



CHAPTER-V

**MAIN FINDINGS,
EDUCATIONAL IMPLICATIONS,
NATIONAL IMPORTANCE OF THE
STUDY, SUGGESTIONS FOR
FURTHER RESEARCH AND
CONCLUSION**

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5.0 INTRODUCTION

The ambition of any research is to come out with some concrete solution belonging to the problem taken in hand by using different steps or stages of research. The proper or appropriate data analysis and its interpretation lead to drawing out most valid and justified conclusions. The formulations of conclusions demand observation and objective thinking, thus providing the researcher with an elegant opportunity to take maximum precautions in arriving at any stage of generalizations. After analyzing the data and interpreting the results in the previous chapter, the major findings of the current study have been drawn and discussed in the present chapter. This chapter also describes the educational implications, limitations of the study, suggestions for further research and conclusion.

5.1 MAIN FINDINGS OF THE STUDY

The main findings of the study are given below:-

1. Adolescents have different levels of socio-emotional competence.
2. Only 21.75% adolescents were having high level, while 27.25% adolescents have low level of socio-emotional competence.
3. 51.00% of adolescents fall under the average level of socio-emotional competence.

4. There was a significant difference between male and female adolescents in socio-emotional competence, and female adolescents have better socio-emotionally competent competence.
5. Male and female adolescents have similar socio-emotional competence on three dimensions, i.e. self-awareness, social awareness and responsible decision-making.
6. Female adolescents have better self-management and relationship management skills as compare to male adolescents.
7. Overall, Rural and Urban adolescents have the similar level of socio-emotional competence.
8. Rural and urban adolescents have similar socio-emotional competence on four dimensions, i.e. self-awareness, social awareness, relationship management and responsible decision-making.
9. Results also revealed urban adolescents were superior in self-management skills than rural adolescents.
10. There was significant difference in socio-emotional competence between high and low academic achievers among adolescents.
11. High academic achievers were more competent than low academic achievers.
12. Adolescents who have good academic achievement also have good socio-emotional competence. Hence, it may be summarized that high socio-emotional competence leads to high academic performance.
13. Male and female high academic achievers have better socio-emotional competence than male and female low academic achievers.

14. Rural and urban high academic achievers were more socio-emotional competent than rural and urban low academic achievers.
15. Male and Female high academic achievers were having equal socio-emotional competence.
16. Urban and rural high academic achievers were equally socio-emotionally competent.
17. Academic achievement and socio-emotional competence were positively correlated to each other and high socio-emotional competence leads to high academic achievement.

The results of this study were supported by Alzahrani, Alharbi and Aldowani (2019).

5.2. EDUCATIONAL IMPLICATIONS

The present study has its implication for students, teachers, parents and administrator/policy makers and the same is presented in the following points:

5.2.1 Educational implications for Students

The findings of the present study indicate that secondary school students have the different level of socio-emotional competence (SEC) and the majority of students have average level of SEC. Thus, secondary school students need to develop their SEC to better adjustment to the changing environment and to be prosperous, integrated, and successful in their lives, so students should attend various social activities and try to remain emotionally stable and balanced. With this competence, they gain more confidence, have better behaviour and memory in addition this study found that socio-emotional ability had a significant effect on academics, and some of these effects were attributed to positive academic emotions, attitudes and interpersonal relationships. Students should participate in societal functions so that they can know the social problems/issues, and it

will help them to take the right decisions in difficult situations/contexts and become socio-emotionally competent.

5.2.2 Educational implications for teachers

The findings of the study highlight that there is a positive relationship between socio-emotional competence and academic achievement so; teachers must know the importance of socio-emotional competence and to create a favourable environment in schools to enhance their socio-emotional competence. The teacher should try to create different situations/contexts in schools/class so that the socio-emotional competence of adolescents should be enhanced. They should organize some academic and motivational programmes to improve their socio-emotional competence at school level. Teachers should provide conducive environment in the classroom and adopt innovative pedagogies to engage all students in social and class activities. We all know that students' success depends on the teacher, so the teacher must incorporate all the policies properly, given by administrators and planners. Teachers can also organize some counselling sessions to improve the socio-emotional competence of students.

