CHAPTER V
GENERAL CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Inferences based on Levels of Metacognition, Motivation, Locus of Control, Self-efficacy and Home Environment:

The levels in the present study were found on the basis of quartile deviation; Q1 indicated low level and Q3 indicated high level of all the variables involved in the study. These scores then converted into mean scores to find out which and who performed better among all. The findings of which are given as follows:

5.1.1 Findings based on mean scores of metacognition of secondary school students on the basis of gender, type of institutions and locality.

1. Private school students had high level of metacognition than government school students. This finding is supported by a study conducted by Kadian (2016) which found that “the mean scores on executive intelligence, executive functioning, metacognition awareness and academic achievement of private school students was higher than that of public schools”.

2. It has been found that secondary school students belonging to rural locality had high level of metacognition than secondary school students belonging to urban locality. This finding is supported by study conducted by Aman and Verma (2015) in which it has been found that “the level of metacognition among secondary school students belonging to rural areas was significantly higher than urban areas”.

3. Also, girls had high level of metacognition than boys. This finding is supported by Rani and Govil (2013) which revealed that “mean score of female undergraduate students was higher than the mean score of their male counterparts on the variable of metacognition”.

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5.1.2 Findings based on mean scores of motivation of secondary school students on the basis of gender, type of institutions and locality.

1. Private secondary school students had high level of motivation than government secondary school students. Similar results have been found by Solanki, V. (2017) in which “private school students had higher motivation than that of government school students”.

2. Also, girls had high level of motivation than boys. This finding is supported by a study conducted by Eymur and Geben (2011) in which “female were highly motivated than their male counterparts”.

3. Secondary school students belonging to rural locality had high level of motivation secondary school students belonging to urban locality.

5.1.3 Findings based on mean scores of locus of control of secondary school students on the basis of gender, type of institutions and locality.

1. Private secondary school students had high level of locus of control than government secondary school students.

2. Also, girls had high level of locus of control than boys. This finding is supported by Hasan and Khalid (2014) that “women were significantly high on internal academic locus of control than men”.

3. Secondary school students belonging to rural locality had high level of locus of control than secondary school students belonging to urban locality. Similar results have been found in the study conducted by Shivaraj and Avaradi (2015) in which “the mean score of locus of control of rural students was higher than that of urban students”.

5.1.4 Findings based on mean scores of self-efficacy of secondary school students on the basis of gender, type of institutions and locality.

1. Private secondary school students had high level of self-efficacy than government secondary school students. Similar results have been found by
Bala, Kaur and Singh (2017) in which “private school students had high self-efficacy than that of government school students”.

2. Also, girls had high level of self-efficacy than boys. This finding is supported by a study conducted by Ahuja, A. (2016) in which “girls found to have statistically significant higher scores in self-efficacy, educational aspiration and academic achievement”.

3. Secondary school students belonging to rural locality had high level of self-efficacy than secondary school students belonging to urban locality.

5.1.5 Findings based on mean scores of home environment of secondary school students on the basis of gender, type of institutions and locality.

1. Private secondary school students had high level of home environment than government secondary school students. This finding is supported by a study conducted by Bandhana and Sharma (2012) in which “private school students had high home environment than that of government school students”.

2. Also, girls had high level of home environment than boys. This finding is supported by a study conducted by Rani (2013) that “the mean score of girls found to be higher than boys on parental encouragement”.

3. Secondary school students belonging to rural locality had high level of home environment in comparison to secondary school students belonging to urban locality. Similar results have been found by Devi (2015) in which “family environment of rural students was better than their male counterparts”.

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5.2 Inferences based on effect of Metacognition on the Academic Achievement of secondary school students with gender, type of institutions and locality as demographic variables.

5.2.1 Findings based on effect of Metacognition on the academic achievement of secondary school students with gender and type of institutions as demographic variables:

1. No significant differences between the secondary school students belonging to high metacognition and low metacognition groups in terms of academic achievement were found.

