

The current research study attempted to study the influence of non-academic cognitive factors namely explanatory style, mindset, low frustration tolerance and metacognitive awareness as well as the emotional climate comprising of the perceived peer empathy and perceived teacher empathy of the classroom learning experience on academic performance.

The section below presents the implications derived from the research findings.

1. An optimistic explanatory style and being metacognitively aware of one's learning strategies are the most correlated non-academic cognitive factors/behaviours with academic performance.
2. Nurturing healthier relationships with one's teachers than fellow students is conducive for improved academic performance.
3. A student's explanatory style can be considered as a strong predictor of his/her academic performance. And therefore when addressing students' impaired academic performance along with subject related assessment and tutoring which is the traditional approach. Skill building programs focused on empowering the non-academic cognitive factors need to be incorporated in aiding their academic performance.
4. Students can be screened for their explanatory style, metacognitive awareness of their skills perceived peer empathy and perceived teacher empathy, so necessary steps could be taken if found inclined towards non-academic cognitive profile of low academic achievement.
5. Considering the positive impact of the skill building program (of phase II) in aiding academic achievement and its differential result as compared to phase I is indicative of the permeable and facilitative nature of these non-academic cognitive factors in improving academic performance.
6. The current study indicates the natural resilience of an individual to remain optimistic, yet the basis of the optimism would require looking into to ensure healthy objective adaptive optimism.
7. The importance of effort over performance & its consequent results needs to be reinforced in social communication with relation to learning & performance in general and academic learning & performance in particular.

8. Education on emotional regulation emerges as a fundamental component for any skill building program of the discussed nature. Strongly indicating that as students learn about various academic 'worldly' concepts so also they require training in 'self awareness' concepts, so they learn to understand and regulate themselves in context of the outside world.
9. The importance of being metacognitively aware of one's learning strategies/process is as important as the knowledge of any sophisticated memory and or study skills.
10. Better intrapersonal management of one's feelings and thoughts might relieve or decrease the strain on related interpersonal relationships but individuals would still require additional training in expressions of empathy towards others for improved interpersonal relations.
11. The duration and scheduling the program in the academic calendar plays a crucial role in conveying the significance and determines the effectiveness of the program.
12. The program can be conducted with the infrastructural requirements already present in a regular classroom.