CHAPTER – II

Review of Related Studies
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2.01 INTRODUCTION

Review of related literature is the abstract of a brief summary of previous researches, which provides evidence for the researcher what is already known and what is still unknown and untested. In this way related literature is a necessary aspect of a research project.

Review of related literature allows the researcher to acquaint him with current knowledge in the field or area in which he is going to conduct his research, serves him to delimit and define his problem. He can avoid unintentional duplication of well established findings. More over it helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies and to provide insight into statistical methods. The present review has been made from research is undertaken in Indian and abroad.

Careful review of the related studies of the proposed study is carried out and is presented in this chapter under the heads of studies done in India and studies done Abroad.

2.02 IMPORTANCE OF RELATED LITERATURE

Importance of review is well explained by John W. Best (1992) in the following words: “A summary of writings of recognized authorities and of research provides evidence that the research is familiar with what is already known and what is still unknown and untested since effective research is based upon past knowledge, this step helps to eliminate duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigations”.

1. The review of related literature enables the research to define the limits of his field. It helps the researchers to delimit and define the problem.
2. The knowledge of related literature, helps the researcher to up-to-date on the work which others have done and thus to state the objectives clearly and concisely.

3. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas.

4. Through the review of related literature, the research can avoid unintentional duplication of well established findings.

5. The review of literature helps us to know about the methodology, tools and instruments and the statistical methods.

6. The final and important specific reasons for reviewing the related literature is to know about the recommendations of previous researcher listed in their studies for further research.

The review of related literature is classified into two groups. They are

A. Indian Studies
B. Foreign Studies

2.03 INDIAN STUDIES

Studies Related to Self-Esteem

Study No.1


The major objectives of this study were: (i) to study the level of achievement motivation and self-esteem of the socially challenged higher secondary students. (ii) to study the significant differences if any in achievement motivation and self-esteem of the socially challenged higher secondary students. (iii) to study the relationship between achievement motivation and self-esteem of the socially challenged higher secondary students. This study has been undertaken on a sample of 600 socially challenged higher secondary students. Findings of the study shows that these students have moderate level of achievement motivation and self-esteem. Significant differences are in noticed in achievement motivation with reference to gender, age and social status and in self-
esteem with reference to gender and social status. It is also found that self-esteem has
direct bearing on the achievement motivation of the socially challenged higher
secondary students.

Study No.2

Kanmani M and Annaraja P. (2009) conducted a study on influence of self-
esteehm and awareness of ICT on academic achievement of M.Ed. students.

This study is designed to find out the influence of self-esteem and information
and communication technology (ICT) on academic achievement of M.Ed. students. The
sample consisted of randomly selected 42 M.Ed. students. Self-esteem inventory and
Awareness of Information and Communication Technology tools were used to gather
data. Multiple correlation, Pearson Product Moment Correlation Co-efficient, t' test and
F test were used to analyse the data. The result clearly shows that there is a significant
difference between the government-aided and university department M.Ed. students’
academic achievement; there is no correlation between self-esteem and awareness on
information and communication technology, and there is no influence of self-esteem
and awareness of information and communication technology and academic
achievement.

Study No.3

Amrit Raj and Annaraja (2008) conducted a study on self-esteem and the level
of aspiration of high school students in Sri Lankan Refugee Camps.

The major objectives of the study were: (i) to find out whether there is any
significant difference between (a) boys and girls (b) English and Tamil medium and
(c) rural and urban high school students in their self-esteem and level of aspiration.
Survey method was used. The population of this study consisted of the students of high
schools in Sri Lankan Refugee camps in Dindigul and Tirunelveli districts. The
investigator used simple random sampling technique. The total sample consisted of 100
high school students. (53 boys and 47 girls). The major findings were: (i) there is no
significant difference between boys and girls in their self-esteem. (ii) there is no
significant difference between students of English and Tamil medium schools in their
self-esteem. (iii) there is no significant difference between rural and urban high school
students in their self-esteem. (iv) there is no significant difference among VIII, IX and X standard students in their self-esteem. (v) there is no significant difference among students of Government, aided and self-financed schools in their self-esteem. (vi) there is no significant difference among Hindu, Christian and Muslim students in their self-esteem. (vii) there is no significant difference between boys and girls in their level of aspiration. (viii) there is no significant difference between students of English and Tamil medium schools in their level of aspiration. (ix) there is no significant difference between rural and urban high school students in their level of aspiration.

Study No. 4

Meera and Prabhitha Prathapan (2008) conducted a study on classroom learning environment and self-esteem as correlates of achievement in social studies.

The major objectives of the study were: (i) to study the main effect of classroom learning environment and 'self-esteem' on achievement is social studies for the total sample and sub samples. (ii) to study the interaction effect of classroom learning environment and self-esteem an achievement in social studies for the total sample and subsamples. The study was conducted on a representative sample of 600 students form 16 schools of Thrissur district in Kerala. Stratified random sampling technique was used. The major findings were: (i) achievement in social studies vary with regard to difference in their classroom learning environment. (ii) achievement in social studies vary with regard to difference in their self-esteem. (iii) the main effect of classroom learning environment for boys is significant i.e. achievement in social studies of boys vary with regard to difference in their classroom learning environment.(iv) the main effect of self-esteem on achievement in social studies for the subsample girls are found to be not significant. (v) achievement in social studies of rural school pupils vary with regard to their classroom learning environment. (vi) the interaction effect due to classroom learning environment and self-esteem on achievement in social studies is found to be not significant for rural school pupils.
Study No.5

Thilagavathy (2008) conducted a study on academic achievement of adolescents in relation to their self-esteem.

The major objectives of this study were: (i) to assess the academic achievement of first year higher secondary students. (ii) to examine the difference, if any, in self-esteem among high, average and low achievers. (iii) to infer the difference, if any, in self-esteem scores between and girls; students of private and government schools and students of rural and urban schools. (iv) to find out the relationship between academic achievement and self-esteem. The study was conducted in Cuddalore district in Tamil Nadu and the descriptive survey method was employed. Out of the population of 5181 first year higher secondary students belonging to 24 schools, 500 students belonging to the general education stream were selected as sample. The major findings were: (i) the academic achievement of first year higher secondary students is average. (ii) students of high, average and low achievement groups significantly differ among themselves in respect of their self-esteem scores. The high achievers have secured a greater mean score than the average and low achievers. (iii) Girls seem to have comparatively higher self-esteem than boys. (iv) Students belonging to private schools have a higher self-esteem than those of government schools. (v) urban school students have higher self-esteem than rural school students. (vi) Academic achievement and self-esteem are found to be positively and significantly related.

Study No. 6

Ponni, Santhi and Palanisamy (2007) conducted a study on self-esteem of professional course students in Chennai.

The major objective of the study was to find out and analysis the level of self-esteem and its domains of the students from various professional courses in Chennai, including significant difference in the level of self-esteem between: male and female students; rural and urban students and inter and intra professional course students. The sample consisted of 211 professional course students studying in various colleges in Chennai selected randomly. The major findings were the mean value of self-esteem and all its domains of the professional course students are high. There is no significant difference between male and female students. The female students receive more respect and love from their parents, siblings and other family members than the male students.
There is a significant difference in the level of self-esteem and its four domains between rural and urban students. There is no significant difference in the level of self-esteem and its domains among different professional course students.

Study No. 7

Nayagam, S. Soosai & Arokiaswamy, S (2004) analyzed the self-esteem and educational aspiration in secondary school students and found out that metric and non-metric school students differ significantly in the self-esteem and educational aspiration. Sex and class of study doesn’t seem to have exerted significant influence on the self-esteem of students. Non-metric students enjoy a higher self-esteem than metric students. Female students self-esteem was neither high nor low.

Study No. 8

Verma, BP & Mishra, RK (2003) studied the interaction effects of teaching aptitude and self-esteem, and inferred that there were no significant differences in orientation as a function of interaction of teaching aptitude and self-esteem. The low self-esteem group had greater magnitude of certificate directed operation and ambivalent orientation than high self-esteem. High self-esteem group had higher mean score on vocation orientation than low self-esteem.

Study No. 9

Verma, BP & Mishra, RK (2002) studied the cognitive and meta-cognitive aspects of learning styles of prospective secondary teachers in relation to teaching aptitude and self-esteem and proposed that there was no significant main effect of teaching aptitude and self-esteem. Also teaching aptitude and self-esteem had joint influence on the use of stepwise processing strategy of prospective teachers. Self-esteem had significant effect on self-regulation. Prospective teachers with high self-esteem were significantly more prone to the use of self-regulation strategy than the prospective teachers with low self-esteem.
Studies Related to Stress

Study No.1

Subrata Dasgupta and Poulami Das (2010) conducted a study on organizational role stress among married and unmarried working women involved in masculine, feminine and neutral type jobs. The study intended to measure the Organizational Role Stress (ORS) among married and unmarried working women involved in masculine, feminine and neutral type jobs. The sample consisted of 120 working women (60 married and 60 unmarried women) 20 of each group were involved in the occupation of police; 40 were (20 married and 20 unmarried) included from teaching profession and 40 were (20 married and 20 unmarried) taken from nursing profession. The subjects were selected on the basis of inclusion criteria. General Health Questionnaire-28 was administered for screening purpose. Organizational Role Stress Scale by Pareek (1993) was administered on the final sample. Results revealed that irrespective of their marital status teachers suffered from Organizational Role Stress much more than any other group. Furthermore, the results revealed that married working women suffered much more from Organizational Role Stress than unmarried working women, irrespective of their sex and the type of job.

Study No.2

Sundarajan (2008) conducted a study on the selected stress reducing exercises on health related physical fitness and selected psychological variable of college students.

The major objective of this study was the effect of selected stress reducing exercises on health related physical fitness and selected psychological variables of college students. The study was a quasi-experimental study. Simple random pre-test-treatment-post test design was adopted. The subjects I the age group of 17-19 years were selected at random in colleges at Chennai City. 30 subjects were allotted to each of the experimental and control groups. Descriptive and differential statistical techniques were used. Since 't' test results did not show any significant difference between the mean scores of pre tests of experimental and control groups in all the nine criterion variables the groups in all the nine criterion variables, the groups are
equivalent with reference to these variables. The obtained ‘t’ results reveals that there is a significant difference between the post and pro post test score in all the five of the health related physical fitness variables and four of the selected psychological variables, due to the treatment of stress reducing exercises selected psychological variable, due to the treatment of stress reducing exercises subjected under study. The modified stress and emotional intelligence scales may be used by the researchers in the field of physical education and sports. The obtained results reveals that the practice of stress reducing exercises are beneficial and helps to reduces stress and improve the status of health among the men in the age group of 17 to 19 years.

Study No.3


The major objectives of the study were: (i) to find out the significant level of occupational stress of teachers in terms of sex. (ii) to find out the significant level of occupational stress of teachers in terms of their education. (iii) to find out the significant level of occupational stress of teachers in terms of location. (iv) to find out the significant level of occupational stress of teachers in terms of their subject of study. The survey method was used for studying the problem. The sample consisted of 84 teachers of Tuticorin district. Among them 31 are male and 53 are female. The sample was selected by random sampling technique. The major findings of the study were: (i) female teachers experience more occupational stress than male teachers (ii) there is no difference in the occupational stress of teachers educationally. (iii) there is no difference in the occupational stress of teachers in terms of locality. (iv) there is no difference in the occupational stress of teachers subject wise.

Study No.4

Sebastian and Bella Pragash (2007) conducted a study on stress management of higher secondary students in relation to their academic achievement.

The major objectives of the study were: (i) to find out the level of stress management in higher secondary students. (ii) to find out whether there is any difference between boys and girls, rural and urban students and government and aided school students. (iii) to find out the relationship between academic achievement and
stress management in higher secondary students. Survey method was used in this study. The population for this study was XI and XII standard students studying in 59 higher secondary schools in Sivagangai Revenue district. The major findings were: (i) 82.5% of the students have personal, family, academic and social stress management. (ii) 80.7% of the urban students and 84.5% of the rural students have the desirable level of personal, family, academic and social stress management. (iii) there is significant difference between higher secondary boys and girls in their social stress management. The girls are better than the boys in their social stress management. (iv) there is a significant difference between government and aided higher secondary school students in their family stress management. Government higher secondary school students are better than the aided higher secondary school students in their family stress management.(v) there is no significant relationship between academic achievement and stress management in higher secondary students.

Study No.5

Sabu S. and Janganish C (2005) conducted a study on Stress and Teaching competence.