2. Significant differences in the academic achievement of secondary school students belonging to government and private schools on the basis of metacognition were found. The mean value of private school students i.e. 223.2 came out to be higher than that of the government school students i.e. 206.58.

3. Significant gender differences in the academic achievement of secondary school students on the basis of metacognition were found. The mean value of girl students i.e. 226.27 came out to be higher than that of boys i.e. 203.51. Similar results have been found in the study conducted by Jagadeeswari and Chandrasaekran (2013) in which “significant differences were found in the metacognition in terms of gender”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of metacognition and type of institutions were found. Similar results have been found in the study conducted by Jaleel and Chandran (2016).

5. Significant differences in the academic achievement of secondary school students under the joint influences of metacognition and gender were found.
6. Significant differences in the academic achievement of secondary school students under the joint influence of type of institutions and gender in relation to metacognition were found. Similar results have been found in the study conducted by Jagadeeswari and Chandrasekran (2013) that “there were significant differences on the basis of gender and type of school management as far as metacognition was concerned”.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of metacognition, type of institutions and gender were found.

5.2.2 Findings based on effect of Metacognition on the academic achievement of secondary school students with gender and locality as demographic variables:

1. No significant differences between the secondary school students belonging to high metacognition and low metacognition groups in terms of academic achievement were found.

2. No significant differences in the academic achievement of secondary school students belonging to urban and rural locality on the basis of metacognition were found. Similar result has been found in the study conducted by Jaleel and Chandran (2016) in which “no significant results have been found in metacognition awareness of students with regard to locale”.

3. Significant gender differences in the academic achievement of secondary school students on the basis of metacognition were found. The mean value of girls i.e. 225.93 came out to be higher than that of boys i.e. 203.62.

4. No significant differences in the academic achievement of secondary school students under the joint influence of metacognition and locality were found.

5. Significant differences in the academic achievement of secondary school students under the joint influence of metacognition and gender were found.
6. No significant differences in the academic achievement of secondary school students under the joint influence of locality and gender in relation to metacognition were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of metacognition, locality and gender were found.

5.3 Inferences based on effect of Self-system on the Academic Achievement of secondary school students with gender, type of institutions, locality and tehsil as demographic variables.

A) Findings based on Motivation as part of Self-system:

5.3.1 Findings based on effect of Motivation on the academic achievement of secondary school students with gender and type of institutions as demographic variables:

1. Significant differences between the secondary school students belonging to high motivation and low motivation groups in terms of academic achievement were found. The mean value of students belonging to high group of motivation i.e. 221.63 came out to be higher than that of low group of motivation i.e. 208.13. Similar results have been found in the study conducted by Gupta, Devi and Pasrija (2012) that “there was a significant difference in the academic achievement of students belonging to high and low level of achievement motivation”.

2. Type of institutions (i.e., government and private) showed significant difference in the academic achievement of secondary school students on the basis of motivation. The mean value of private school students i.e. 221.68 came out to be higher than that of government school students i.e. 208.08. Similar results have been found in the study conducted by Gupta, Devi and Pasrija (2012) that “there was a significant difference in the academic
achievement of students belonging to high and low level of achievement motivation in relation to their type of schools”.

3. Gender showed significant difference in the academic achievement of secondary school students on the basis of motivation. The mean value of girls i.e. 222.72 came out to be higher than that of boys i.e. 217.04. Similar results have been found in the study conducted by Puhan and Nibedita (2017) in which they found “significant differences between males and females with respect to motivation”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of motivation and type of institutions were found.

5. No significant differences in the academic achievement of secondary school students under the joint influence of motivation and gender were found.

6. No significant differences in the academic achievement of secondary school students under the joint influence of type of institutions and gender in relation to motivation were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of motivation, type of institutions and gender were found.

