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RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND MINDFULNESS WITH STUDENTS' ACADEMIC PERFORMANCE AT HIGHER SECONDARY SCHOOLS

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Abstract

The study intended to find out the relationship between Emotional Intelligence (EI), Mindfulness (M), and grades of higher secondary students. Many researchers had been investigating grades of students in relation to EI and M; but the evidence for and against the thesis were strong enough; and, therefore, it remained a provocative issue for the curious researchers yet to be resolved. The rationale of the paper resides in the need of improving our understanding on the connection between EI, M and grades of adolescents, especially in countries where the school dropout rate of adolescents is reported high. Basic purpose was to check association between EI, M and grades. Initially two questionnaires were adopted to measure student's EI and M separately. The first instrument was Schutte Self Report Inventory (SSRI) adapted by Schutte et al., (1998). The SSRI Schutte et al, (1998) had 33-items, self-report measures on the bases of Salovey and Mayer (1990) theory of "EI". While the second one was a Mindfulness scale Mindfulness Attention Awareness Scale by Brown et al, (2003)). Instrument comprised of 15 self-reported items. Students of secondary level were selected conveniently from the assessable population of District Sahiwal (Pakistan). Findings of this quantitative study was revealed that EI have positive

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relation with grades while negative relation with Mindfulness. Students' emotional intelligence and mindfulness skills may be enhanced by using different teaching learning skills and making desirable changes in the system of education.

Keywords: Emotional Intelligence, Mindfulness, Academic Grades, Higher Secondary School, Pakistan

Introduction

Students at secondary level are most important part of youth as they have to decide the nation's future (Elias, 2004). They are actually having a role of back-bone in any country's progress. There are lots of challenges coming in the way of the teenagers while they struggle to form their individualities and put an effort for bringing clarity in their minds to make successful aims in life (Drago, 2004). So, they should be educated in such a manner that they may cope with day to day problems they have to face emotionally. They should be well educated academically, for this purpose at this level, their grades and the factors that have an effect on their grades are of great concern for educationists, psychologists and policy makers as well as for parents. (Akbar, et-al, 2011) Research studies conducted in this field show enormous factor such as student`s intelligent quotient, family structure, socio-economic conditions, motivation, stimulus, peer relations, teacher relations and personality etc. affect student's grades (Bell, Bakewell and Rowley, 2011 and Eyene, S. etal 2021).

Student`s IQ is generally understood as the main determinant which is associated with grades (Fatima, Shah and Kiani 2011). However, in the last three decades, many researchers reveal that IQ is not the only reliable predictor of student`s grades (Alam, 2009). IQ plays only 40% role (Masood, 1993) in enhancement of grades, other behavioral and psychological aspects contributes in pupils' achievement as well (Bell, Bakewell & Rowley, 2011). It is believed, students having high IQ are more emotionally stable and intelligent (Farooq (2003). Mayer Salovey (1997) termed "EI" as" ability of an individual to perceive, show case, understand and regulate emotional responses internally" (Goleman (1998) made it printed many best seller books on "EI". He explained that "EI" is referred as self-management, self-awareness, social-management and social-awareness. M has been one of the factors causing this predictor (Greesson et al., 2014). The thought of M might be termed in countless ways, but simply M describes managing a timely attentiveness of our opinions, body sensations, feelings and adjoining features (Shakoor, 2010). Baer, Smith and Allen (2004) discuss, M meditation, an emergent area of concern in psychology is meant to be the way of mass awareness of the enduring experience and accommodating the domain as it is. It might be considered as a concern of

unconsciousness (Baer and at-al, 2006) which is specified by the consideration to the current experience with the bearing open curiosity. It is worthily notified by the gaining experience (Beitel and at-al 2014).

The studies about M might not be new, yet it is making an impact by running through modification of life, including decrease in stress, reduce in chronic physical pain, heightening the immunity system for struggling disease, dealing with crucial events of life such as demise of dear ones, or major disease (Bellinger, DeCaro & Ralston 2015). Researchers proclaim that, "M may create potential to differ emotions from body sensation unlikely emotional stimulation" (Bishop et al., 2004). It has been concluded, M-based practices are quite influential towards emotional social, and psychological welfare (Hart et al., 2013).

Though the area of M is flourishing, yet it is still under discussion that a bit association among M, EI and grades exist and sadly, none was found in the Pakistani framework. In contradiction of this conditions, this research is particularly objectified for probing the connection concerning self-reported (perceived) EI and student's M at higher secondary level and their academic reaching (grades).