The major objectives of the study were: (i) To find out the relation, if any between stress and teaching competence of secondary school teachers. (ii) To find out the difference, if any between male and female teachers as to their stress and teaching competence. (iii) To find out the difference, if any between the teachers of different age groups as to their stress and teaching competence. (iv) To find out the difference, if any between the teachers with different qualifications as to their stress and teaching competence. The study was carried out on a sample of 60 secondary school teachers (14 male and 46 female) of Kollam district of Kerala. Random sampling method was used. The major findings were: (i) there is a negative correlation between stress and teaching competence of secondary school teachers. (ii) Teachers with high stress have low teaching competence, and teachers with high teaching have low stress. (iii) There is a significant difference between male and female teachers with regard to stress. Female teachers have high stress than male teachers. (iv) There is no significant difference between male and female teachers with regard to their teaching competence. (v) There is a significant difference between teachers of different age groups with regard to stress.
There is no significant difference between teachers of different qualifications with regard to their teaching competency.

Study No.6

Rao, Kiran; Moudud, Shanaz and Subbakrishna D.K (2005) conducted a study on Appraisal of Stress and coping behaviour in college students.

The major objectives of the study were: (i) to examine coping behavior in relation to the nature of stress and the appraisal of the stressor; and (ii) to determine whether gender differences are present in the cognitive appraisal of stress. The sample consisted of 258 undergraduates within the age group 18-28 years, hailing from urban middle-socio-economic status from nuclear families drawn from co-educational colleges. The stressful Event Response Schedule by (Albuquerque1990) and Coping Check-list (Roa, Subbakrisha and Prabhu 1989) were used to collect data. The collected data was subjected to percentage and chi-square. Findings of the study were: (i) the students perceived both the academic and interpersonal situations as being moderately to severely stressful. (ii) there was no significant differences with regard to appraisal of the stressors. (iii) it was found that majority of students indicated that they would use a combination of problem focused, emotional-focused, emotional-focused and social support seeking coping behavior to deal with both types of stressors. (iv) in case of failure in an examination, more students reported that they would use self-blame. (v) in relation to stressor like break in the interpersonal relationship they would tend to withdraw to a quite favorite spot to think over.

Study No.7


The objectives of study were: (i) to find out the relationship between personality and self-esteem. (ii) to find out the relationship between personality and ways of coping with stress. (iii) to find out the relationship between self-esteem and ways of coping with stress. (iv) to investigates the effect of personality and self-esteem as predictions on the ways of coping with stress. The sample comprised of 263 male and 236 female English speaking students of various colleges from Pune City and University of Poona, Pune. Tools for measuring the variable were Neo-Fine Factor-Inventory by Costa and
Macrae, Rosenberg's Self-esteem Scale, Ways of Coping Questionnaire by Folkman and Lazarus. The Pearson’s Product Movement Correlation, ‘t’ test, simple regression and step-wise multiple regression analysis were used to test the hypotheses. The findings of study were: (i) five factors of personality, namely, neuroticism, extroversion, agreeableness, openness and conscientiousness are strong predictors of self-esteem. (ii) five factors of personality are good predictors of ways of coping with stress. (iii) females are higher than males on neuroticism and openness. (iv) there are go gender differences in self-esteem. (v) males use confrontive coping, accepting responsibility, painful problem solving, and distancing as ways of coping with stress more than females.

Studies Related to Emotional Intelligence

Study No.1

Sahaya Mary and Manorama Samuel (2010) conducted a study on influence of emotional intelligence on attitude towards teaching of student-teachers.

The major objectives of the study were: (i) to measure the level of Emotional Intelligence (E.Q) and to find out the level of attitude of students teachers towards teaching. (ii) to find out any significant differences between the E.Q on the basis of their gender, subject, educational qualification, community, previous teaching experience and influence to be a teacher. (iii) to measure the relationship between E.Q and attitude towards teaching of the student teachers. (iv) to find out any significant relationship between the attitude towards teaching and dimensions of E.Q. (v) to find out any significant relationship between the attitude towards teaching and dimensions of E.Q. Survey method was used. 104 female and 87 male student-teachers studying at the colleges of education in Chennai were selected randomly as the sample for this study. The major findings were: (i) the student-teachers have favourable attitude towards teaching and their emotional intelligence was found to be satisfactory. (ii) the emotional intelligence influences the attitude towards teaching of student-teachers. The dimensions of emotional intelligence also influence the attitude towards teaching of student-teachers. (iii) there is significant difference between the community influence of others and attitude towards teaching of student-teachers. (iv) there is no significant
relationship between the attitude towards teaching and emotional intelligence and also with the dimensions of emotional intelligence.

Study No.2

Jeyaseelan Selvakumar and Arumugarajan (2010) conducted a study on emotional intelligence of higher secondary commerce students in Tiruchendur taluk.

The major objectives of the study were: (i) to analyse the emotional intelligence of higher secondary commerce students in Tiruchendur taluk in terms of class XI and XII and nature of school – unisex and co-education. (ii) to analyse the academic achievement of higher secondary commerce students in terms of class XI and XII and nature of school – unisex and co-education. (iii) to analyse the relationship between emotional intelligence and academic achievement of higher secondary commerce students in terms of class XI and XII and nature of school – unisex and co-education. The population of the present study consists of all the higher secondary students studying in commerce group in the higher secondary schools of Tiruchendur Taluk. The investigator has selected 358 students from five different schools of Tiruchendur Taluk through stratified random sampling technique. The major findings were: (i) there is no significant difference in emotional intelligence of higher secondary commerce students with reference to class. (ii) there is significant difference in achievement of higher secondary commerce students with reference to class. (iii) there is significant difference in achievement of higher secondary commerce students with reference to nature of school. (iv) there is no significant relationship between emotional intelligence and achievement of higher secondary commerce students with reference to class.

Study No.3

Indu and Nishakumari (2010) conducted a study on emotional intelligence of college students.

The major objectives of the study were: (i) to examine the sex differences in emotional intelligence. (ii) to examine the difference between graduate and post graduate students on emotional intelligence. (iii) to examine the role, if any, that subject specialization play when predicting the emotional intelligence of Arts, Science and Commerce students. Survey method was chosen in this study. The study was conducted on under graduate and post graduate students from various colleges in Coimbatore city.
The sample size was 504. The major findings were: (i) there is no significant difference between emotional intelligence of male and female students. (ii) Undergraduate and postgraduate students showed significant difference in their emotional intelligence. (iii) There is no significant difference in the total emotional intelligence of Arts, Science and Commerce students, but there is significant difference in the dimensions like interpersonal skill and adaptability.

Study No.4


The major objectives of the study were: (i) to study the influence of parental involvement in the development of following components of emotional intelligence of adolescents (interpersonal, intrapersonal, stress management, adaptability, general mood, positive impression and total EQ). The simple stratified random sampling technique was used to draw a sample of 800 students studying in Bangalore urban and rural schools. The major findings were: (i) the secondary school adolescents with high and low parental involvement differ significantly with respect to interpersonal dimension of emotional intelligence. (ii) The secondary school adolescents with high and low parental involvement differ significantly with respect to intrapersonal dimension of emotional intelligence. (iii) The secondary school adolescents with high and low parental involvement differ significantly with respect to stress management dimension of emotional intelligence. (iv) The secondary school students with high and low parental involvement differ significantly with respect to positive impression dimension of emotional intelligence.

Study No.5

Rhoda S. David, Ruma Roy. (2010) conducted a study on Relationship between emotional intelligence and Teacher Competencies.

The objectives of the studies were to study the relationship between emotional intelligence and Teacher competencies among high school teachers, to study the influence of emotional intelligence on specific areas of Teacher Competencies with respect to their (i) conceptual, (ii) content, (iii) transactional, (iv) evaluation and
(v) management competencies. To study of the extent of difference in Teacher Competencies among high and low emotionally intelligent teachers. Sample in the present study, "Random sampling" has been used by the investigators. The researcher through simple random sampling, out of many schools in Secundarabad city, selected only 16 schools. The tool employed in the present study included a questionnaire that consisted of 40 statements, 20 of which were from Teacher Competencies. Focusing on conceptual competencies, content competencies, transactional competencies, and evaluation competencies. A few of the items were selected from Teacher’s Self-evaluation rubric developed by the US-China Canter for Research on Educational Excellence, Yong Zhao, David Lustick, and Wenzhong Yang, Michigan State University. The remaining 20 questions were to test the emotional intelligence which focused on self-awareness, self-management, social awareness, and relationship management. Items have been selected from Trait E. I Q and slightly modified to suit the Indian context for the present study. The researcher in the present study designed an outline for conduction the research through which the objectives of research are achieved. The objectives of the study come under the purview of Descriptive Survey”. The findings of the study pertaining to the relationship between E.I. and T.C. of high school teachers in total sample reveal moderate relationship between the two variables i.e. E.I. and T.C. The relationship between various dimensions of teacher com. i.e. conceptual content, transactional, evaluation and management competencies with their E.I. have revealed a significant relationship. It can be concluded that emotional intelligence is one of the factors moderately influencing Teacher competency

Study No.6

Vandana V Jadhar & Ajaykumar B. Patil (2010) conducted a study on Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement.

The major objectives of the study were (i) to study the emotional intelligence among student teachers (ii) to study the general intelligence among student teachers (iii) to study the academic achievement among student teachers (iv) to study emotional intelligence among student teachers in relation to general intelligence (v) to study emotional intelligence among student teachers in relation to academic achievement. In the present study descriptive survey method was employed. For the purpose of the study 141 student teachers studying in the colleges of education in Satara city were selected.
The findings of the present study prove that there is no relationship between emotional intelligence and general intelligence. It also reveals that emotional intelligence has no relationship with academic achievement of student teachers.

Study No.7

Umadevi M.K. (2009) conducted a study on Relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement.

The major objectives of the study were: (i) To find out the relationship between emotional intelligence and academic achievement of student teachers. (ii) To find out the relationship between academic motivation and academic achievement of student teachers. (iii) To compare the emotional intelligence and academic motivation of student teachers with respect to sex and Arts and Science groups. Normative Survey method was adopted for the present study. The present study was conducted on a sample of 200 primary school student teachers studying in various B.Ed. colleges of Davangere city, which included 100 boys and 100 girls and 131 Arts students and 69 Science students. Emotional Intelligence developed by Shailendra Singh (2004) was used. Academic motivation test developed by Bharagava.V.P. (1994) was used to measure academic motivation. The annual scores of II year PUC board examination constituted academic achievement scores. The obtained raw scores were converted into T- scores. The major findings were: (i) There was a positive relationship between emotional intelligence and academic achievement of primary school student teachers. (ii) There was a positive relationship between academic motivation and academic achievement of primary school student teachers. (iii) Male and female student teacher, Arts and Science student teachers did not differ in emotional intelligence and in academic motivation.

Study No.8

Sridhar and Hamid Reza Badiei (2007) conducted a study on teacher efficacy and emotional intelligence of primary school teachers.

The purpose of this study was to specify the teacher efficacy levels and emotional intelligence coefficient of primary school teachers. This study also compares the Teacher Efficacy (TE) levels and Emotional Intelligence (EI) of the sample in the light of gender, age and educational level. It made use of simple random sampling in
selecting 100 primary school teachers from all the urban primary school teachers in Mysore South. The major findings were: (i) there is substantial or marked relationship between Emotional Intelligence and Examination anxiety for the whole sample and relevant sub-samples. (ii) there is significant difference between boys and girls in their emotional understanding and emotional intelligence, but there is no significant difference between boys and girls in their emotional perception, emotional facilitation of thought and emotional management. (iii) there is no significant difference between rural and urban students in their emotional perception, emotional facilitation of thought, emotional understanding, emotional management and emotional intelligence. (iv) there is significant difference between government and private school students in their emotional perception, emotional facilitation of thought and emotional intelligence but there is no significant difference between government and private school students in their emotional understanding and emotional management.

Study No.9

Darsana (2007) conducted a study on relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students.

The major objectives of the study were: (i) to find the relationship between emotional intelligence and achievement facilitating variables for the whole sample and relevant sub-sample. (ii) to compare emotional intelligence of groups in pairs classified on the basis of sex, locality of the school, nature of school, management and socioeconomic status. The study has been conducted on a representative sample of 387 higher secondary school students of Kollam district in Kerala selected on the basis of stratified sampling techniques. The major findings were: (i) there is substantial or marked relationship between emotional intelligence and socio-economic status for the whole sample and sub-samples-boys, urban subjects, rural subjects and government institutions. (ii) there is no marked relationship between components of emotional intelligence and self-concept for the whole sample and sub-samples-boys, girls, urban subjects, rural subjects, government institutions and private institutions.
Study No.10


The major objectives of this study were: (i) to assess the impact of gender on emotional intelligence of secondary school students. (ii) to assess the impact of gender on academic achievement of secondary school students. (iii) to assess the relationship between emotional intelligence and academic achievement of secondary school students. The sample 30 boys and 30 girls were randomly selected from class X of a municipal high school in Tirupati town in Andhra Pradesh. The major findings were: (i) there is significance of difference between boys and girls with regard to their emotional intelligence. (ii) there is no significance of difference between boys and girls with regard to their academic achievement. (iii) there is no relation between academic achievement and emotional intelligence.

Studies Related to Academic Achievement

Study No.1

Sivalingam and Sivakumar (2010) conducted a study on locus of control and academic achievement of B.Ed. students in colleges of education.