5.3.2 Findings based on effect of Motivation on the academic achievement of secondary school students with gender and locality as demographic variables:

1. Significant differences between the secondary school students belonging to high motivation and low motivation groups in terms of academic achievement were found. The mean value of students belonging to high group of motivation i.e. 223.37 came out to be higher than that of low group of motivation i.e. 206.58. Similar results have been found by Gupta
and Mili (2016) that “there were significant differences in the high and low achievers group in terms of academic motivation”.

2. Locality (i.e., urban and rural) showed no significant difference in the academic achievement of secondary school students on the basis of motivation. Similar results have been found in the study conducted by Velmurugan and Balakrishnan (2013) that “there is no significant difference between urban and rural students on the basis of achievement motivation”.

3. Gender showed significant difference in the academic achievement of secondary school students on the basis of motivation. The mean value of girls i.e. 222.85 came to be higher than that of boys i.e. 207.10. This finding is supported by a study conducted by Badola (2013) in which “male and female students had significant difference in academic achievement motivation”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of motivation and locality were found.

5. No significant differences in the academic achievement of secondary school students under the joint influence of motivation and gender were found. Similar results have been found by Chetri (2014) that “there was no significant difference in the achievement motivation of students with regard to gender variation”.

6. No significant differences in the academic achievement of secondary school students under the joint influence of locality and gender in relation to motivation were found. This finding is supported by a study conducted by Adsul and Kamble (2008) in which they found “no significant difference between gender and locale on the basis of achievement motivation”.

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7. Significant differences in academic achievement of secondary school students on the basis of triple interaction of motivation, locality and gender were found.

B) Findings based on Locus of Control as part of Self-system:

5.4 Inferences based on effect of Locus of Control on the Academic Achievement of secondary school students with gender, type of institutions and locality as demographic variables.

5.4.1 Findings based on effect of Locus of Control on the academic achievement of secondary school students with gender and type of institutions as demographic variables:

1. Significant differences between the secondary school students belonging to high locus of control and low locus of control groups in terms of academic achievement were found. The mean value of students belonging to high group of locus of control i.e. 224.62 than that of low group of locus of control i.e. 206.62.

2. Significant differences in the academic achievement of secondary school students belonging to government and private schools on the basis of locus of control were found. The mean value of students of private schools i.e. 227.96 came out to be higher than that of government school students i.e. 203.28.

3. Gender showed significant difference in the academic achievement of secondary school students on the basis of locus of control. The mean value of girls i.e. 225.50 came out to be higher than that of boys i.e. 205.74. This finding is supported by a study conducted by Sherman, Higgs and Williams (1997) that “gender differences existed in terms of locus of control”.

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4. No significant differences in the academic achievement of secondary school students under the joint influence of locus of control and type of institutions were found.

5. No significant differences in the academic achievement of secondary school students under the joint influence of locus of control and gender were found. This finding is supported by a study conducted by Shivraj and Avaradi (2015) that “there were no significant differences in terms of locus of control among boys and girls”.

6. No significant differences in the academic achievement of secondary school students under the joint influence of type of institutions and gender in relation to locus of control were found.

7. No significant difference in the academic achievement of secondary school students on the basis of triple interaction of locus of control, type of institutions and gender were found.

5.4.2 Findings based on effect of Locus of Control on the academic achievement of secondary school students with gender and locality as demographic variables:

1. Significant differences between the secondary school students belonging to high locus of control and low locus of control groups in terms of academic achievement were found. The mean value of students belonging to high group of locus of control i.e. 224.30 came out to be higher than that of low group of locus of control i.e. 206.94.

2. No significant differences in the academic achievement of secondary school students belonging to urban and rural locality on the basis of locus of control were found.

3. Gender showed significant difference in the academic achievement of secondary school students on the basis of locus of control were found. The mean value of girls i.e. 225.39 came out to be higher than that of boys i.e. 205.85.
4. No significant differences in the academic achievement of secondary school students under the joint influence of locus of control and locality were found. Similar results have been found in the study by Shivaraj and Avaradi (2015) that “there were no significant differences in the rural and urban students in terms of anxiety and locus of control”.