Higher secondary level of education is a significant sub sector of education system in Pakistan. It is significant not only in the sense that education at this level helps students to release their stress in constructive and productive way and for reduction of anxiety (Akbar, et al., 2014) but also it provides the middle class labor force to economy and it works as a tool o for higher education (Alam, 2009). Higher education is supposed to yield expertise in medicine, engineering, astrology, atomic sciences, industries and management zones liable on the quality of higher secondary education (Gillani, et al., 2015). At this step, basic perception, behavior's pattern, social adjustment and difficulty settlements of tracks of life are of its own worth. There is need of improvement in our knowledge on the linkage between different dimensions of grades, EI, and M of adolescents. The primary objective was to summarize knowledge on the connection between M EI and grades in adolescents. Also, we aimed to identify gaps in the research and formulate questions that could derive future diligence in this field. The result could support the need to incorporate EI and M intervention programs in college academic programs in relation to grades of adolescents in Pakistan. Nonetheless, and despite the fact that it is still requisite to probe the connection of M, EI, for academic attainment, particularly in region of Pakistan, where most researchers are yet interested. Limited analysis in this particular area is confined to probe primary and middle school children, little bit or most probably none of the research has truly investigated the association between personality traits, M and productive behavior, and grade point average in higher secondary education domain. So, this breach is emergent task of empirical literature certifications in addition to theoretical, investigation and academic scrutiny.

Literature Review

Societal and demonstrative abilities play key role in the execution of educational objectives. These abilities comprise of education to channel, responsiveness to creative chores and to withstand spur when one feels hard to minimize the workload while coping with hindrances of sharing and acknowledging among peer group. The whole thing goes hand in hand to facilitate and manage sentiments when it comes to skills. Lots of vastly advantageous education-based programs happen when teaching piqued questions of societal and emotive education.

A pragmatic suite comparable with Learning to "BREATHE" can assist the "how" for the time being. Learning to be present on own contemporary instant involvement, entitled M, offers learners an instrument for managing sentiments such as they are professed and hypothetically rise, in extent. Whereas they both are essentially vital, there is great dissimilarity between understanding of feelings and perception of one's own sentiments as they become skillful by the time. Keeping aside the knack of learning of emotions, there is a diverse benefit in learning and noticing about happening by the time. Being persistent with the emotions and detecting them can alleviate open reaction and while upturning of emotional stability plus intelligibility.

M trainings deal with prospect of developing durability regardless of sore spirits which might incite a reaction that could be destructive (e.g. compelling by narcotics, exhibiting fierce conduct or "acting in" by being disheartened). M training can pair and reinforce other methodologies that endorse emotional regulation, lessen anxiety, and advance responsiveness thus, in turn, grades progresses.

Bellinger et al., (2015) could not coined any correlations between student's M measurements and their grades on granting home assignments and testified that any undeviating impact of M does not belong to evaluation of students on different tasks like quizzes and assignments.

In Pakistan very few researches have been made in M. One such study was done by Zaidi (2015) who evaluated accurate proof based on the welfares and threats of M-based stress reduction [MBSR] 50 women with breast cancer were employed from a cancer center in Pakistan. The outcome displayed temperate to extraordinary indication of MBSR influence on ease without curing.

Reviewed literature exposed restricted research concentrated taking place the connection between trait M, grades and Psychological welfare, by means of broader choice of studies examining the connection of M-based interferences and sound intellectual health. Following ahead is a dialogue of these factors of M and their relationship with grades mental health and psychological comfort. There are a greater number of studies available how

M intervention programs are effective in school settings to improve student's wellbeing and emotion regulation on the other hand a small number of studies to inspect the relationship of student's EI, M and their grades at higher secondary level.

Aim of the Study

Basic purpose of this piece of research was to check the relationship between emotional intelligent, M and grades, grades functions with EI and M.

Methodology

The study was quantitative in nature and the purpose was to extract the connection between M, EI, and grades. Multistage convenience sampling technique was used to gather sample from population of all higher secondary schools, male and female students of Sahiwal division (Pakistan). Initially two questionnaires were adopted to measure student's EI and M separately. The first instrument was Schutte Self Report Inventory (SSRI) adapted by Schutte et al., (1998). The SSRI Schutte et al, (1998) had 33-items, self-report measures the bases of Salovey and Mayer (1990) theory of "EI". While the second one was a M scale "Mindfulness Attention Awareness Scale by Brown et al, (2003). Instrument comprised of 15 self-reported items. The data were collected, after the permission of concerned college officials and the expressed consent of the respondents. Permission from the heads of the institutes was sought in writing before approaching students. The data were collected from only those who consented willingly to participate this study. After pilot testing the remaining sample was of 350 respondents. Descriptive and inferential statistics were applied to data in SPSS in the form of mean, standard deviation, correlation and regression analysis to analyze the association between the EI, M and grades.