The major objectives of the study were: (i) to study the locus of control of B.Ed. students in the colleges of education. (ii) to study the academic achievement of the B.Ed. students in the colleges of education and (iii) to study the relationship between locus of control and academic achievement of the B.Ed. students in the colleges of education. Survey method used to collect the data. The sample consists of 235 B.Ed. college students from three B.Ed. colleges in Dindigul Educational District. The major findings were: (i) there is no significant different between male and female students in their locus of control. (ii) there is a significant different between male and female students in their academic achievement. (iii) there is no significant difference between rural and urban students in locus of control. (iv) there is no significant difference between rural and urban students in academic achievement. (v) there is no significant relationship between the locus of control and academic achievement among male students (vi) there is a significant relationship between the locus of control and
academic achievement among female students. (vii) there is a significant different between the locus of control and academic achievement among rural students.

Study No.2

Sunith Kumar and Arockiasamy (2010) conducted a study on the relationship between psychological values of co-curricular activities and academic achievement of higher secondary students.

The major objectives of the study were: (i) to find out the level of psychological values of co-curricular activities by the higher secondary students with reference to their background variables. (ii) to find the difference in the psychological values of co-curricular activities as perceived by higher secondary students with regard to their background variables. (iii) to find the relationship between psychological values of co-curricular activities as perceived by higher secondary students and their academic achievement with reference to their background variables. The survey method was adopted in this study. Higher secondary students of various schools of Kanyakumari district form the population of the present study. A sample of 1000 students was drawn through random sampling technique. The major findings were: (i) the level of psychological values of co-curricular activities in the case of male students is high. Again, high level perception is shown by English medium, private school students and students hailing from town areas and those who belong to nuclear families. (ii) significant differences are found in psychological values of co-curricular activities with regard to school category, medium and native place. There are no significant difference sin psychological values of co-curricular activities with regard to school locality, sex, and family nature. (iii) no significant relationship is observed between psychological values as perceived by higher secondary students and their academic achievement with regard to background variables.

Study No.3

Mohamedunni Alias Musthafa and Noushad (2010) conducted a study on the effect of goal orientation on academic achievement of prospective pre-service teachers.

The purpose of this study was to determine whether prospective pre-service teachers who identified themselves as having a multiple goal orientation (those who endorsed both mastery and performance-approach goals) outperformed their peers who
identified themselves as having a single goal approach (i.e. those who endorsed only mastery goals or only performance-approach goals). The participants were undergraduate pre-service teacher students, drawn from pre-service teachers studying for under graduate course in Calicut University (N=296). Samples were drawn from various optional subjects of the Bachelor of Education programme. Out of the total sample, 257 were female and 39 were male teacher students. The age ranges of the participants were 21 to 29. Students who scored at or above 20 on mastery were classified as having high-mastery goals and those who scored below 20 were classified as low-mastery goals. Students who scored at or above 22 on performance-approach were classified as high performance goals while students who scored below 22 were classified as low-performance-approach goals.

**Study No.4**

Pandya (2010) conducted a study of the effect of co-operative learning model on the academic achievement in mathematics among students with different learning styles.

The major objectives of the study were (i) to develop lesson plans on selected topics in the subject of mathematics of standard VIII based on (a) co-operative learning method and (b) the traditional lecture method. (ii) to compare the pre-test scores of academic achievement in mathematics of experimental and control groups. (iii) to compare the post-test scores of academic achievement in mathematics of experimental and control groups. (iv) to compute the effect size of the treatment on the academic achievement in mathematics. The sample consisted of 157 students-both boys and girls form standard VIII of English medium schools situated in Greater Mumbai. The major findings were (i) there is no significant difference in the pre-test scores on the academic achievement in mathematics of students form experimental and control groups. (ii) there is no significant difference in the post-test scores on the academic achievement in mathematics of student from experimental and control groups. (iii) there is no significant interactive effect of co-operative learning model and the avoidant v/s participant learning styles of students on academic achievement of students in mathematics.
Kusama (2010) conducted a study on the creative abilities and academic achievement of ashram and non-ashram school children.

The major objectives of the study were (i) to study the general information of ashram and non-ashram school children. (ii) to study the creative abilities and academic achievement of ashram and non-ashram school children. (iii) to find out the differences in creative abilities and academic achievement of ashram and non-ashram school children. (iv) to study the relationship between creative abilities and academic achievement of ashram and non-ashram school children. Three villages from Macherla Mandal, Gundur (District), Andhra Pradesh State namely Bellamkondavari palem, Marjada and Ethipotala were selected purposively where the ashram and non-ashram schools were situated. After collecting the total population of ashram and non-ashram school children in the selected villages, chosen a comparable group of 100 ashram and 139 non-ashram school children of both sexes form 5th class. The major findings were: (i) higher percentage of children in ashram and non-ashram schools have average creative abilities, the percentage incidence of high verbal creativity and average verbal and non-verbal creative abilities is greater in on-ashram school children compared to ashram school children. (ii) the significant differences in high and low academic achievement levels of ashram and non-ashram school children are observed. The percentage of high academic achievers is more in non-ashram school children than ashram school children and reverse is observed in the case of low academic achievers percentage. (iii) the result of verbal creativity is recorded as not significantly different. With regard to verbal creativity equal values are found in ashram and non-ashram school children. Non-verbal creativity is mostly seen in non-ashram school children when compared to ashram school children. (iv) with regard to verbal creativity no significant difference is observed between two categories of ashram and non-ashram boys.
Radhakanta Gartia (2010) conducted a study on correlates of academic achievement and family environment of graduate students.

To comply with the objectives of the study, 106 graduate students (42 male and 64 female students) were selected from different colleges affiliated to Sambalpur University of Orissa. The sample random sampling technique was employed in selecting the sample. Instruments: Family environment scale designed and standardized by Dr. Harpreet Bhatia and Dr. K.M.K Chandha (1993) was used in this study to assess the family environment of graduate students. The instrument obtained 69 items having three basic dimension viz (Relationship dimensions which include cohesion, expressiveness, conflict, acceptance and caring (2) personal growth dimensions which include independence, Active Recreational Orientation (3) System maintenance dimensions which include orientation and control. The test reliability coefficient of the scale is 0.95.

Findings: Parents, Teachers and higher authorities concerned with education of adults should endeavour to address the obstacles hindering effective academic performance of students. This can be done by developing achievements motivation in students though achievement motivation training. Counsellors should provide the necessary assistance and psychological support for students from disturbed family so as to overcome their emotional problems. Finally, school counsellors should be employed in instructions of learning and adequate supervision to be put in place to ensure provision of necessary guidance services to students.

Bibi and Sadananthan (2009) conducted a study on family relationship and academic achievement among higher secondary students.

The major objectives of the study were: (i) to find out the level of family relationship among higher secondary students. (ii) to find out the level of academic achievement among higher secondary students. (iii) to find out the significant differences between higher secondary students with respect to family relationship based on gender, subject group, location of the school, type of school and type of family. (iv) to find out the correlation between family relationship and academic achievement among the higher secondary students. The population consisted of the 12th standard
students of higher secondary schools of Trivandrum district. Random sampling technique was used. The sample consisted of 300 higher secondary level students. The major findings were: (i) the level of family relationship of higher secondary students is average. (ii) the level of academic achievement of higher secondary students is average. (iii) there is significant difference between family relationship and the variable (location of the school, type of school and type of family). (iv) there is no significant correlation between family relationship and academic achievement among the higher secondary students.

Study No.8

Prakash Alex (2009) conducted a study on study habits and academic achievement of children from broken families with special reference to higher secondary school students.

The major objective of the study was to analyse the academic achievement and study habits of children belonging to broken families. Normative survey method was used for this study. The sample comprised of 186 students studying in class XI and class XII, of which 106 students were belonging to the broken families. The students were studying in different higher secondary schools located in Kollam district was taken as sample. The major findings were: (i) there is significant difference between children from broken families and children from normal families with regard to their academic achievement. (ii) there is no significant difference with regard to gender from children belonging to broken families in respect of their academic achievement scores. (iii) there is significant difference between boys and girls of broken families in respect of their study habits and there is no significant difference between urban and rural children of broken families in respect of their study habits.

Study No.9

Parvathamma and Sharanamma R. (2009) conducted a study on Anxiety level and level of self-confidence and their relation with academic achievement.

The major objectives of the study were: (i) To find out the relation between anxiety level and level of academic achievement of IX standard students and (ii) To find out the relation between the level of self-confidence and the level of academic
achievement of IX standard students. For the present study, 6 high schools of Chamrajnagar Taluk in Karanataka were selected randomly. Totally 300 students were selected by randomly selecting 50 students from each school including boys and girls. For the present study following tools were used: (i) Self-confidence checklist (Basavanna M.) (ii) Anxiety scale (Srivastasva A.N. and Govind Tiwari) (iii) and school records for academic achievement. The major findings were: (i) There was significant correlation between anxiety and academic achievement and (ii) There was significant correlation between self-confidence and academic achievement.

Study No.10

Natarajan (2009) conducted a study on Mental Health and Academic Achievement in English of Higher Secondary Students.

The major objectives of the study were: (i) To find out the academic achievement in English of higher secondary students. (ii) To find out the significant difference if any, in the academic achievement in English of higher secondary students with reference to the variables (a) gender (b) language of instruction (c) locality (d) religion and (e) family income. (iii) To find out the correlation between mental health and academic achievement in English of higher secondary students. The investigator has chosen the survey method for studying the problems of this study. 250 students studying XI standard were taken as the sample. Achievement test in English developed and standardized by the investigator. Mental health inventory developed by Jegadeesh Srivatsa tools used. The major findings were: (i) 17.60% of the students had low achievement, 70.41% of the students have medium achievement and 12.00% of the students have high achievement in English. (ii) There was no significant difference in the academic achievement of higher secondary students with reference to variables, gender of the students, language of instruction, locality of the institutions and family income. (iii) There was no significant difference in the academic achievement in English of the higher secondary students belonging to different religions. (iv) There was significant relationship between the academic achievement of higher secondary students in English and their mental health.

The major objectives of the study were: (i) To find out whether there was any significant difference between the mean scores of achievement in social students for the sample classified on the basis of gender, locality and type of management of schools. (ii) To compare the mean scores of achievement in social studies of high social phobic group, average social phobic group and low social phobic group. (iii) To compare the mean scores of achievement in social studies between pupils of high socio economic status group and low socio-economic status groups. (iv) To find out the correlation between social phobia and achievement in social studies for total sample and sub-samples. The study was conducted on a sample of 500 students of standard IX drawn from 12 schools of Malappuram and Calicut districts. The tools used for the study were an achievement test in social studies, social phobia inventory and personal data sheet. The major findings were: (i) Significant differences in achievement in social studies were not observed for the students paired as government schools and private schools, high social phobic and average social phobic groups, high social phobic and low social phobic groups. This indicated that factors like management of school and social phobia were not the factors influencing the achievement in mathematics. (ii) Significant differences in achievement in social studies were not observed for the students paired as boys and girls, rural and urban schools and high socio-economic status and low socio-economic status groups. This indicated that factors like gender and socio-economic status were the factors influencing the achievement in social studies. (iii) A negative relationship was observed between achievement in social studies and social phobia and socio-economic status and social phobia in total sample and all sub-samples (boys, girls, government, private, rural and urban). This relationship indicated that the increase in achievement in social studies and socio-economic status was negatively related to the social phobia of secondary school students.
Study No.12

Gurubasappa H.D (2009) conducted a study on Intelligence and Self-concept as correlates of Academic Achievement of secondary school students.

The major objectives of the study were: (i) To find out the nature of relationship that existed between academic achievement with intelligence and self-concept. (ii) To find out whether there was any significant difference in academic achievement of students with different levels of intelligence and self-concept. (iii) To find out whether there is any main and interactive effect of intelligence and self-concept on academic achievement. (iv) To find out whether there was any main and interactive effect of sex with intelligence and self-concept on academic achievement and (v) To find out whether sex, type of school, medium of instruction, locality and socio-economic status account for significant difference in the academic achievement. This study was descriptive by nature with correlative approach. The secondary school students (N=400) have been considered for the present investigation. Two government, two private aided and two private unaided schools situated in Tumkur district of Karnataka State were randomly selected. The stratified proportionate random sample technique was followed. The tools used for data collection were: (i) Group test of general mental ability by Jalota.S. (ii) Self-concept inventory developed by Basavanna. (iii) SES scale developed by Uday Parek and Trivedi. (iv) Annual examination scores of students of standard VIII were taken as an index of academic achievement. The major findings were: (i) there was a high significant correlation between academic achievement with intelligence and self-concept. (ii) there was a significant difference in the academic achievement of students with different levels of intelligence and self-concept. (iii) there was a significant main and interactive effect of intelligence and self-concept on academic achievement. (iv) there was a significant main and interactive effect of sex with intelligence and self-concept of academic achievement. (v) there was a significant difference in the academic achievement of students sex, type of school, medium of instruction, locality and socio-economic status.
Study No.13


The major objectives of the study were: (i) To investigate the mean difference if any between the level of problem solving ability of IX standard students with their achievement. (ii) To investigate the relationship between problem solving ability and academic achievement of IX standard students. The sample comprises of 200 ninth standard students of which 100 boys and 100 girls were selected randomly from both private and government secondary schools of Devanagere city, Karnataka. Problem solving ability test developed by Dubey Jebalpur. L.N. (1997) was used to assess and analyze problem solving ability of IX standard students. Academic achievement was taken in terms of marks obtained by the students in their last annual examination obtained from school record provided by head master. The major findings were: (i) There was a significant difference in academic achievement of students with high, moderate and low problem solving ability and (ii) There was a positive relationship between problems solving ability and academic achievement of IX standard students.