5.2.3. Educational implications for parents

With the findings of the present study, parents will get aware of the importance of the socio-emotional competence of their wards, so they got encouragement to provide care, affection to nourish their socio-emotional competence. Findings also encourage parents to create socio-emotionally positive environment at home so that adolescents should attain socio-emotional competence appropriately and, they motivate students to be in touch with different social activities/programmes. As we know that first teacher of a child is his/her parents, so parents can contribute a lot to the development of their personality by instilling in them cultural, social and

moral values. Parents should provide conducive and democratic environment at home so that children can become good citizen and well human being.

5.2.4 Educational implication for Administrators/ Policymakers

The results of this study could be implemented to create awareness among administrator/functionaries/policymakers about the need and significance of socio-emotional competence for adolescents and teachers so that educational policy, curriculum may be revised in such a manner that the students can learn different aspects of culture/society and attain socio-emotional competence skills through the courses of study. Academic programmes must be organized for teachers and students to promote academic feelings, attitudes, and social competencies from time to time.

5.3 NATIONAL IMPORTANCE OF THE STUDY

India has dreamed of equitable access to education for all, irrespective of any discrimination. India is in partnership with major international agencies like UNICEF, UNESCO, EFA (Dakar, 2000), Sustainable development goals and other major policies. The constitution of the country proclaims free and compulsory education for all such as article 21A as a fundamental right. To make education easily accessible to all, we need to develop a convenient environment at all stages. The education system, teaching-learning and academic achievement are influenced by many factors such as geographical, environmental, socio-economic, political and psychological factors etc. but the findings of the study indicate that academic achievement being influenced by socio-emotional factors. So, for making the educational system successful, we need to introduce training of basic and 21st century skills for teachers and learners. In the modern era, socio-emotional competence is essential to reduce growing stresses and other complexities. In the present scenario, people require

special skills for good living and to cope with the issues and problems of life, so this competence of SEL can be developed to manage personal life. Hence, for realizing the strong and desirable academic achievement of the students, we need to enhance the socio-emotional competence among adolescents.

The results of this monograph support the recommendations of National Educational Policy- 2020 regarding the importance of socio-emotional skills. As the policy focuses on the holistic development of children through providing variety of experiences at school level. In this context, teacher is the key player to improve the quality of education and also enhance socio-emotional competencies of students. Therefore, the study has vital national importance as its focus on the promotion and development of cooperation, collaboration, and empathy among countrymen.

5.4 LIMITATIONS OF THE STUDY

The following limitations were observed during the execution of this research work.

1. Due to pandemic situation, the present study was limited to study socio-emotional competence among adolescents with relation to their gender, locality and academic achievement only and other variables like socio-economic status, home environment mental health was not considered in this study.
2. The sample of the present study is reduced from 1000 secondary school students to only 400 students of Anantnag district of Jammu and Kashmir Union Territory due to pandemic situation.
3. The present research study was planned to use the mixed-method approach, but the study was limited to quantitative analysis only due lack of time and researcher was unable to use the qualitative approach to know the reasons of low socio-emotional competence among adolescents.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was confined to study socio-emotional competence among adolescents in relation to socio- demographic variables and academic achievement only and the similar study may also be conducted on other variables like socio-economic status, home environment mental health etc.
2. The similar study can be conducted on large sample for better more accurate results and generalization.
3. This study can be conducted on the students belonging to other regions to see the regional difference.
4. The present study was conducted on secondary school students only and it could also be conducted on college and university students.
5. The present study is quantitative in nature; the same study can be conducted by using a mixed-method approach.

5.6 CONCLUSION OF THE STUDY

The main aim of this research was to study socio-emotional-competence among adolescents in relation to socio-demographic variables and academic achievement. The results of the study indicated that adolescents had various levels (i.e. high, average and low) of socio-emotional competence and female adolescents had better socio-emotional competence as compared to male adolescents. Overall, rural and urban adolescents had similar socio-emotional competence and urban adolescents had superior in self-management skills than rural adolescents. High academic achievers were more competent than low academic achievers, irrespective of their gender and locality. Adolescents who have good academic achievement also have good socio-emotional competence. Academic achievement and socio-emotional competence were positively correlated

to each other, and high socio-emotional competence leads to high academic achievement. The present study has its implication for students, teachers, parents, social reformers, administrators and guidance workers to provide the conducive environment at home and school, and promote value education so that social competence can be improved. School functionaries/administration should reframe/revise school curriculum in the light of National Education Policy-2020 by including such academic activities which shall improve the socio-emotional competence of students.