5. No significant differences in the academic achievement of secondary school students under the joint influence of locus of control and gender were found. Similar results have been found in the study conducted by Shivaraj and Avaradi (2015) that “there were no significant differences in the male and female students in terms of locus of control”.

6. No significant differences in the academic achievement of secondary school students under the joint influence of locality and gender in relation to locus of control were found.

7. No significant difference in the academic achievement of secondary school students on the basis of triple interaction of locus of control, locality and gender were found.

C) Findings based on Self-efficacy as part of Self-system:

5.5 Inferences based on effect of Self-efficacy on the Academic Achievement of secondary school students with gender, type of institutions and locality as demographic variables.

5.5.1 Findings based on effect of Self-efficacy on the academic achievement of secondary school students with gender and type of institutions as demographic variables:

1. No significant differences between the secondary school students belonging to high self-efficacy and low self-efficacy groups in terms of academic achievement were found. Similar results have been found in the study conducted by Bhagat and Baliya (2016) that “there were no significant
differences in the self-efficacy of high and low achiever secondary school students”.

2. Type of institutions (i.e., government and private) showed significant difference in the academic achievement of secondary school students on the basis of self-efficacy. The mean value of students belonging to private schools i.e. 224.26 came out to be higher than that of government schools i.e. 208.06. 3. Gender (i.e., boys and girls) showed significant difference in the academic achievement of students on the basis of self-efficacy. The mean value of girls i.e. 226.47 came out to be higher than that of boys i.e. 205.85. Similar results have been found by Shkullaku (2013) that “there existed significant differences between boys and girls in terms of self-efficacy”.

3. Gender (i.e., boys and girls) showed significant difference in the academic achievement of secondary school students on the basis of self-efficacy. The mean value of girls i.e. 226.47 came out to be higher than that of boys i.e. 205.85. Similar results have been found by Bhagat (2016) in which “significant gender differences in terms of self-efficacy were found”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of self-efficacy and type of institutions were found. Similar results have been found in the study conducted by Meera and Jumana (2016) in which “no significant differences were found between government and aided school students in terms of academic performance in English and self-efficacy”.

5. No significant differences in the academic achievement of secondary school students under the joint influence of self-efficacy and gender were found. Similar results have been found by Kaur (2012) that “there existed no significant difference between gender and self-efficacy”.

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6. No. significant differences in the academic achievement of secondary school students under the joint influence of type of institutions and gender in relation to self-efficacy were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of self-efficacy, type of institutions and gender were found.

5.5.2 Findings based on effect of Self-efficacy on the academic achievement of secondary school students with gender and locality as demographic variables:

1. No significant differences between the secondary school students belonging to high self-efficacy and low self-efficacy groups in terms of academic achievement were found. Similar results have been found by Bali and Singh (2017).

2. Locality (i.e., urban and rural) showed no significant difference in the academic achievement of secondary school students on the basis of self-efficacy.

3. Gender (i.e., boys and girls) showed significant difference in the academic achievement of secondary school students on the basis of self-efficacy. The mean value of girls i.e. 224.04 came out to be higher than that of boys i.e. 207.96. Similar results have been found by Kumar and Lal (2006) in which “significant gender differences in terms of self-efficacy were found”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of self-efficacy and locality were found.

5. No significant differences in the academic achievement of secondary school students under the joint influence of self-efficacy and gender were found. Similar results have been found by Mishra (2013) that “there existed no significant difference between gender and self-efficacy”.

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6. No significant differences in the academic achievement of secondary school students under the joint influence of locality and gender in relation to self-efficacy were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of self-efficacy, locality and gender were found.