Study No.14

Vijayakumari K (2009) conducted a study on Some Correlates of Academic achievement of secondary school students.

The major objectives of the study were: (i) To find out whether the variable academic achievement is significantly related to achievement motivation and academic anxiety. (ii) To find out whether the variables academic anxiety, academic motivation and sex have significant main effects of academic achievement. (iii) To find out whether the variables academic anxiety, academic motivation and sex have significant interaction effects on academic achievement. The study was conducted on a sample of 400 students of standard IX selected through stratified sampling technique from various schools of Kerala. The dependent variable, academic achievement was measured from the respective school records. To measure anxiety of academic achievement constructed and standardized by Vijayakumari and Archana (2006) was used. The variable academic motivation was measured using the tool ‘scale of academic motivation’ by Pillai and Salimkumar (1994). Findings of the study reveal that academic achievement is negatively related to academic anxiety and positively related to academic motivation.
The main effects of the three variables, academic anxiety, academic motivation and sex on academic achievement is significant and the interaction effect of academic anxiety and sex as well as academic motivation and sex are significant.

Study No. 15

Meenakshi Metha (2009) conducted a study on Personality needs and academic achievement of senior secondary students.

The major objectives of the study were: (i) To find out the relationship between n-achievement and academic achievement, (ii) To find out the relationship between n-exhibition and academic achievement and (iii) To find out the relationship between n-autonomy and academic achievement. The population for this study has been designed as all class XI students of public schools of Ghaziabad city. The investigator selected 50 high achievement students and 70 low achievement students. Thus 120 students were selected out of 1200 students. Meenakshi Personality Inventory (MPI) constructed by Meenakshi Bhatnagar measuring only 10 needs and containing 100 pairs of items was used. The major findings were: The present study had revealed that need achievement, need-dominance, need-nurturance, and need-endurance were positively and significantly related to students to academic achievement while needs-succorence, affiliation, abasement and aggression were significantly, but negatively related to academic achievement.

Study No. 16

Adeniyi, Adoeye Hammed and Ayebamivi, Victor Torubeck, (2008) conducted a study on variables as predictor of Academic Achievement among school-going adolescents.

The purpose of the study was to investigate the predictive effects of home, school, society and government on the academic achievements of school-going adolescents in Indian Metropolis of Oye State. The participants were 200 senior secondary school students randomly selected from five secondary schools in Indian Metropolis of Oye State. The participants comprised 110 boys and 90 girls. A validated instrument, namely, Academic Performance five factors Inventory was used to collect data. The result showed that the five variables compositely predicted academic
performance of students. They also revealed that the factor resident in the child uniquely predicted academic performance of the respondent than did other factors.

Study No.17

Sarika (2008) conducted a study on Locus of Control in Relation to Academic Achievement and Adjustment.

There were two main objectives of the present study: (i) One purpose was to examine the relationship of academic achievement with endogenous and exogenous locus of control in the case of both boy and girl respondents; and (ii) another purpose was to examine the effect of locus of control over patterns of adjustment of the respondents. The study was conducted on 120 boys and 120 girls of high school of Patna town. Locus of control was measured using Hashain’s and Joshi’s Rotters locus of control scale, the patterns of adjustment was measured using Moshin-Sharmshed Bell’s Adjustment Inventory (Hindi adaptation). The Academic Achievement was measured on the basis of academic records of the last two successive examinations of the respondents. Scatter diagram method of correlation was employed for the analysis of the obtain data. In the light of results a significant and positive correlation was found between endogenous locus of control and academic achievement and also between endogenous locus of control and overall adjustments of the respondents. Similarly, a significant and negative correlation was reported between exogenous locus of control and academic achievement and also between exogenous locus of control and overall adjustment of the results. It was concluded that endogenous locus of control is concussive to academic achievement on the one hand and adjustment pattern on the other whereas exogenous locus of control hinders both in cases of academic achievement and overall adjustment.

Study No.18

Dhanya and Mary Vijayakumar (2007) conducted a study on academic achievement of high school students in relation to self acceptance.

The major objectives of the study were: (i) to find out the level of self acceptance among high school students, (ii) to find out whether there is any significant difference in the self acceptance of high school students based on medium of instruction. (iii) to find out whether there is any significant difference in the self
acceptance of high school students coming from joint and nuclear families. (iv) to find out whether there is any significant difference in self acceptance of high school students from government, aided and private schools. (v) to find out the relationship between self acceptance and academic achievement among high school students. A stratified random sampling technique was adopted for the selection of the sample. The schools selected for this study were divided into different strata namely government, aided and private schools. 300 students were taken for the study. The major findings were: (i) English medium students have better self acceptance than the Malayalam medium students. (ii) Students from nuclear family have better self acceptance than the students from joint family. (iii) Self acceptance scores for the high school students studying in different types of management differ significantly with each other. (iv) Private high school students have better self acceptance than the government and aided school students. (v) There is significant relationship between self acceptance and academic acceptance academic achievement.

Study No.19

Chamundeswari and Deepa Franky (2007) conducted a study on adjustment pattern and academic achievement among students at the secondary level.

The major objectives of the study were: (i) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to adjustment pattern. (ii) to investigate the possible differences between boys, girls and co-education students of state, matriculation and central board schools at the secondary level with respect to academic achievement. The sample consisted of 317 students from different categories of schools in the city of Chennai. The major findings were: (i) there is no significant difference in adjustment pattern among students in boys, girls and co-education schools, but these students differ significantly in academic achievement. (ii) in matriculation schools at the secondary level, students differ significantly in adjustment pattern, and academic achievement. (iii) Students in co-education schools always exhibit better adjustment pattern because of the presence of both the gender among students and teachers. But with regard to academic achievement in matriculation schools students in boys' schools perform significantly better due to less distraction and better support at schools. (iv) in
central board schools at the secondary level the students differ significantly with regard to adjustment pattern and academic achievement.

Study No.20

Kalaiyarasan (2007) conducted a study on the effect of incentives in enhancing the academic achievement of students in learning mathematics at the higher secondary level.

The major objective of the study was to find out the influence of incentives in learning mathematics at the higher secondary level. 60 students were selected from XI standard ‘B’ section in model higher secondary school, Karaikudi. The major findings were: (i) there exist a significant difference between the control and experimental group in their post-test performance. From the mean scores of the control and experimental group, the superiority of the incentives approach over the traditional approach is observed. (ii) The mean score of experimental group in their post-test performance is nearly double the mean score of the control group in its post-test performance.

2.04 FOREIGN STUDIES

Studies Related to Self-Esteem

Study No. 1

Booth, Margaret Zoller; Curran, Erin (2010) conducted a Longitudinal Study of Young Adolescents' Change in Self-esteem.

This study investigates the growth of early adolescent self-esteem and self-concept as students progress through the middle level years (sixth through eighth grade). Based on mixed method longitudinal research conducted from 2004 to 2007, the study's findings suggest that this sample of 104 urban students' self-esteem changed most significantly during the sixth grade with less variability from the end of sixth grade to the end of eighth grade. While sixth grade appears to be the most dynamic regarding change in self-esteem and self-concept, students demonstrated more complexity in their analysis of their friendships at the end of eighth grade and also revealed a greater degree of differentiated selves in self-appraisals of parents and teachers. Gender differences were also found in change in self-esteem during the middle grades and in the content of self-image.
Study No. 2

Bell, Edward Earl (2010) conducted a study on Understanding African American Males.

The purpose of this study was to assess the socialization skills, self-esteem, and academic readiness of African American males in a school environment. Discussions with students and the School Perceptions Questionnaire provided data for this investigation. The intended targets for this investigation were African American students; however, there were 21 students: 18 African American males in grades 6 to 8 from a middle school in eastern North Carolina; in addition, one Hispanic American male and two White males were also observed. The African American males tended to enjoy school, yet they lacked the social skills for effective classroom learning.

Study No. 3

Al-Hazza, Tami Craft; Bucher, Katherine T. (2010) conducted a study on Bridging a Cultural Divide with Literature about Arabs and Arab Americans.

Middle school is a time of many changes for young adolescents. They are "searching for individual identity, struggling with society's norms, and grappling with moral issues." They are changing and maturing physically, cognitively, socially, and psychologically as they develop their identities; establish, maintain, and end friendships and social networks; develop interpersonal skills; build self-esteem; and critically examine themselves and their physical features. They may explore different behaviors, ideas, and beliefs, and they may undergo crises of identity. Young adolescents are also involved in a series of changes imposed by the structure of the educational system as they transition from elementary school and begin anticipating a transition to high school. While all young adolescents may feel developmental and transitional pressures, minority and immigrant students may feel these pressures more acutely than most majority students. While students who are actively engaged in school may be somewhat protected from transitional problems, many minority students have feelings of detachment from the education system. Another area of concern for minority students involves the development of identity and self-esteem. As young adolescents mature, they begin to develop a sense of cultural and social identity as well as a sense of personal identity and self-esteem. While politics, economics, relationships, and public perceptions affect identity, identity development is also an "interplay with race, ethnicity, (and) religion." These issues may be especially acute for young adolescents of
Arab descent who may possess feelings of detachment. Although many Arab Americans have traditionally been successful in school, academic success is not always a predictor of psychosocial adjustment. Students may have high grades that mask feelings of depression and low self-esteem. Schools are key socialization and acculturization agencies, and a student's perception of acceptance in school is a major factor in his or her overall adjustment to a new culture. Because of these factors, teachers must ensure that Arab-American students have positive school experiences, especially during the critical developmental period of young adolescence.

**Study No.4**

*Bell and Edward (2009)* conducted a study on impact of self-esteem and identification with academics on the academic achievement of African students.

This study examined the impact of self-esteem and identification with academics on the academic achievement of African American students in a charter school setting. Ninety-three students participated in this study. Using a pretest/posttest control group design, both the experimental group and the control group were administered the Rosenberg Self-esteem Inventory and the School Perception Questionnaire (SPQ) as pretest measures of self-esteem and identification with academics at the beginning of the experiment. The control and experimental groups were administered the Rosenberg Self-esteem Inventory and the School Perceptions Questionnaire (SPQ) at the end of the experiment. The control group received no intervention between the pretest and the posttest, while the experimental group was taught the Start Something curriculum. The grade point average (GPA) of each of the students in the control group and the experimental group were recorded at the beginning and of the experiment. African-American students who participated in the experimental group and were taught the Start Something curriculum had higher grade point averages than for the students in the control group who were not taught the curriculum. No differences were noted in self-esteem and identification with academics for the control group and experimental groups, as shown by pretest and post test measures.
Study No.5

Diop and Mateen Ajala (2009) conducted a case study of the impact of single-gender schooling on student achievement, self-esteem and school climate.

The focus of this study was to determine if single-gender schools are the panacea some proponents describe them to be. Until recently, it has been difficult to open and research single-gender schools. Opponents of such schools were vehemently opposed to the creation of single-gender schools; therefore research has been scant on the subject. This study examined a large inner-city school district serving the needs of minority, low socio-economic female and male students. The purpose of this study was to determine the effectiveness of the single-gender method of educating today's youth. The study was conducted over a one-year period in a large urban school district in San Antonio, Texas. The study was a mixed-methods investigation, utilizing both quantitative and qualitative methods to examine the data. The quantitative portion of the study made use of one instrument and two statistical procedures; the Estes Attitude Scale (EAS), a one-way repeated measure analysis of variance and a paired-samples t test. The EAS is a quantitative instrument used to measure student attitude toward school subjects. The 't' test was used to analyze student scores on the EAS. Also, participants were given a math assessment while enrolled in a mixed-gender setting and another assessment one year later when they were enrolled in a single-gender setting. The ANOVA was used to analyze student mathematics test scores over the one-year period. The male students experienced significant gains in their math assessments from one year to the next.