Results

Frequencies, percentages, standard deviation and mean of the respondents was recorded as under:

Table 1: Description of Sample of EI

Statement (S)	SA	A	UD	DA	SDA	Total	Mean	S.D
1- Knowing how to speak others my issues	106 34.3	111 35.9	34 11	22 7.1	36 11.7	309 100	3.74	1.313
2- I learn how to overcome with obstacles	110 35.6	116 37.5	33 10.7	25 8.1	25 8.1	309 100	3.84	1.223
3- I expect to be succeeded always	136 44	106 34.3	27 8.7	19 6.1	21 6.8	309 100	4.03	1.179
4- Others want to disclose me	93 30.1	98 31.7	66 21.4	27 8.7	25 8.1	309 100	3.67	1.22
5- I can't understand other's non verbal	38 12.3	85 27.5	65 21	69 22.3	52 16.8	309 100	2.96	1.291
6- I re-evaluate important events of my life	131 42.4	107 34.6	28 9.1	19 6.1	24 7.8	309 100	3.98	1.210
7- I am moody to some extant	88 28.5	115 37.2	47 15.2	33 10.7	26 8.4	309 100	3.67	1.231
8- Emotions have worth in my life	128 41.4	91 29.4	37 12	23 7.4	30 9.7	309 100	3.85	1.300
9- I am well aware of my feelings	102 33	109 35.3	52 16.8	25 8.1	21 6.8	309 100	3.80	1.182
10- I imagine best things in my life	152 49.2	89 28.8	30 9.7	15 4.9	23 7.4	309 100	4.07	1.205
11-Other enjoys my arrangements of events	72 23.3	69 22.3	51 16.5	53 17.2	64 20.7	309 100	3.10	1.467
12- I know how to prolong my positive emotions	62 20.1	114 36.9	74 23.9	35 11.3	24 7.8	309 100	3.50	1.161
13- People likes my esthetic sense	76 24.6	88 28.5	52 16.8	51 16.5	42 13.6	309 100	3.34	1.367
14- My activities make other happy	120 38.8	114 36.9	27 8.7	29 9.4	19 6.1	309 100	3.93	1.185
15- I know nonverbal messages I send to others	85 27.5	115 37.2	58 18.8	32 10.4	19 6.1	309 100	3.70	1.159
16- I like to put good impression on others	151 48.9	90 29.1	33 10.7	14 4.5	21 6.8	309 100	4.09	1.177
17- Good mood make solving problems easy to me	129 41.7	110 35.6	31 10	16 5.2	23 7.4	309 100	3.99	1.183
18- I can read facial expressions of others	101 32.7	109 35.3	49 15.9	23 7.4	27 8.7	309 100	3.76	1.231
19- I understand what changes my feelings	81 26.2	106 34.3	60 19.4	33 10.7	29 9.4	309 100	3.57	1.245
20- Ideas come to me when I feel good	124 40.1	115 37.2	36 11.7	18 5.8	16 5.2	309 100	4.01	1.105
21- I appreciate others good deeds	131 42.4	105 34	27 8.7	22 7.1	24 7.8	309 100	3.96	1.224