5.6 Inferences based on effect of Home Environment on the Academic Achievement of secondary school students with gender, type of institutions and locality as demographic variables.

5.6.1 Findings based on effect of Home Environment on the academic achievement of secondary school students with gender and type of institutions as demographic variables:

1. No significant differences between the secondary school students belonging to high home environment and low home environment groups in terms of academic achievement were found.

2. Type of institutions (i.e., government and private) showed significant difference in the academic achievement of secondary school students on the basis of home environment. The mean value of students of private schools i.e. 223.31 came out to be higher than that of government schools i.e. 206.50.

3. Gender (i.e., boys and girls) showed significant difference in the academic achievement of secondary school students on the basis of home environment. The mean value of girls i.e. 223.51 came out to be higher than that of boys i.e. 206.30. This finding is supported by a study conducted by Dhall (2014) that “there were significant difference between boys and girls of secondary school with regard to home environment”.

4. No significant differences in the academic achievement of secondary school students under the joint influence of home environment and type of
institutions were found. Similar results have been found by Rani (2013) that “there was no significant difference in parental encouragement of students studying in public and private schools”.

5. No significant differences in the academic achievement of secondary school students under the joint influence of home environment and gender were found. This finding is supported by a study conducted by Rani (2013) that “there was no significant difference in parental encouragement in terms of gender”.

6. There are significant differences in the academic achievement of secondary school students under the joint influence of type of institutions and gender in relation to home environment were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of home environment, type of institutions and gender were found.

5.6.2 Findings based on effect of Home Environment on the academic achievement of secondary school students with gender and locality as demographic variables:

1. No significant differences between the secondary school students belonging to high home environment and low home environment groups in terms of academic achievement were found.

2. Locality (urban-rural) showed no significant difference in the academic achievement of secondary school students on the basis of home environment.

3. Gender (i.e., boys and girls) showed significant difference in the academic achievement of secondary school students on the basis of home environment. The mean value of girls i.e. 223.52 came out to be higher than that of boys i.e. 206.37.
4. No significant differences in the academic achievement of secondary school students under the joint influence of home environment and locality were found.

5. No significant differences in the academic achievement of secondary school students under the joint influence of home environment and gender were found.

6. No significant differences in the academic achievement of secondary school students under the joint influence of locality and gender in relation to home environment were found.

7. No significant differences in the academic achievement of secondary school students on the basis of triple interaction of home environment, locality and gender were found.

5.7 Findings based on Interview Schedule:

1. Majority of the students, i.e. 55% responded that to achieve higher status in their lives motivate them to do better in examinations.

2. Majority of the students i.e. 100% responded that family environment is an important factor which can help them to do better in studies.

3. Majority of the students i.e. 45% responded that their parents control their lives as their parents decide their sleeping time, eating time, leisure time and even whom to make friendship with, about their future and likewise.

4. Majority of the students i.e. 70% responded that they were very efficient and confident in doing various tasks. If assigned any task they can do it with ease and do not find any difficulties rather get excited and enthusiast to do it well and do not care about the results.

5. Majority of the students i.e. 70% rated themselves ‘8’ as they think they were careless about their studies and if concentrate on their studies can perform well.
6. Majority of the students i.e. 60% think that in problematic situations they spend time in self-talk.

7. Majority of the student i.e. 60% believed that self-talk provided them with the solutions of their problems only and it has nothing to do with the thinking process.

8. Majority of the students i.e. 80% responded that they analyse their performance day to day, as whatever is taught to them they analyse how much of the material they understood after coming back home from school.

5.8 Findings based on Case Studies:

1. Higher thinking ability (metacognition) and believing in oneself and one’s abilities to shape one’s life (locus of control) were helpful in maintaining good academic records and also make one intellectually sound.

2. Motivation and Self-efficacy can be helpful in enhancing academic results (except some problems like low social relations).