Study No. 6


It has become apparent that in recent years the issue of childhood obesity is becoming the number one health risk among children in the United States. Making sure that children participate in daily physical education class is one way to combat the obesity epidemic. The purpose of this action research project was to improve the active participation and self-esteem of a targeted 5th grade physical education class by
breaking down gender stereotypes. The study was conducted at an intermediate school in a suburb of a major Midwestern city and included 24 participants. The project took place for ten weeks, during the students' regular physical education classes. The teacher researcher utilized formal data gathering tools of pre-intervention and post-intervention student surveys, teacher observations, and student reflections to gauge the students' feelings and beliefs, both before and after the intervention strategies. The teacher researcher taught two units, floor hockey and dance, where gender stereotyping often occurs. During each unit the students watched a movie clip that showed the non-stereotypical genders' participation in that activity. After watching the clips, the students participated in a round table discussion where they were able to share their feelings and break down their beliefs about gender stereotypes. The results of this study indicate that when it comes to participation in a stereotypically male activity, such as floor hockey, both male and female students will increase their active participation and self-esteem as a result of this intervention strategy, but female students may increase in both areas slightly more. When it comes to a stereotypically female activity, such as dancing, both male and female students' active participation will increase as a result of this intervention strategy and female students' self-esteem will increase more than the male students' self-esteem. Physical education teachers can increase their students' action and self-esteem by introducing students to gender-conscious units and by discussing the gender stereotypes associated with each.

Study No.7

Folkes-Bryant and Beverly (2008) carried out a study on investigating the effect of student attitudes, motivation and self-esteem in performing arts elementary schools incorporating arts integration

The purpose of this researcher is to conduct an investigation of the effect on student attitudes, motivation and self-esteem in New York City. Elementary schools identifying themselves as "schools of the arts." This researcher will provide information as to the extent that the arts which have been integrated into the overall curriculum may contribute to the students overall academic success. The author will examine how arts integration can and may contribute to the overall effectiveness of a school. Sub-questions in the study will also identify and define what links between student attitudes, motivation and self-esteem might be and whether or not they can

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collectively enhance our schools. Finally, I will reveal how the aspects of dynamics within the school structure as a whole. Data will be collected through student and teacher surveys. The data will be analyzed using various statistical instruments.

**Study No.8**


Through this study the author investigates the relationship between self-esteem and emotional intelligence among B.Ed. trainees of Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, marital status and age based comparisons were made among the B.Ed. trainees. 92 B.Ed. trainees were the participants in the study. It was found that they have a good level of self-esteem and emotional intelligence. While the variables are correlated, it is found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students is high. Both in self-esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

**Study No. 9**

Shaw and Adlai (2008) conducted a study on the interrelationship of self-esteem, self-efficacy, attitudes toward teachers and school, and academic achievement of at-risk middle school students.

The No Child Left behind Act (NCLB) of 2001 called for school improvement NCLB (2002) made it imperative for all students in third through eighth grades to show satisfactory proficiency in mathematics and reading and by the 2013-2014 school years. Specifically, achievement in mathematics has not shown significant gains that will enable every student to show by 2013-2014 as mandated by NCLB. If school districts across the nation are to be in compliance with the law, solutions must be found to remedy the problem of low academic achievement. However, there is a need to examine the interrelationship of self-esteem, self-efficacy and attitude in the middle school population in order to explore similarities, dissimilarities, and possible theoretically-
based hierarchical relationship between self-esteem and self-efficacy. Further, do self-esteem and self-efficacy impact the attitudes of middle school students to the extent that there is an impact on academic achievement? Exploring these factors altogether in research, as it relates to the middle school population was the focus of this research. Moreover, this study examined factors related to social and intellectual development to determine if there is a correlation with math competency. This study was quantitative and causal-comparative in nature utilizing Multiple Regression Analysis to analyze the data. The data of the sample used in this study show that there is a statistically significant correlation between self-esteem and achievement; self-esteem and self-efficacy; self-esteem and attitude to teachers; self-efficacy and attitude to school; self-efficacy and attitude to teachers; and attitude to teachers and attitude to school. The correlations of these variables quantify how well these variables interact with each other. The interrelationship of these correlations indicates the need for educators to focus on factors that contribute to social and affective domains.

Study No.10


The purpose of this study was to investigate the relationship between depression, anxiety, and self-esteem in children with behavior problems attending alternative and special education schools. Because their behavioral maladjustments are so severe, the students can not receive a Free and Appropriate Public Education (FAPE) on their home campus and must be referred to out-of-district placements.

The sample consisted of 92 students from Harris Country Department of Education’s - Special Schools Division located in Region IV of Texas Education Agency. The Behaviour Assessment System for Children-Second Edition (BASC-2) was used to collect data for this investigation. The Pearson correlation, Analysis of Variance and t-test were the statistical methods utilized to test the fifty-six hypotheses formulated in the study. All hypotheses were tested at the .05 level of significance or better. Significant findings regarding self-esteem, depression, and anxiety and their relationship to students’ locus of control, social stress, and attitude toward school,
special education eligibility, inattentiveness/hyperactivity, race, and school campus were evident in this study.

The following recommendations are offered to assist counselors and other mental health professionals when working with adolescents in out-of-district placements. Counselors should be cognizant of the psychological factors which are associated with this phenomenon. Anxiety, depression and self-esteem are and may become major aspects of the students' psyche and thus, should be a major focus of therapy. Counselors should be aware of the relationship between, anxiety, depression, severe behaviour problems and antisocial behaviour problems, which are associated with depressed youth, can help counselors in developing and implementing mental health strategies to deal with these problems. Finally, it is important for counselors to know the assessment of other variables that are closely related to anxiety, depression and self-esteem such as external locus of control, inattentiveness/hyperactivity, poor attitude toward schools and social stress.

Study No.11


The author investigated the relationship between undergraduates self-esteem, current cumulative grade point average, race, and gender. A sample of 160 undergraduate students from West Virginia University completed the Rosenberg Self-Esteem Scale. The author assessed the relationship by performing a three way analysis of variance between the variables. In addition Chi-Square tests and correlations were run to test any further relationship. The results showed no correlation between self-esteem and grade point average. There were no significant main effects for gender or grade point average with self-esteem as the dependent variable. However, the main effect for race was significant. The Chi-Square tests also yielded a significant relationship between race and self-esteem. Therefore, race played a significant role in how the participants in the current study answered the self-esteem questions. Researchers may want to further explore the relationship between these two variables to better understand the interaction.
Study No. 12

Langlosis and Carol (2005) conducted a study on the effects of single-gender versus coeducational environment on the self-esteem development and academic competence of high school females.

The primary purpose of this study was to investigate the relationship between the decline of self-esteem and perceived academic competence among fifteen year old high school females in the Bay Area. This study looked at the relationship between adolescent males and females in a coeducational classroom setting and investigated how the male presence may affect female self-esteem development. In addition, this study explored how the lack of male presence at an all female institution may affect female self-esteem development.

This study employed a mixed methodology approach. A survey design was used with follow up face-to-face interviews to add richness to the researchers' findings. The results showed that girls from the single gender schools were much more academically focused while the girls attending the coeducational schools were more socially focused. All the girls in this study felt they could do better academically and claimed having low to moderate levels of self-esteem, yet they maintained strong GPAs. In addition, the girls attending the coeducational high schools placed major importance on having males in the classroom, while the girls attending the single gender schools did not see the males as adding to their learning experience or their self-esteem, but rather providing more of a social outlet. The results presented indicate clearly that self-esteem perception among 15-year-old girls is low regardless of school type.

Study No. 13


This survey research investigated Korean adolescents stress related to their acculturation experiences and its relations with other psychological between twelve and eighteen, living in SC, NC and GA participated in this study. Adolescents perception on parental caring was found to be one of the major predictor variables in relation with depression. Perceived social support from friends showed a buffering effect on
depression in relation to acculturative stress. There was no significant relationship found between bicultural attitude and acculturative stress in this study. The results indicated that U.S. born group had a higher level of acculturative stress than Korea-born group.

Study No. 14


The purpose of this dissertation are threefold; first, to examine a model of how socioeconomic status, parenting, adolescents’ academic achievement and adolescents’ self-esteem might be causally related; scored, to examine whether or not the proposed model is structurally invariant across gender and grade; and third, to determine whether family income, parental and maternal education, and paternal and maternal occupational prestige make unique contributions to nurturant and punitive parenting, adolescents’ academic achievement, and self-esteem. Structural equation results showed that socioeconomic status has a significant and positive effect on nurturant parenting and on adolescents’ academic achievement, which, in turn, affect adolescent, self-esteem. MANOVA results showed a gender effect for academic achievement and grade effect for parenting. Multiple regression results found a significant effect of parental education on adolescents’ academic achievement.

Study No. 15


This study examines the relationship between ethnic identity and self-esteem of academically high achieving Korean-American adolescents. Twenty five subjects responded to Phinney’s ethnic identity questions and Rosenberg’s self-esteem scale. Ethnic identity was assessed by ethnic identity components; ethnic self-identity, ethnic evaluation and ethnic involvement. No differences were found between gender and grades on self-esteem. Positive ethnic evaluation group and active ethnic involvement group show high self-esteem scores. The self-esteem of gifted Korean-American adolescents is most influenced by ethnic evaluation and ethic involvement also strongly
predicts the subjects' self-esteem. However, ethnic identity stages are not strongly related to Korean-American gifted adolescents' self-esteem.

Study No. 16


A survey of 261 students at Des Moines Area Community College-Boone Campus was conducted to examine self-esteem in relation to perceptions of role models, emotional support, academic adjustment, and academic success. Symbolic interactionism and the looking-glass self formed the conceptual basis of the research. Regression analysis revealed that self-esteem depends on students being academically adjusted, academically successful, emotionally supported, female and perceiving that their support person sees them favorably and is like them. Significant also were role models and support persons over age 24, and students of the same ethnicity as the student and seen as similar to the students, themselves. Role models were generally male, and support persons were of the opposite gender. Based on these findings, peer mentors might benefit first-year students at Boone Campus. Peer mentors would be successful sophomores who could act as role models, support persons and tutors for mentees, guiding them to promote academic achievement and self-esteem.

Study No. 17

Snowden and Janet Calhoun (2003) conducted a study on the effects of inclusion on the anxiety and self-esteem of special education student in the regular education classroom.

This study explored how inclusion affects the anxiety and self-esteem of special education students in the regular education classroom. Twelve special needs students enrolled in two elementary schools in a school district in the southeastern United States participated. The students were native English speakers ages 8 through 10 and were learning disabled, mildly intellectually disabled, and emotional behaviour disordered.

Data collection consisted of observations, checklists, anecdotal records, and journal entries, as well as standardized protocols using two primary instruments, the
Revised Children’s Inventories (CFSEI) for pretest and posttest to measure an individual’s perception of self. The students were allowed to ask for clarification as needed on all instruments used in the data collection. Findings from the RCMAS suggested that inclusion had no effect on anxiety, but the CFSEI resulted in a significant alpha level reduction at .06. Participants believed that regular education prepared them to better function and succeed in society. Because emotional health and self-esteem can support or interfere with academic success, administrators, curriculum directors, and educators can use these findings to support efforts to improve instruction for special education students, particularly those enrolled in inclusive classrooms.

Study No. 18

McLaughlin and Shonda (2003) conducted a study on the relationship between race, disability, career maturity, and self-esteem among high school students.

The relationship between race, disability, career maturity, self-esteem, grade point average, and socioeconomic status were investigated in this study. The study’s sample consisted of 255 high school juniors and seniors in nine Georgia public high schools. The Career Maturity Inventory-Revised was administered to measure career maturity and the Rosenberg Self-Esteem Scale was used to measure self-esteem. Results indicated a significant statistical relationship between race and attitudes of career maturity; however, those results could be misleading. Career maturity was significantly correlated with socioeconomic status and self-esteem among this sample.

Study No. 19

Do Amaral and Rosa do Carmo Sousa (2003) conducted a study on how children with developmental disabilities impact their parents’ parental satisfaction, self-esteem, symptoms of stress, ways of coping, marital satisfaction and family support?

Much research on the experiences of parents of children with disabilities has been conducted from the perspective of the child. Using empirical data from six different instruments with 45 parents of children with a developmental disability and 44 parents of children with a developmental disability and 44 parents of children without any disability, in the Buffalo-NH area, examined the impact of such children on the parents to suggest a more helpful way of understanding their experiences. All children resided in their natural homes in an intact family; families were selected through the
Robert Warner Rehabilitation Center and interviewed at home. Comparisons among the
groups on the six dependent variables made by the use of MANOVA test suggest that
parents of children with development disabilities differ significantly from the
comparison group in their levels of parenting satisfaction and symptoms of stress. The
parent’s gender was not a significant variable in the study for the majority of the
variables, although mothers of children with developmental disabilities are more at risk
to develop depression, when compared with any of the other parents. A correlation
analysis was run to test several exploratory hypotheses. A non-significant positive
correlation was found between parenting satisfaction and coping.

Study No. 20

Yunker and Jonel Jones (2003) conducted a study on the relationship between
self-esteem and traditionality of career choice among eight-grade girls.