22- I am good to know my feelings	81 26.2	108 35	62 20.1	45 14.6	13 4.2	309 100	3.64	1.141
23- I am good enough to learn how to handle my emotions	127 41.1	104 33.7	36 11.7	19 6.1	23 7.4	309 100	3.95	1.202
24- I understand non-verbal messages of others	66 21.4	109 35.3	69 22.3	35 11.3	30 9.7	309 100	3.47	1.221
25- When people tell me their experies I feel I have experienced them	82 26.5	88 28.5	68 22.0	43 13.9	28 9.1	309 100	3.50	1.268
26- Change in my emotions change my ideas	86 26.9	135 43.7	48 15.5	20 6.5	23 7.4	309 100	3.76	1.140
27- I seldom expect challenges	38 12.3	41 13.3	41 13.3	78 25.2	111 35.9	309 100	2.41	1.403
28- I understand others feelings in a look	65 21	101 32.7	66 21.4	41 13.3	36 11.7	309 100	3.38	1.275
29- I understand people's emotions by their voices	108 35	96 31.1	59 19.1	28 9.1	18 5.8	309 100	3.80	1.180
30- I encourage others when they are disappointed	107 34.6	124 40.1	46 14.9	16 5.2	16 5.2	309 100	3.94	1.081
31- I usually face challenges in a good mood	97 31.4	122 39.5	46 14.9	26 8.4	18 5.8	309 100	3.82	1.138
32- I don't know why people do foolish deeds	104 33.7	85 27.5	40 12.9	45 14.6	35 11.3	309 100	3.58	1.376
33- I can control my emotions	89 28.8	86 26.5	50 16.2	37 12	51 16.5	309 100	3.39	1.432

Table.1. showed that most (70.2) of the students with supportive mean score 3.74 and standard deviation 1.313 agreed that they know well how to talk about their matter of concerns to others. Similarly, most of students (73.1) with supportive mean 3.84 and standard deviation 1.223 agreed that when they confronted with hurdles, they remember their own period of problems and tried to get rid of them. Most students (78.3) with supportive mean 4.03 and standard deviation 1.179 agreed that they anticipate that they will thrive in the best way on most things they attempt. Maximum students (78) with favoring mean 4.9 and SD = 1.177 agreed that they portrayed their best impression on others. Majority of the students (78) with favoring mean 4.07 and SD = 1.205 agreed that they expect good things to happen. Most students (77.3) with favoring mean 4.01 and SD = 1.105 agreed that when they vibe positively new concepts take place in their mind. Whereas many (61.1) of the students with mean 2.41 and SD= 1.403 disagree with the statement that when the challenges come in their way they surrender because they believe they shall become unsuccessful.

Table 2: Descriptive Statistics of M of Sample

Descriptive statistics of sample of M were recorded as under:

Statement	VF	SF	SIF	VIF	AN	Total	Mean	S.D
1-Sometimes I am aware of my emotions some late	57 18.4	91 29.4	70 22.7	41 13.3	50 16.2	309 100	2.79	1.33
2- I am a bit careless about things.	50 16.2	45 14.6	43 13.9	28 9.1	143 46.3	309 100	3.55	1.56
3- I can rarely focus on the things which are going on in present	58 18.8	52 16.8	48 15.5	61 19.7	90 29.1	309 100	3.24	1.49
4- I usually speaks quickly when I am in a hurry	70 22.7	47 15.2	39 12.6	49 15.9	104 33.7	309 100	3.23	1.58
5- I feel physical pans rarely.	89 28.8	65 21.0	43 13.9	43 13.9	69 22.3	309 100	2.80	1.53
6- I usually forget others names after first meeting	70 22.7	50 16.2	37 12.0	37 12.0	115 37.2	309 100	3.25	1.61
7- Sometimes I feels I am on automatic mode of running	74 23.9	59 19.1	50 16.2	42 13.6	84 27.2	309 100	3.01	1.54
8- Mostly I do many activities without knowing their result	55 17.8	55 17.8	47 15.2	48 15.5	104 33.7	309 100	3.29	1.52
9- Due to too much focus on my ambition I sometimes forget my current task	55 17.8	50 16.2	57 18.4	53 17.2	94 30.4	309 100	3.26	1.48
10- I do tasks while I am un awre its after affects	73 23.6	50 16.2	46 14.9	46 14.9	94 30.4	309 100	3.12	1.57
11- I do hear things with one ear while doing routine asks with other	93 30.1	57 18.4	50 16.2	39 12.6	70 22.7	309 100	2.79	1.54
12- Sometimes I am much occupied with future of past	106 34.3	75 24.3	40 12.9	42 13.6	46 14.9	309 100	2.50	1.45
13- I don't attend what people says about me	72 23.3	34 11.0	47 15.2	61 19.7	95 30.7	309 100	3.24	1.55
14- I eat things with bothering their taste or quality	34 11.0	23 7.4	29 9.4	31 10.0	192 62.1	309 100	4.05	1.41
15- I am sometimes out of mind that I forget why I came to some place	44 14.2	37 12.0	39 12.6	44 14.2	145 46.9	309 100	3.68	1.50

Table 2 showed that majority (72.1) of the students with mean 4.05 and standard deviation = 1.417 disagree with the statement that they snack without being aware of what they are eating. Whereas most (58.6) of the

students with mean 2.50 and standard deviation 1.452 agreed that they find themselves preoccupied with the past or future.