3. Locus of control and metacognition can help in enhancing better academic results.

4. Lack of family support and motivation from parents make children mentally unhealthy and academically poor.

5. Home Environment is very important factor for the success of an individual. It was also found to be helpful in maintaining good academic records.

5.9 DISCUSSION OF RESULTS:

Going by the results of the present study, it has been found that:

The level of metacognition, motivation, self-efficacy, locus of control and home environment was better in girls. This may be due to the reason that girls were more aware and serious towards their career. In the past era, girls were remained behind the scenes in educational terms. A transition in the role and importance of
girls’ education has now been evolved with the new policies and commissions being formulated from time to time. Boys on the other hand, found to have low metacognition, motivation, self-efficacy, locus of control and home environment as compared to girls. This may be due to the reason that they were found to be involved in other activities like being active on social networking sites, spending more and more time with peer groups by discussing mundane events (even silly ones), they were over confident, pay very less attention on studies, generally bully girls in the classroom, interested to befriend with girls, like to maintain good status in the group or classroom, and likewise. Girls were found to be more sensitive, responsible, focussed and dedicated towards whatever they do and gave much importance to their academics. Boys were found to be more relaxed, careless and had for granted kind of attitude.

It has also been found that the level of metacognition, motivation, self-efficacy, locus of control and home environment was better among rural students. This is because of the reason that rural students know what they are doing, how they are doing, they have planned everything (like what they will do in their lives, how they will do it, what courses they will opt, what job opportunities they have, and likewise), they know what sacrifices their parents have done to make them go to schools and also they think how they can help the residents and children of their areas to get settled and adjusted in their lives by making them empowered. The limitations of resources in their schools, home and areas make them realize the importance of studies. On the other hand, urban students were found to enjoy all the luxuries (like smart phones, tablets), enhancing their status symbols by getting all the latest gadgets, vehicles, being active on social networking sites, etc. They like living virtual lives rather than being in reality. Academics come secondary to their lives (not the case of all urban students). The responsibilities of parents become huge as they need to keep a check on their activities as well as of their wards. It is good to befriend with your children but befriending them on the basis of materialistic things and not on the basis of quality time is a big NO.
Private school students were found to possess high level of metacognition, motivation, self-efficacy, locus of control and home environment as compared to government school students. Availability of all the facilities including language laboratories, interactive classroom, blended classrooms, etc. has a great impact on their academics. The teachers of private schools have been observed to be more determined, hardworking and focussed than government teachers. This can be due the pressure or competitive spirit among them. Government has been monitoring and supervising all the activities of the schools but still government school teachers have been observed to be little relaxed and the atmosphere of study was not healthy. However changes are in process with the initiatives of policy makers, local governance and school authorities. The students however seemed to have less interest in studies.

5.10 EDUCATIONAL IMPLICATIONS:

The results of the present study revealed that girls were better in metacognition, locus of control, self-efficacy, motivation and home environment whereas boys were somewhat behind girls as far as these variables are concerned. It has also been found that the students with high metacognition, self-efficacy, locus of control, motivation and home environment have high academic achievement and vice-versa. It is the duty of teachers to concentrate on boys and provide them with Schema Training, awareness about meta-memory or memory systems, encouraging them to organize school activities, taking part in various projects, involving parents in school activities along with their children, regular parent-teacher meets should be organized, various skill development activities should be conducted, behaviour therapies to boost self-confidence among students should be promoted, teacher should plan their lessons so as to motivate them to learn more and there should be no boredom in the class, etc.

The findings of the present study also revealed that rural students were better than urban students in all the above said variables. The investigator found that the students of rural areas were more focussed than the urban students. They know exactly what they want to do in their lives, they were aware of their strengths
and weaknesses and also they know how to make their lives better by getting into
the profession of their choices and preferences. On the other hand, students of
urban areas were provided with all the facilities like smart phones, tabs, cars, laptops and all the luxuries of life. The most important thing they do is to be on
social networking sites and maintaining their virtual images. This made them
spend all the time on internet and they hardly spend their time on studies which
further proves detrimental to their academic success. This result is an eye opener
and hence becomes the responsibility of parents and teachers to keep a check on
the activities of the students and besides other activities students must spend their
useful time on studies. Teachers and parents should become role models for the
students and should develop an attitude of aiming high and being focussed in life.

