



Though, the researcher began with an ambitious plan of arriving at a model to facilitate performance. The research journey has been humbling, the researcher having presented the results and the interpretation of the same in the previous chapters. Does so in the complete understanding of the limitedness of the explanation in the reassuring realization, that human behaviour being vast and complex cannot be pinned down to the interplay between a handful of variables.

Presented below are limitations, especially necessary when viewing the results, and the interpretations to best understand them. Also the limitations have been followed up by suggestions to overcome the same and implications for future studies.

1. Sample characteristics: As sample was selected from a single division (PCMB-Physics, chemistry, mathematics and biology) of I Pre-University science stream students, diversification of the sample could render it more representative of the population. Gender distribution, diversifying socio-economic status, language of instruction, prescribed syllabus type etc could contribute to a more representative sample. Studying specialized groups like for example purer groups of high academic and low academic achievers, students diagnosed with learning disorders or ADHD etc could also be considered to compare for differences in their influence on the independent variables.

2. The Phase I and II are more a derivative of the theoretical model presented and do not compliment each other's findings. The rationale guiding the order and testing of the skill building program (of phase II) are not in synchrony to Phase I. Though the selection of the variables is founded on the presented theoretical model, the skill building program reassigned the order of its introduction for better comprehension and effective delivery as the variables were not treated as stand alone segments of training but were as interlinked units. Each variable facilitating the delivery of the next variable.

Instead the recommended (ideal) methodology would be to execute Phase I, finish data analysis then design the skill building program according to the findings. This would make the program more content effective and better manage time and resources.

3. Tool related limitations & suggestions to overcome the same:

a. The length of the questionnaire used could have affected the data collected. Though the duration of the time required was kept well within the duration of one classroom hour.

b. Mindset was assessed based on the researcher's expansion of the original 4 item survey questionnaire. Also researcher constructed survey questionnaires were used to assess the perceived emotional climate and therefore affecting the psychometric properties of the tool.

c. Perceived emotional climate was assessed using researcher constructed survey questionnaire which elicited general opinions of the respondent about teachers and peers. In case of perceived teacher empathy, the general opinion across the four core subject teachers was assessed by the questionnaire, thus masking exceptions to the opinions. For better assessment future studies could be more specific in measuring the construct with regard to a particular core subject teacher.

In case of perceived peer empathy, future studies could also focus on the amount of time spent with peers and the nature of activities pursued in their company so we could explore how improved relations with one's peers could influence academic performance.

4. Only I internal assessment scores on the core subjects were designated to be used as the dependent variable in Phase I. Academic performance across the year and reassessment on the independent variables at regular intervals would reveal the natural trend in the playing out of the individual and their relationship to academic performance.

5. The current research attempt provided a probable interconnection among the independent variables and their influence on academic performance. The varying nature of the interconnectedness of the independent variables and their relation to academic performance as observed in phase I and phase II. Especially with regard to optimistic explanatory style and low frustration tolerance, while low frustration tolerance was found not significantly correlated to academic performance it was the most affected component of the skill building program contributing towards better academic performance. Optimistic explanatory style found most significant predictor to academic performance in phase I took a back seat to low frustration tolerance in phase II. This necessitates the

future exploration of these two variables among themselves and with academic performance.

6. The independent variables comprising perceived emotional climate namely- perceived peer empathy and perceived teacher empathy were not facilitated in the skill building program owing to the assumption that better intrapersonal skills at managing academic performance would reduce the stress on these interpersonal variables. Well the research findings prove otherwise. Future studies could involve training in empathetic expression and reciprocation to better understand the influence of these variables on academic performance.

7. The current research design did not plan for a follow up study to understand the stability of the differences observed in the experimental group. Also some participants in the experimental group availed of counselling services concerning educational and relationship issues after the conclusion of the program. This did not allow for a later addition of a follow up assessment. Future studies could include follow up studies at regular intervals to understand the stability and influence of the independent variables on academic performance.

8. The research findings highlight the role of non-academic cognitive factors in determining academic performance. Thus indicating the need for assessing and fostering a student across these factors as well when trying to facilitate their academic performance. This could be accomplished ideally through a three pronged approach. One training teachers to be incorporated in their communication or interactional styles with the students to provide a classroom learning environment conducive and nurturing of healthy practices of learning. Next for parents to continue to sustain the healthy practices at home with regard to their behaviours and attitudes towards academic performance. Finally and most importantly with students to educate them towards these internal psychological processes, thus empowering them to regulate the processes rather than consider themselves helpless in their experience.