Table 3: Correlation Analysis of EI and Grades

Variables	**r**	**P**
EI and Grades	0.284**	0.000 (0.01 level)

Table value 0.000 < 0.01 (level of significance)

Observation of table 3 shows the correlation analysis for evaluating the degree of association between "EI" and "Grades" of sample size of 309. The result indicates the obtained r value 0.284 between "EI" and "Grades" of higher secondary students. This relation is positive and significant because the calculated value of p is larger than (level of significance) alpha=0.01 this relationship is positive and significant Because p < 0.01 and conclude that the relationship is statistically significant. So we can conclude that our RQ1 is supported by the results of correlation analysis. This reveals that EI is positively related to grades of higher secondary students and this relationship is significant. That means the respondents who showed high score in grades also showed high score on EI scale.

Table 4: Correlation Analysis of M and Grades

Variables	**r**	**p**
M and Academic Achievement	0.017	0.769

Table value 0.769 > 0.01(level of significance)

The above table shows the correlation analysis to measure the degree of relationship between M and grades of sample size of 309. As the result indicate the value of r is 0.17 between M and grades. This is very weak relationship. This relationship is insignificant because the calculated value p = 0.769 is above (level of significance) alpha= 0.01. This relationship is positive and insignificant because p >0.01, and conclude that the relationship is statistically insignificant. So we can conclude that our RQ2 is not sustained by the outcomes of correlation analysis. This reveals that M is insignificantly correlated with "Grades "of higher secondary students.

Table 5: Correlation Analysis of EI and M

Variables	r	p
EI and M	0.290**	0.000

Table value 0.000< 0.01 (level of significance)

The table 5 shows the correlation analysis for evaluating the point of relationship between "EI" and M of sample size of 309. As the result indicate the value of r is 0.290 concerning "EI" and "Grades". This relationship has affirmatively important because $p < 0.01$ and conclude that the relationship is statistically significant. So, we can conclude that our RQ3 is supported by the result of correlation analysis. This reveals that EI and M are statistically significantly correlated, that means the respondents who showed high scores on EI scale also showed high scores on M scale.

Regression Analysis

Overall regression model in which dependent variable are grades and independent variables i.e. EI and M.

Numerous linear regression models were under observance to find the effect of "EI" and M on "Grades". Shows that the value of F test 14.263 with P- value 0.000 was less than level of significance 0.01. This means the overall regression model has significant effect.

$y = a + b (EI) + b (MF)$

$y = 60.497 + 0.191 (EI) - 0.099 (MF)$

The Regression Equation Shows the Impact of Each Variable on Grades

The M shows B value (regression coefficient) B=-0.099 with standard error 0.079 with **"t"** test value -1.255 and P value 0.211. This means M had negative impact on grades in this regression model with very low standard error; but this impact was not significant on dependent variable because its P value 0.211 was greater than level of significance 0.01.

The EI shows B value (regression coefficient) B= 0.191 with standard error 0.036 with t test value 5.332 and P value 0.000. This means that EI had positive impact on grades in this regression model and this impact was significant on dependent variable because its P value was less than level of significance.

The above results of regression model help researcher to conclude that "Grades" was the function of "EI" and Grades was not the function of M.

Findings

It was found that EI is interrelated with student's grades. The researcher testified this through Pearson correlation analysis.

It was found that M does not significantly correlate with student's grades. The researcher testified this through Pearson correlation analysis. It was found that students EI has positive relationship with students' M. The researcher affirmed this through Pearson correlation analysis.

It also comes in notice that EI has positive relationship with student's grades. The researcher affirmed it through regression analysis.

The sample of respondents asserted substantial transformation on "EI" and "Grades" on all gender of students. While, insignificant difference was found in male and female M by t-test analysis.

Discussions

"EI" is the skill for observing one's emotions, to observe the feelings of others, to recognize the individualities between them, and to utilize all the information in order to lead their actions. A high level of EI is important requisite for the learning of students. M is the stance of being present at the moment, this helps to improve EI and after training M can be improved which in result improves student's grades.

The research was organized to present a statistically substantial connection between M, EI and grades, to prove their role in determining and making a way to success of a student in the grades. The "Pearson correlation analysis" was used to examine the relationships between, EI, grades and M. Pearson's correlation coefficient (r) is formed for interim variables, by means of particular intention of concern on linear relationships (Pallant 2010 & Parkar, 2004).