Students belonging to private schools scored better in all the variables
leading to good academic grades whereas; it is not good in government schools.
This shows that our system needs improvement and instead of framing new
policies every now and then we must first look into ground level realities and find
out what actually is happening and where we need to improve. Our system is
taking everything for granted. Those who got government jobs think that their
dream has been fulfilled and that is it. Instead of performing their roles efficiently,
they just concentrate on earning money and thereby spoiling the future of the
students. Every new day we find news of careless attitude of government school
teachers towards their profession. It is high time that we deal with this firmly and
appoint those professionals who have the aptitude of teaching and are able to cater
to the needs of the students. We do not need misfits for this job all we need is
sincere and dedicated teachers who can execute the role of an effective teacher.

Teachers should be trained enough to enhance and develop metacognitive
skills among students. Proper “Metacognition Modules” should be developed by
the school administrators, policy makers, NCERT, SCERT, CBSE, DIET, SIE,
CIE, Colleges of Education, Directorate of School Education Departments, various
School Boards of Education, etc. Teacher should concentrate on predicting
outcomes, evaluating work, questioning, self-assessing, self-questioning and promoting the same among students.

Action research should be conducted from time to time so as to improve learning among students and improving their academic grades. It will also help the teachers to know their strengths and weaknesses.

Remedial teaching should be given due importance so that all the doubts and confusions of the students should be clear and learning moves in a smoother manner.

Activities like ‘Ice Breakers’, ‘Brain Storming’ should be organized to inculcate habits of cognition, understanding, comprehension, problem-solving abilities, etc. in the curriculum of secondary school students.

Counselling cells should be established in schools so that the students find answer to their queries and instead taking any bold step in life (like harming themselves, committing suicide, etc.) find someone to talk and take advice for their adjustment in life. This will also help in making their lives stress-free and enhancing their mental health and hygiene.

Individual as well as group assignments followed by presentations of the content should be given to the students by the teachers in order to promote metacognition, original thinking, self-efficacy, locus of control and motivation.

Concept mapping and mind mapping is a new technique from which learning can be made an enjoyable process and can be retained for a longer period. This must be done by every teacher to make students self-learner and independent learner.

Students should be taught through ‘Constructivist Approach’ so that they can develop critical and reflective thinking.

Parents can also play a good role in enhancing metacognition, self-efficacy, motivation, locus of control and home environment among children. Only a good
parenting or we can say good child rearing practices should be helpful in making students responsible learners, aware thinkers and better citizens.

Policy makers, administrators and curriculum planners can also play their roles in an efficient manner by framing the curriculum taking into consideration the needs of the students, need of present society and world at large. Outdated curriculum should be removed and new curriculum should be framed which makes students divergent and reflective thinkers.

5.11 SUGGESTIONS FOR FURTHER RESEARCH:

Present study has following suggestions for further research:

1. The present study was conducted in Jammu district only. Similar study can be conducted on other districts of Jammu and Kashmir State.

2. In the present study, out of four tehsils only two tehsils were selected. Similar study can be done on other two districts also.

3. Only tenth grade students were selected for the present study. Class ninth can also be included in the study.

4. Students of secondary schools were studied in the present study. Similar study can be done on elementary, higher secondary and at higher education stage also.

5. Students studying through JKBOSE medium have been considered for the present study. A comparative analysis of JKBOSE and CBSE students could also be studied.

6. In the present study, academic achievement as dependent variable was studied. Other related variables like socio-economic status, intelligence, birth order, parents’ qualification, etc. could also be studied.

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