This study of eight grade girls was designed to address the relationship between
the level of self-esteem and the gender traditionality of their likely ad ideal career
choices. 129 participants were recruited from two junior high schools in the Greater
Cincinnati area. Participants completed the Rosenberg Self-Esteem Inventory as well as
questions asking each girl for her likely career choice and her ideal career choice. In a
't'-test of Equality of Means for careers the girls expected to enter, the average self-
estee scores for girls choosing traditional careers was not significantly lower than for
girls choosing non-traditional careers. In a t-test of Equality of Means for ideal choices,
average self-esteem scores for girls with non-traditional choices were also not
significantly different from the average self-esteem scores for girls with traditional ideal
choices. In a Chi-square test comparing traditional and non-traditional career choices,
again there was no statistical significant difference sin distribution.

Study No. 21

Rader and Laura Anne (2003) conducted a study on an inquiry into the
relationship between self-concept, self-esteem, locus of control, self-efficacy and self-
determination of students with and without physical disabilities.

A comparison of groups design was used to investigate the experiences of
adolescents with and without physical disabilities, focusing on self-indicators and their
relationship to self-determination. A total of 50 students from the ages of 13-17
participated in the study, 25 students with physical disabilities and 25 students without disabilities were in each group. Students in both groups completed five self-assessments. The scores from each of the self-tests were compared between groups. The results indicated differences between the groups. Students without physical disabilities had higher levels of self-concept and self-esteem. Students with physical disabilities had higher levels of internal locus of control beliefs. Also, students with physical disabilities had greater opportunity for self-determination higher levels of social self-efficacy. Finally the results indicated that social self-efficacy was the singly best predictor of self-determination in students with physical disabilities and that there was no single best predictor of self-determination in students without physical disabilities.

Study No. 22

Murphy and Doris (2002) conducted a study on the effects of a kindergarten-first grade looping program on academic achievement and self-esteem.

The purpose of this study was to determine if academic achievement and academic self-esteem can be linked to the non-directional organizational pattern of looping in kindergarten and first grade classes. Looping is defined as one teacher remaining with the same students for two or more years. Using a control group-experimental group design where the experimental group participated in the looping program and the control group did not, and applying the statistical procedure of multivariate analysis of variance (MANOVA) it was found that there was no significant difference between the subjects in the two groups on the criterion variable of academic achievement as measured by the Iowa Test of Basic skills, and the criterion variable of academic self-esteem as measured by the Culture-Free Self-Esteem Inventory, second edition. It was calculated that further study would need to be done to determine it there are advantages to an organizational pattern of looping for students in public elementary schools.

Study No. 23

Hong, Zuway (2002) conducted a study on an investigation of self-esteem and school achievement of Taiwanese secondary students.

This study investigated factors related to Taiwanese senior high schools students’ self-esteem. A total of 1672 students in Kansing City in Taiwan completed a
Chinese version of the Secondary Study Questionnaire (SSQ). Additionally, the investigator individually interviewed 6 of the students from 3 different academic schools in order to determine whether their paper and pencil responses were assistant with their actual perceptions. Results revealed the following major findings: (i) high academic school students' self-esteem scores were significantly higher than either their moderate low academic school counterparts. (ii) moderate GPA students' self-esteem scores were significantly higher than the low GPA students. (iii) the self-esteem scores of students form families with permissive parenting were significantly hither than those of students from families with autitarian parenting practices. (v) the high depression students' self-esteem scores were significantly lower than students with either moderate or low pression.

Study No. 24

Thompson and Kara Patrice (2000) conducted a study on an investigation of self-esteem, academic achievement and visual perception of abstract stimuli amongst elementary school children who participated in the use of board games in developing strategic and visual thinking skills as utilized in the Mente program.

This research examined the effect of playing strategic board games upon the academic achievement, visual perception of abstract stimuli and self-esteem of pre-adolescent children. The treatment presented in this pretest, post-test control group design study was an eight session program utilizing strategic board games, the Mente Program presented to students who obtained parental permission to participate in the study and was randomly chosen as the experimental group. This study confirms psychological theory and pervious research that use of board games develops a child’s ability to make use of anticipatory images. Playing board games develops a child’s strategic and visual thinking skills by training them pay attention to detail. Thus school psychologists should consider the use of board games as a support to the academic environment through classroom intervention to aid children in development of important integral skills such as attention to task, team building and categorization.
Study No. 25

Caldwell and Roslyn Marie (2000) conducted a study on family versus peer involvement: The role of self-esteem, sex, and cognitive style as predictors of delinquency among high-risk adolescents.

Using a sample of 168 high-risk adolescents who were on probation with the juvenile justice system, this study examined the hypotheses that family versus peer involvement would moderate an adolescents’ level of self-esteem and that both family versus peer involvement and self-esteem would moderate level of delinquency. Three main findings can be taken from this study. The results revealed that an adolescent’s level of family involvement was positively associated with their level of self-esteem. Second, an adolescent’s level of family involvement was negatively related to severity of delinquent behaviour. Third, an adolescent’s level of self-esteem negatively correlated with severity of delinquency.

Study No. 26

Lightfoot-Christober and Jan Elizabeth (2000) conducted a study on the effects of father home status and paternal attachment on the self-esteem and academic performance of Low-income African American students.

The major purpose of this study was to investigate the effects of the father’s home status and the level of paternal attachment on the self-esteem and academic performance of low-income African American students. Specifically, the researcher was concerned with ascertaining the effect which the father’s home status and the levels of paternal attachment have on five aspects of the self-esteem, namely academic, social, family, personal and total. Among the conclusions of this study was: (i) in general, father-presence or absence in the home appeared to have no influence on the self-esteem of low-income African American students. (ii) the greater the student’s level of paternal attachment the higher the academic, social, family and total self-esteem of those students, specifically among low-income African American students. (iii) the level of paternal attachment seems to have no influence on the reading or math performance scores of low-income African American students.
Study No. 27

Castillo and Ivette Laura (2000) conducted a study on the effects of racial dissonance on the academic achievement and self-esteem of Hispanic middle school students.

The goal of this study was to assess the relevance of Rosenberg’s theory of racial dissonance with Hispanic middle school students. Dissonance theory proposes that the racial composition of schools can negatively impact the academic performance and self-esteem of ethnic minority students (Rosenberg, 1975). The sample included 1037 Hispanic and 683 non-Hispanic white middle school students, ages 10-15, from four middle schools in Southwestern area. The findings highlight the importance of controlling for socioeconomic factors when examining the academic performance and self-esteem of Hispanic students. Future research of school racial composition should examine family factors, teacher experience, busing patterns and grade level with ethnically and socioeconomically diverse samples.

Study No. 28


The purpose of this study was to measure the relationship between sensory disabilities and student adjustment levels for self-determination, self-esteem, cultural/disability identification, inclusion preferences, and academic achievement. The four disability groups that participated were students who were deaf, hard of hearing, blind or visually impaired. The participants were 12-21 years of age, and they attended resources room classes; self-contained classes and special schools within the NYC public schools; and one state-supported school. Student questionnaires, teacher information and school records provided data on the eight indicators of adjustment.

Mixed factorial analyses of variance were conducted to compare the scores by sensory disability group and program placement. Results indicated that there were significant differences between the sensory groups on self-determination, self-esteem and academic achievement and significant placement differences on academic achievement, disability identity and student preferences for inclusive education.
Studies Related to Stress

Study No.1


Stress is simply the body's response to changes that create taxing demands. When one cannot cope with it, these cause distresses. Stress is not always bad. The manageable stress motivates individuals to achieve what he/she wishes to achieve. When one can cope with stress it is called "eustress" which is good. Education in many countries cause distress in children and there are many factors such as too much demands place on the child by parents and school system; severe competition and fear of failure, Child's inability to cope with pressure, ones fitness, socio-economic and family backgrounds, cost of learning and more over the system of education that places too many bureaucratic and systemic controls such as examinations which are not learner friendly.

Study No.2


This study observed young, middle-aged, and older adults (N = 239; M[script age] = 49.6 years; range = 18-89 years) for 30 consecutive days to examine the association between daily stress and negative affect, taking into account potential risk (i.e., self-concept incoherence) and resilience (i.e., age, perceived personal control) factors. Results indicated that younger individuals and individuals with a more incoherent self-concept showed higher average negative affect across the study. As well, individuals reported higher negative affect on days that they experienced more stress than usual and on days that they reported less control than usual. These main effects were qualified by significant interactions. In particular, the association between daily stress and negative affect was stronger on days on which adults reported low control compared with days on which they reported high control (i.e., perceptions of control buffered stress). Reactivity to daily stress did not differ for individuals of different ages or for individuals with different levels of self-concept incoherence. Although all individuals reported higher negative affect on days on which they reported
less control than usual, this association was more pronounced among younger adults. The current study helps to elucidate the role of risk and resilience factors when adults are faced with daily stress.

Study No.3

Lopez, Francesca (2010) conducted a study on Identity and Motivation among Hispanic English Language Learners in Disparate Educational Contexts.

Perception of scholastic competence, perception of educational opportunities, motivation, and acculturative stress are student level variables that have been established in the relevant literature as predicting academic achievement. This study examined the degree to which those variables accurately predict student group membership in two districts (Texas and Arizona) with disparate language acquisition methods: Structured English Immersion (SEI) and Bilingual Education (BE) classrooms. The sample included 295 Hispanic English Language Learners (ELLs) in middle elementary school, ages 9-11. Students' perceptions of scholastic competence, perceptions of educational opportunities, motivation, and acculturative stress contributed to predict 73.3% of the participants' group membership. Post-hoc analyses of group differences resulted in moderately higher scholastic competence and perceived educational opportunities for ELLs in the Texas district, whereas acculturative stress, perceived discrimination, and maladaptive motivation scores were moderately higher for ELLs in the Arizona district. ELLs in the SEI group, however, also had slightly higher scores on adaptive motivation. Competing hypotheses and policy implications are discussed in the context of prior research.

Study No.4

Kim and Jae Duk (2009) conducted a study on stress and anxiety among Korean international students at Liberty University analyzed with the State-Trait Anxiety Inventory.

International students face unique issues, including anxiety while adjusting to cultural unfamiliar and academic challenges. This research study examined characteristics anxiety levels as Korean international seminary students (n=61) living in the U.S. and compared them with Korean domestic seminary students (n=120) living in
Korea using the State-Trait Anxiety Inventory. The results: the Pearson correlation indicated that the state anxiety scores and trait anxiety scores were significantly related. Korean international seminary students had statistically significantly higher mean scores on state and trait anxiety that Korean domestic seminary student. The 2x2x2 ANOVA revealed that significant differences were found for location and marital status, but not for gender. In indicating that among Korean international students some require more care and support for the management of anxiety than others.

**Study No.5**

Childs, Ruth A. (2009) conducted a study on The First Year, They Cried": How Teachers Address Test Stress.

Grade 3 teachers in Ontario must administer the Primary Assessment of Reading, Writing and Mathematics to their students. In this study, we analyze how four teachers framed and addressed the problem of the stress some of their students experienced when sitting the test. The teachers framed the problem in different ways: as related to students' perceptions of the test, students' preparation for the test, teachers' attitudes about the test, or the developmental appropriateness of the test administration instructions. Their approaches to addressing the problem were related to how they framed the problem and whether they believed the test administration instructions must be strictly followed. We believe it is important for educational policy makers and test developers to understand the problem of test stress and to engage teachers in finding ways to address it.

**Study No.6**

Ramos and Jose A.(2009) conducted a study on a comparison of perceived stress levels and coping styles of non-traditional graduate students in distance learning versus those in brick and mortar schools.

The purpose of this dissertation was to explore the differences in perceived stress and coping styles among nontraditional graduate students in both brick and mortar and distance-learning institutions. This study used a quantitative causal-comparative design that involved collecting survey data. The sample for this research study were nontraditional graduate students that were enrolled in distance learning classes as well as nontraditional students that attend traditional on-campus courses in a graduate
campus. The sample consisted of at least 36 nontraditional graduate students enrolled in distance-learning classes and 36 nontraditional students that attended traditional on-campus courses. T test and multiple linear regression analysis were conducted to simultaneously assess the effects of group membership and all demographic variables on each of the dependent variables. An alpha level of .05 was used to establish statistical significance. Overall the analysis of data has supported the null hypotheses of this study which states that there is no significant difference between the coping styles and the perceived stress levels of graduate nontraditional students enrolled in distance-learning and in brick-and-mortar institutions. Moreover the demographics did not affect the overall scores of respondents in terms of their coping styles and stress levels.

Study No. 7


The study examined the dimensions of job stress among public secondary school principals in Oyo State, Nigeria. It also determined difference in job stress between demographic characteristics of principals (gender and years of experience) and school variables (type of school and location of the school). Descriptive survey design was adopted. The sample was selected through cluster sampling among the 20 ANCOPSS Zones in Oyo State. 100 principals participated out of which 94 questionnaires were found to be useful. Four research hypotheses were formulated and analysed using t-test statistics. The findings of the research revealed that 6.4% of participants reported their job as either not stressful or mildly stressful. 76.6% were of the view that their job was moderately stressful or considerably stressful. 17.0% rated their job to be very stressful or extremely stressful. The results of t-test showed no significant difference in job stress between demographic characteristics and school variables of the participants. The conclusion was that principals are experiencing stress in their job in the same dimensions irrespective of any variables such as gender, years of experience, school type and location of the school.