"Pearson correlation coefficient (r)" measures the power of correlation between two variables, the range of correlation co-efficient lies within -1 to 1 (Chamundasawri, 2013). A perfect linear relationship, where one variable can be found merely by knowing the other variable and the value of correlation coefficient r=1 or r=-1, checking out characteristic of connection might be positive or negative. A "solid correlation coefficient "is roughly around r=0.90, and a fragile relationship will have a correlation coefficient in the region of r=0.20.and conditionally the value of Pearson's correlation is under 0.05, the null hypothesis (Ho) is excluded Wilson and MacLean (2011).

The findings of Shapiro 2006) reveal the positive and significant relationship between "Grades" and "EI" of students which is in line with this study RQ1.The findings in Chamundesawri (2013) are compatible with the result of current study the results show a positive statistically significant

correlation exists between grades and EI of students at higher secondary school level.

(Fatima, Shah, and Kiani (2011); Nasir (2012); Radfer et al., (2012)) All reveal the results after their study that there was significant and positive relationship with overall "Grades" and "EI" which is same as indicated in results of this study. Moreover, two studies (Olatoye, Akintunde, and Gilani et al, (2015) had found a negative insignificant relationship between grades and EI. These findings said to be in contrast with results that researcher found in this study.

(Parker et al., (2004); Petrides et al., (2004); Rode et al., (2007); Svetlana (2007) and Hammed (2010)) also showed a positive relationship in "Grades" and EI and as researcher mentioned earlier in chapter 2 literature review .These findings go hand in hand with results of this study. Therefore, in future, more studies should be conducted by using ability-based measures to confirm this relationship.

Martin et al., (1981) suggested that actual meditation techniques had a bit facilitative influence on academic efficiency as dignified by performance in examination. The outcomes in Lyvers et al., (2014) and Bellinger et al., (2015) researches are in contradiction with the outcome of researcher RQ2. Moreover, this research on M can be used as a token in relation for the functionality like strain, and emotionality convoluted with older entities than researchers target population of concern.

Positive associative relationship was postulated by Oberle et al., (2011) between trait M, countered on MGRADESS scale, and executive function of school age students. Participants of age of 9 to 11 were included in the study. Oberle et al., (2011) conventionally stated that M was a substantial analyst of self-regulatory functioning and holding controls. Number of research studies on influential outputs of newer participants based on mechanism of grip on M centered interventions and going on.

Bellinger et al., (2015) studied social, cognitive and emotional outcomes of M-based program for the students of elementary school. Their study exhibited trivial betterments for the applicants of the program and their emotional control, empathy, self-concept, positive social behaviors and optimism. Consequently, brings it into line with the results from researchers RQ3

In contrast to the findings in the current study, Britton et al., (2014) considered aftermaths of teacher-led M meditations and other innovative classroom accomplishments; Sixth-grade applicants of study were part of it. The researchers declared that students who took part in these activities displayed declines in affective commotion in the comparison of the active control group students. In this way M is co related with grades of students.

Bausch (2011) evaluated "trait-like M" with the M Attention Awareness Scale and used Grade Point Average (GPA) as per a degree of academic success. So did the current study concluded that trait M is not a factor of

predictor for academic success, moreover, M and GPAs were not interlinked, which is in line with the results of current study. The same results were found in the studies of Brown & Ryan (2003), Eyne, S. (2021) and Pionke, J.J. (2021) Most of the researches done in M are based on M intervention training programs, the techniques of M meditation and their effective outcomes on grades. Unfortunately, there is no such training program in Pakistan's perspective. There is no research work in M founded till current study.

Suggestions

1. This was a co relational study, and had the limitations related to this kind of study. We suggest that other researchers expand the associations between "EI", M and grades using different methods of research.
2. Advanced researchers may use qualitative procedure or mixed procedure research to broaden the horizon for understanding of the relationship of grades, EI and M in adolescents.
3. In addition, this study was conducted on higher secondary students, so there are some limitations in generalizing these results to other populations. We suggest other researchers to investigate these variables and their relationships in other settings and populations.
4. Another confederation of this research was a sample consisting of students living in Sahiwal division. We suggest that other researchers investigate these variables in different contexts.
5. Further investigators should attain a large sample of participants. A large sample should generate sufficient variance and statistical power to rise the likelihood of producing data capable of statistical significance.

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