. Students belonging to high emotional intelligence are better than students of low emotional intelligence on disappointment component of emotional management.

9. Students belonging to high emotional intelligence insignificantly differ from students of low emotional intelligence on anger component of emotional management.

10. Students belonging to high emotional intelligence are better than students of low emotional intelligence on sadness component of emotional management.

11. Students belonging to high emotional intelligence are better than students of low emotional intelligence on fear component of emotional management.
12. Students belonging to high emotional intelligence are better than students of low emotional intelligence on anxiety component of emotional management.

13. Students belonging to low emotional intelligence are better than students of high emotional intelligence on stress component of emotional management.

14. Students belonging to extroversion level of personality are better than students of introversion level of personality on emotional management.

15. Students belonging to extroversion level of personality insignificantly differ from students of introversion level of personality on survival component of emotional management.

16. Students belonging to extroversion level of personality are better than students of introversion level of personality on decision making component of emotional management.

17. Students belonging to extroversion level of personality are better than students of introversion level of personality on goal focus component of emotional management.

18. Students belonging to extroversion level of personality are better than students of introversion level of personality on self confidence component of emotional management.

19. Students belonging to extroversion level of personality are better than students of introversion level of personality on happiness component of emotional management.

20. Students belonging to extroversion level of personality insignificantly differ from students of introversion level of personality on motivation component of emotional management.
21. Students belonging to introversion level of personality are better than students of extroversion level of personality on disappointment component of emotional management.

22. Students belonging to introversion level of personality are better than students of extroversion level of personality on anger component of emotional management.

23. Students belonging to extroversion level of personality are better than students of introversion level of personality on sadness component of emotional management.

24. Students belonging to introversion level of personality are better than students of extroversion level of personality on fear component of emotional management.

25. Students belonging to introversion level of personality are better than students of extroversion level of personality on anxiety component of emotional management.

26. Students belonging to introversion level of personality are better than students of extroversion level of personality on stress component of emotional management.

27. Students belonging to high level of academic achievement are better than low level of academic achievement on emotional management.

28. Students belonging to high level of academic achievement are better than low level of academic achievement on survival component of emotional management.

29. Students belonging to high level of academic achievement are better than low level of academic achievement on decision making component of emotional management.
30. Students belonging to high level of academic achievement are better than low level of academic achievement on goal focus component of emotional management.

31. Students belonging to high level of academic achievement are better than low level of academic achievement on self confidence component of emotional management.

32. Students belonging to high level of academic achievement are better than low level of academic achievement on happiness component of emotional management.

33. Students belonging to high level of academic achievement are better than low level of academic achievement on motivation component of emotional management.

34. Students belonging to high level of academic achievement are better than low level of academic achievement on disappointment component of emotional management.

35. Students belonging to high level of academic achievement insignificantly differ from low level of academic achievement on anger component of emotional management.

36. Students belonging to low level of academic achievement are better than high level of academic achievement on sadness component of emotional management.

37. Students belonging to high level of academic achievement insignificantly differ from low level of academic achievement on fear component of emotional management.

38. Students belonging to high level of academic achievement insignificantly differ from low level of academic achievement on anxiety component of emotional management.
39. Students belonging to low level of academic achievement are better than high level of academic achievement on stress component of emotional management.

5.2 IMPLICATIONS OF THE FINDINGS FOR EDUCATIONAL AND COUNSELING PURPOSES

The basic purpose of any research or investigation in education is to provide certain specific concept or tool to bring improvement to the teaching-learning environment, directly or indirectly. Keeping this in view, the present study was also designed to pass this litmus test. The findings of the present study provide that emotional management is an important tool to bring improvement in student learning process. The findings of the study would prove to be beneficial for the students’, teachers, parents and people in education right from the policy makers to the practitioners even at the lowest level.

Emotional management is an important aspect which can be influenced by emotional intelligence and personality traits. Since students are the future of any kind of positive change in education. Ironically it is a sad commentary that achievement of students in the country by and large emphasizes the possession of concrete intelligence. The present study highlights that concrete intelligence needs not be over emphasized and should be supplemented with emotional management as a major ingredient. The curriculum of student education programme should focus merely on enhancing and examining the lower level of cognitive and conative domains alone but they should also equip the students with the emotional maturity. The guidance is an important aspect of education.

Present study can be of great importance for guidance purpose also. It provides empirical evidence to strengthen the guidance kit with emotional management scale as a necessary tool. Curriculum at school level should also take into account
the emotional instability and attitudinal flexibility of students and must include content to train their emotions in accordance with emerging society.

5.3 FUTURE RESEARCH AVENUES

There is a lot of room for cooperation and exchange of findings and methods between educationist and psychologists in order to serve our society. The researcher concludes by suggesting some avenues for future research which are mentioned as under:

1. The present study has been conducted in urban region of Meerut only. The study therefore, can not claim to be comprehensive. Its findings can not be generalized. Therefore, there is a need of conducting the research on a sample of rural or urban region of any other place.

2. The present study includes 400 students of secondary level. So it is further suggested to carry out the present research on a large sample from the similar or different population of higher secondary students, college students etc. elsewhere.

3. It will also be advised to conduct some longitudinal studies as it is likely to go a long way to evaluate the impact of certain psychological factors of the emotional management of students which can affect their academic achievement.

4. The problem can be studied through better designed experiments using sophisticated plans of experiments. As it was an exploratory study and data were analyzed with the help of 't'-test. However further research can be carried out by single factorial design in which an account of interaction, effect of several other variables can be studied, which may lead to more conclusive findings.
5. The effectiveness of the study can further be enhanced by making use of diverse range of data i.e. segregated on the basis of sex wise, school/board wise, locality wise etc.

6. The similar studies can be performed on various other dimension of emotions which plays a major role in emotional management as the topic is very wide and covers numerous emotions, whether positive or negative ones. Since it may not be feasible for single investigator to take all probable factors therefore, several investigators may form a research team for covering various other dimensions by applying on the same or different sample.

7. The present study is confined to secondary level students only. However further research can be carried out by categorizing the students on the basis of various other parameters such as age, type of school, birth order, family background, economic status etc.

8. A comparative study of the students of secondary level belonging to different streams namely science stream, humanities, commerce stream etc. or other technical and non technical disciplines namely engineering, medical, law students etc.

9. Experimental studies may be undertaken to devise and develop programs and strategies to enhance emotional management during childhood and adulthood.

10. Along with the performed tests the students should also be interviewed by the researcher during collection of data, in order to cross validate the responses given and to improve the reliability and validity of the research.

11. Finally it is hoped that the study may generate more useful follow up work and further research in this field. However, this is not an exhaustive list of research projects possible in this area. Only those topics have been suggested which are the direct outcomes of the present investigations. The
investigator is aware of the immense possibilities of this field. In the context of new education policy all round national development and reconstruction, this type of investigation is quiet significant.

While much remains to be discovered, the evidences presented here suggests that the systematic empirical and theoretical study of emotional management is likely to be very fruitful for students as this can be predictive of their success. A deeper understanding of emotion and their effective management promises to enrich our society and to understand the sources of, and solutions for, human inequality.