Study No. 8

Violanti and Karen (2007) conducted a study on student affairs professionals in academic roles: The investigation of stress, job satisfaction and emotional well-being in a private higher educational setting.
This study focused on the experience of student affairs professional serving in academically based roles in a private higher education environment. The purpose of the study was to build knowledge of the experience of stress, job satisfaction and emotional well-being in this unique student affairs professional group and identify areas of concern or challenge. General life and occupational stress, job satisfaction and emotional well-being in higher education student affairs professional in academic roles were investigated. The student affairs sample group was compared to a faculty sample group macros each study variable. The findings of the study indicated that significant differences existed between the student affairs and faculty groups in occupational role responsibility, occupational personal strain, occupational physical strain, personal life stress, health life stress, financial life stress, overall total life stress, occupational job stress severity, occupational job pressure severity and health vitality. Significant relationships were found in the student affairs group between higher life stress and lower emotional well-being and lower general health, higher occupational stress and lower emotional well-being and lower general health, higher occupational role conflict and lower emotional well-being and lower general health, and higher use of personal resources and higher levels of emotional well-being and higher general health. The findings assisted in effectively recognizing the differences and relationships that exist for the students affairs professional in academic roles as compared to faculty. The findings recognized the unique nature of this student affairs role in the experience of stress, job satisfaction and emotional well-being and provides strong basis for further research in deepening the knowledge of this specific student affairs population.

Study No. 9

Spangler and Susan Bloome (2006) conducted a study on an eagle winged like a worm: Regression under stress in student teacher.

This dissertation engages in issues not fully examined by previous investigations of regression under stress in student teachers. While most studies argue for or against pedagogical content knowledge being “washed out” during student teaching or cite evidence for the appropriate application of activity theory, these studies do no take into account cases in which the student teachers openly rebelled against their cooperating teachers or failed to internalize the pedagogical tools they were allegedly acquiring.
during their student teaching experiences. By drawing on recent scholarship on organizational leadership, I seek to explain why student teachers engaged in particular teaching behaviours because of or in spite of the pressures they faced during student teaching.

Firmly rooted in ethnographic methodology, this dissertation analyses the behaviours and attitudes shared by student teachers who tended to regress under stress as well as those shared by student teachers who resisted regression. This study explores the factors that influence student teachers as they negotiate the threshold between being students and being teachers, specifically focusing on the factors that help these novices practice the teaching strategies they learned in their university programs. This dissertation also makes recommendation for improving English Education programs so that teacher educators may help better prepare their student teachers to successfully enter service in the profession.

Study No. 10

Denson and Elleta Lynnette (2002) conducted a study on the relationship between stress, coping resources, and academic achievement in African American urban youth.

The intent of the study was to examine if students' perceptions of their stress, coping resources, their developmental stage, and their gender could predict reading and math achievement. Seventy-four African American youths were selected from two feeder schools in a large metropolitan city school system in Georgia. All of the students qualified for free lunch and reside in the same urban community. The Stanford Nine Achievement Test Math and Reading scores were obtained from school records. They were assessed on the five subscales of the Coping Resources Inventory Scales for Educational Enhancement which measured the students' perceived stressors and stress-coping resources. A two-way MANOVA was used to analyze if age or gender differences existed for coping resources or perceived stressor. No significance was found in students' perceptions of their stress or coping resources between developmental stage or gender. There was also no other significance found in the interaction between gender and developmental stage on stress or coping resources. Regression analysis was used to determine what percentage of the variance of academic achievement was predicted by eight variables: perceived stress, five coping resources,
developmental stage and gender. Results showed that seven percent of reading achievement was predicated by the Academic Confidence coping resource and thirty-two percent of math achievement was predicted by Academic Confidence coping resource scale and developmental stage. Both were significant at the .01 level. Sixth graders scored higher in math achievement than fourth graders. Thus, the current study showed that Academic Confidence was a significant predictor for both reading and math achievement, indicating a relationship between coping resources, Academic Confidence, and reading and math achievement. Finally, it was reported that those who scored and Social Confidence. It appeared that students who scored low on academic Confidence received very little emotional support from peers, parents and other adults.

Study No. 11

Smith and Glenda (2002) conducted a study on perceptions of stress in urban special education teachers across settings.

Nationally, the public school systems have been experiencing shortages in qualified teachers for general education classrooms. The same has been true for specialized classrooms for students with varying disabilities. Many systems have tried or are currently trying innovative approaches to fill vacancies. Shortages are extremely visible in large urban districts. The vacancies are the result of retirements, transfers and resignations. Past research has shown that many of the teachers leave due to limited support from the administration and the progression of stress to burnout. This study focused on teacher’s perception of stress as it relates to the classroom setting. In addition to perception, the manifestation of stress as somatic complaints was examined. This study focused on stress in urban special education teachers who work with students who have emotional/behavioural disorders.

The results of the project indicated no significant difference in the perception of stress across placement settings for students with emotional/behavioural disturbance. The teachers stated that they were most concerned about the lack of support by the parents. The results appeared uncharacteristic as it applies to large urban districts given the lack of significance.
Study No. 12

Cushing and Anne Elizabeth (2001) conducted a study on teacher personality, stress and difficult students: An Adlerian perspective.

The intent of the study was to investigate the phenomenon of psychological stress experienced by teachers when working with difficult students. The study examined the possible mediating effects of teacher personality on the perception of stress experienced by teachers. The study included 320 teachers identified in a two-stage random cluster design. Teachers were requested to compete a survey packet. 128 teachers completed the Basic Adlerian Scales for Interpersonal Success-Adult Form (BASIS-A), the Sulliman Scale of Social Interest (SSSI), the Index of Teaching stress (ITS), and the Difficult Patient Questionnaire-Revised (DPQ-R). There was a statistically significant canonical correlation between an “active” factor on the DPQ-R and a “nonconforming” factor on the BASIS-A. A statistically significant difference in ITS scores was found between the BSI scores, of the top and bottom 16% of the teachers who participated. A statistically significant correlation was found between ITS and SSSI scores. There was a statistically significant relationship between ITS scores and predictor variables of SSI, BSI, WR and GA. No significant relationship was found to exist between the variables of level of education, years teaching experience, and grade level taught and ITS score.

Study No. 13

Foster and Cliffa Ann (2001) conducted a study on the relationship of exercise participation with perceived stress of higher education faculty and administrators.

The primary purpose of this study was to investigate the relationship between exercise participation and perceive stress in higher education faculty and administrators. In addition, the study sought to determine the relative relationship that specific demographics have with exercise participation scores and perceived stress scores of higher education faculty and administrators. Surveys were utilized addressing the issues of exercise participation, perceived organization stress, and basic demographic information about the respondent. Instruments included the Stress Diagnostic Survey (SDS), the Godin Leisure-Time Questionnaire, and a survey of selected demographics. The total population included 115 faculty and administrators. The relationship between longevity at the university and perceived stress levels of the sample population was
significant. The relationship between number of children and perceived stress levels of the sample population was significant. The relationship between administrators exercises participation levels and stress levels of the sample populations was significant.

Study No. 14

Ye and Xiaolan (2001) conducted a study on the long-term effects of stress on mental health.

The present study has explored the effects of different types of life stressors on mental health. The theoretical framework is based on stress theory and the life course perspective. It expands stress theory to recognize several types of stressors across an individual's life course. These stressors, in time sequence, include childhood stressors, distal stressors represented by early adulthood event, and proximal stressors containing recent adulthood events, chronic strains, and recent undesirable life events. In terms of gender differences, earlier stressors led to subsequent stressors for both men and women. The effects are slightly more evident for the females. Childhood events have strong long-term effects on men, but not on women. While childhood events do not have direct effects on women mental health, they can trigger the vulnerability to recent events and exacerbate the negative effects of more recent event on depression. Moreover for females, perceived social support is found to be more important than received support.

In terms of age differences, childhood events have significant long-term effects on depression for the younger sample but not for the older sample. It is found that perceived social support is more beneficial for the younger sample than for the older sample, and received social support is more important for the older sample than for the younger sample.
Studies Related to Emotional Intelligence

Study No.1

Deniz, M. Engin; Tras, Zeliha; Aydogan, Didem (2009) conducted a study on An Investigation of Academic Procrastination, Locus of Control, and Emotional Intelligence.

In this research, the effects of emotional intelligence on the academic procrastination and locus of control tendencies of a group of university students are investigated. The sample of this study consists of 435 university students including 273 female students and 162 male students who were randomly selected from the population of Selcuk University students. The age range of the students varies in between 17-21 years old and the mean age is 20.19 years old. A personal information form, the Emotional Intelligence Scale, the Academic Procrastination Scale and the Locus of Control Scale were administered to the sample. Research findings show that the sub-scales of the Emotional Intelligence Scale, adaptability and coping with stress, are highly correlated with the students’ academic procrastination tendency scores (p less than 0.05). Secondly, it was found that the two sub-scales of the Emotional Intelligence Scale, adaptability and general mood, could significantly predict the students’ locus of control scores (p less than 0.05). Lastly, a negative correlation was found between emotional intelligence skills and both academic procrastination (p less than 0.05) and locus of control (p less than 0.01).

Study No.2

Polat, Soner; Ulusoy-Oztan, Yildiz (2009) conducted a study on Relationship Between Emotional Intelligence of Primary School 4th and 5th Grade Students and their Teachers.

Students gain many skills by observing, following and imitating others. Today one of the skills which students need most is managing emotions. The models who the elementary students imitate most are the teachers in their learning process. Therefore, teachers have an important role in students' gaining the skill of emotion management. From this point of view, teachers should exemplify the skill of emotion management well. Hence, this survey aims to reveal the relationship between fourth and fifth grade students and teachers' emotional intelligence perception. The data of the survey was gathered from the fourth and fifth grade students and teachers in the schools in central
district of Izmit chosen by chance with the emotional intelligence perception scale of Wong and Law (2002). At the end of the survey, a meaningful and positive connection was found out between the students and teachers' emotional intelligence perception. It is seen that teachers' emotional intelligence management skill affects the emotional intelligence skill which students use positively and is an important explanatory variable. Accordingly, enhancing teachers' skilful use of emotional management has an effect on the improvement of students' own emotional management.

Study No. 3

Pettit, Michele L.; Jacobs, Sue C.; Page, Kyle S.; Porras, Claudia V. (2009) conducted a study on An Assessment of Perceived Emotional Intelligence and Health Behaviors among College Students.

The purpose of this study was to assess the relationship between perceived emotional intelligence (i.e., recognizing, expressing, monitoring, managing, and reflecting on emotions) (Presbury, Echterling, & McKee, 2007) and self-reported health behaviors among college students. A convenience sample of 418 undergraduates completed online surveys consisting of items from the Brief Stress and Coping Inventory (Rahe & Tollst, 2002) which includes measures of health behaviors, conceptualized as coping responses to stress, and the 30-item Trait Meta-Mood Scale (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995) which measures perceived emotional intelligence. Logistic regression analyses revealed relationships among perceived emotional intelligence factors (i.e., attention, clarity, and repair), gender, and a number of health behaviors: consuming more than seven alcoholic drinks per week, eating meals in pleasant surroundings, eating meals slowly and calmly, exercising at work/home, exercising moderately and regularly, exercising vigorously and regularly, controlling pace of life, and maintaining sufficient energy reserve (p less than 0.05). Independent t-tests revealed that females reported higher levels of emotional attention than males (M = 48.37, M = 44.12; p less than 0.001). Two-way contingency table analyses indicated that females were more likely to eat meals in pleasant surroundings and exercise at work/home, while males were more apt to consume more than seven alcoholic drinks per week, exercise vigorously and regularly, maintain sufficient energy reserve, and acquire sufficient sleep (p less than 0.05).
Results suggest that emotional intelligence has the potential to offset behaviors that have been associated with higher levels of morbidity and mortality.

Study No.4


The main purpose of this study was to determine if an appositive relationship existed between Emotional Intelligence and Job Satisfaction for deans of business schools. A secondary purpose was to determine which Emotional Quotient (EQ) Competencies were most important for satisfied deans and how these competencies assisted processes related to hiring, retention and development. The discussion focused on theory and research in the areas of emotional intelligence, job satisfaction and academic leadership. Research objectives and a general conceptual model were developed to illustrate the proposed relationship between emotional intelligence and job satisfaction. The data collected included a total of 111 self-reports on surveys to assess EQ and job satisfaction. The statistical procedures of factor analysis and regression analysis were utilized for this study based on the focus of the research objectives. The results of the factor analysis provided four EQ factors for regression analysis.

The primary objective of this research was achieved by discovering that a positive relationship existed between emotional intelligence and job satisfaction in deans business schools. The results from the multiple regression confirmed that three of the EQ factors were statistically significant. The secondary research objective was also examined according to the regression results. The findings revealed that the following EQ subscale competencies were most significant: Flexibility, Assertiveness, Stress Tolerance, Problem solving and Self-Actualization. In conclusion, this study presented new research within the domain of higher education and the findings offered a glimpse into which EQ competencies had a positive relationship to job satisfaction for deans.
Study No.5

Hatfield and David (2009) conducted a study on relationship between emotional intelligence competencies and transformational leadership skills.

This quantitative correlational study evaluated relationships between emotional intelligence competencies and transformational leadership skills of civil servant leaders in an agency of the federal government. The purpose of the study was to identify any relationship between the two variables and measure their direction and strength to determine if these relationships could provide support for developing leaders with better transformational leadership skills. Survey responses came from 309 participants and statistical analyses of the data demonstrated significant positive relationships between emotional intelligence and transformational leadership skills in the population studied. A significant negative relationship was found between emotional intelligence and passive-avoidant leadership skills.

Study No.6

Han and HeeYoung (2009) conducted a study on the relationship between students’ emotional intelligence, social bond and interactions in on-line learning.

The purpose of the study was to investigate the relationship between students’ emotional intelligence, social bond and their interactions in an online learning environment. This study examined emotional aspects of online interaction in both synchronous and asynchronous online learning environments. A conceptual framework developed based on a literature view and canonical correlation analysis was used to test the conceptual framework. The research setting in this study was a 100% online Mater’s program within university located in the Midwest of the United States. Out of 188 total students in the program, 84 students elected to participate in the study.

This ex post facto and correlational study discovered statistical relationships between students’ emotional intelligence, social bond and interactions that naturally occur in an educational setting. The results showed negative relationship between students’ ability to perceive emotion by facial expression and the number of text and audio messages in synchronous interaction a positive relationship between students’ ability to perceive emotion and their bond to peers, and a positive relationship between students’ bond to their online program and their type of messages in synchronous interaction.
Study No.7

Stubbs and Elizabeth Christine (2008) conducted a study on the emotional intelligence competencies in the team and team leader: A multi-level examination of the impact of emotional intelligence on group performance.

This research examines the relationship between team leader emotional intelligence competencies, team level emotional intelligence and team performance. It is argues here that team leader’s emotional intelligence (EI) will influence the development of group level emotional intelligence, which was measured by a teams emotionally competent group norms (ECGN). Secondly, it is hypothesized that the presence of ECGNs will positively influence group effectiveness. Data were collected from 422 respondents representing 81 teams in a military organization. Results show that team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and that emotionally competent group norms are related to team performance. This research contributes to the field by offering support for the affects team leaders emotional intelligence has on the teams they lead as well as by showing team level emotional intelligence affects team performance.

Study No.8

Colston and Dean (2008) conducted a study on the relationship between emotional intelligence and academic achievement: Implications of birth order based on social rank for nontraditional adult learners. Emotional intelligence of adults has increasingly become the focus of research and educational reform efforts ion recent years. For the purpose of this correlational study, a convenience sample, of 115 male and female adult nontraditional undergraduate learners at Ottawa University-Arizona during or after the Proseminar class was selected. Measure for emotional intelligence, gender, and age were operationalized by the Bar-On Emotional Quotient Inventory survey instrument. The statistical findings showed that there as a weak positive relationship between emotional intelligence and academic achievement of the adult learner in that the higher the participant’s emotional intelligence, the more likely the participant will have a high grade point average; similarly for the converse. Further analysis showed that the relationship between EQ and GPA did not vary across individuals with different birth order.
Study No. 9

Hall and Christy (2007) conducted a study on examining the relationship between leadership effectiveness, emotional intelligence, and coping mechanisms for stress of school administrators.

The purpose of this study was to examine the relationship between principals' leadership effectiveness, emotional intelligence, and coping mechanisms for stress are predictive of leadership effectiveness when other characteristics of school leaders are held constant. There were 6 participants in this study. Each participant was the principal of a public middle school in Massachusetts and was also a member of the Massachusetts Secondary School Administrators Association during the 2005-2006 school years. Survey method was used to collected data. Correlation analyses revealed a negative relationship between Total Emotional Intelligence and Total Leadership Scores, which suggests that ability-based Emotional Intelligence is not part of the criteria necessary for Effective Leadership. Several positive and significant relationships were found among scores from the Coping and Leadership scales. These findings were consistent with prior research. Multiple regression analyses revealed a significant predictive relationship between the three variables and explained 16% of the variance in Total Leadership Effectiveness scores. In addition, three of the Leadership subscales were able to be explained by variables from the Coping and Emotional Intelligence scales. These relationships were significant.

Study No. 10

Rice and Donna (2007) conducted a study on an examination of emotional intelligence: Its relationship to academic achievement in army JROTC and the implications for education.

While the stated ultimate goal of education is academic achievement, attainment of that goal remains elusive. Many educators are making choices that increase academic rigor, sometimes at the expense of programs that might be more effective in meeting the achievement goal. Correlations between factors that possibly relate to academic achievement, such as emotional intelligence, could at least initiate a discussion about attaining the objective of substantial academic achievement through avenues other than repeated classes of the subject matter. Much controversy exists in education regarding
the balance of intelligence quotient (IQ) and emotional intelligence (EQ). That is, an intense debate persists in secondary education over the importance of learning to read, write, master the sciences and social sciences to the environment, working cooperatively, responsibly, effectively and with confidence and passion (Goleman, 1998). Students who are weak in adaptability, assertiveness, decisiveness, empathy, or commitment could also be inclined to be weak academically. On the other hand, taking time away from the academic schedule to build such skills could degrade academic progress.

The Personal Skills Map is used in this study to explore the relationship of the emotional intelligence it measures to academic achievement as defined by grade point averages. Ten of 11 personal skills, participation in service learning, holding leadership positions and leader/planner learning styles were found to be significantly correlated with grade point averages. Several implications for education are presented from the results. Suggestions as to ways in structural and political leaders can ensure programs that support student achievement and personal growth are presented as well.

Study No. 11

Dardelle and Andrea Deliece (2007) conducted a study on using a theory of emotional intelligence to teach basic writers at a two-year college.

Emotional intelligence scholars such as Daniel Goleman, Reuven Bar-On, John Mayer, David Caruso and Peter Salovbey have all claimed that cognitive ability alone is insufficient to determine an individual’s success. Each has pointed to emotional intelligence as a skill needed to obtain one’s life goals. Using Alice Brand’s glossary of positive and negative emotional vocabulary for writers students identified emotions that aided and stifled their writing process though this study did not find that teaching emotional intelligence skills fifteen-week semester significantly increased student’s emotional intelligence as determined by the MSCEIT, it did find a relationship between emotional intelligence score, students writing skills and their success of course. Students reported emotions throughout the course contribution success-oriented pedagogy for basic writers.
Study No.12

Früh and Jean (2006) conducted a study on the correlation of emotional intelligence, academic achievement and clinical performance in undergraduate athletic training students.

The purpose of this study was to determine if a relationship exists between emotional intelligence, as measured by the Bar-On Emotional Quotient Inventory (EQ-i), academic achievement, as determined by cumulative grade point average (CGPA), and clinical performance as rated by athletic training educators. The subjects were 77 students currently enrolled as juniors or seniors in an undergraduate CAAHEP approved athletic trainer education program. Correlation coefficients will be calculated to assess the degree of relationship among the variables of Bar-On EQ-I scores, clinical performance rating and CGPA. A linear regression will be used to predict clinical performance rating from the predictor variables of CGPA and EQ-I scores. It was proposed that students who are more proficient in the emotional competencies regarded as “core” abilities for health care professionals, which include intrapersonal and interpersonal skills, adaptability, stress management, and general mood, as measured by the Bar-On EQ-I, will receive higher ratings of their clinical performance. The results of this study found no significant relationship between Bar-On EQ-I scores and clinical performance rating. Cumulative grade point average was found to have a moderate relationship to clinical performance rating.

Study No.13

Walker and Mary Elizabeth Bankson (2006) conducted a study on emotional intelligence and academic success in college.

During 2003 and 2004, 1205 undergraduate students at a four-year, research intensive university were given the Bar-On EQi: Short. The data from the Bar-On EQi: Short was collected along with demographic data on the students during their first four semesters of college. Correlations were examined between emotional intelligence and gender, ethnicity, ACT score, and grade point average, number of terms completed and number of hours failed within the first four semesters. The findings of this research suggest that there is indeed a significant relationship between emotional intelligence and academic success in college. This study found that there is a positive correlation between the five emotional intelligence component scores and the individual semester
grade point averages of the first four regular semesters. Further, this study found a positive correlation between emotional intelligence component scores and academic persistence and a positive correlation between emotional intelligence and ACT scores. Lastly, this study found a relationship between emotional intelligence scores and both gender and ethnicity. This study did not find a relationship between the number of hours a student fails during a semester and the same students' emotional intelligence scores. Further, this study did not find a relationship between emotional intelligence and gender and ethnicity combined.

Study No. 14

La Civita and Lori (2003) conducted a study of an examination of emotional intelligence factors: Their relationship to academic achievement and the implementations for retention of the at-risk community college student.

This study examined the relationship between emotional intelligence (EI) factors and academic achievement of at-risk community college students. Specifically, this study examined the relationship of the EI factors of independence, problem solving, and stress tolerance with the grade point averages (GPAs) of at-risk community college students as measure by the BarOn Emotional Quotient Inventory (EQ-i). The findings presented in this study have added to the body of research examining critical issues that impact the academic achievement and subsequent retention of at-risk community college students. Future research that addresses the interrelatedness of the intellectual and emotional elements of at-risk student achievement and retention will further determine the relationship between these constructs.

Study No. 15

Mertz and Debra Leonard (2003) conducted a study on online learning, attrition and emotional intelligence: Perspectives of leaders in online teaching.

The purpose of the study was to examine the role that emotional intelligence, the affective domain of learning and retention of learners' play in an online-learning environment. An understanding of the relationship could help teachers and administrators enhance their praxis to improve student retention. Based on the responses of 175 leaders in online learning, two research questions were addressed in this study. The first question explored the degree that leaders in online learning view the
importance of emotional intelligence and the affective domain of learning in an online-learning environment. The second research question investigated the degree that leaders in online learning viewed the importance of emotional intelligence and the affective domain of learning in relation to retention of learners. The findings suggest that leaders of online learning could proffer from many of these constructs, but not all, to enhance online learning praxis and improve student retention. For example, the construct of flexibility was not found to be significant for student retention. Forming a clearer understanding between which aspects of emotional intelligence and the affective domain of learning are relate to students in the online-learning environment could enhance online learning and improve retention of online learners.

Study No. 16

Khan and Atique (2003) conducted a study on the influence of socioeconomic status on emotional intelligence and academic performance of community college students.

This qualitative phenomenological study explored community college students’ perspective about the influence of socioeconomic environment on emotional intelligence and academic performance to improve persistence. NVivo 7 software assisted to utilize Moustakas Modified van Kamm method to analyze the data collected from the interviews with 18 adult community college students. The findings suggest that parental guidance played an important role in fostering emotional intelligence. The socioeconomic environment had significant influence on students’ academic performance. Students’ perspective revealed that existing curriculum and pedagogy is not enough to improve academic performance. Additional learning initiatives such as tutoring, counseling and emotional well-being workshops are needed to improve students’ ability to withstand academic pressure and increase persistence.

Study No. 17

Rippeth and Robin Ann Murphy (2002) conducted a study of an investigation of the relationship between emotional intelligence and family environment, ego development and alexithymia.
The study examines the relationship between emotional intelligence and family environment, alexithymia and ego development. The participants were 302 undergraduate students enrolled in a medium-sized public university in the Midwest. Participants completed the BarOn Emotional Quotient Inventory (EQ-i), the Family Environment Scale (FES), the Toronto Alexithymia Scale (TAS), and the Loevinger Sentence Completion Test (LSCT). The total EQ:I score was the dependent measure. The individual scores on the other three instruments served as the predictor variables. Results from multiple regression analysis indicate that the independent variables as a group significantly contribute to the predication of emotional intelligence, according for 58% of the variance in BarOn EQ: I scores. Although a causal relationship cannot be shown with multiple regressions, significant findings suggest that high levels of ego development, low levels of alexithymia and certain family environment characteristics are related to emotional intelligence. The current research provides support for the emotional intelligence construct, identifying predictor variables associated with emotional intelligence. Clinical implications include suggestions for therapists that may guide treatment and interventions used. Although the FES moral-religious emphasis subscale appears to be culturally biased toward Christianity, this subscale significantly contributed to the prediction of emotional intelligence. This questions the BarOn EQ:I in terms of whether it is also biased toward Christianity. Another problem inherent in this study is the use of self-support data. Reports of behaviour may be incongruent with actual behaviours displayed, especially in emotionally charged situations. Other concerns regarding the construct of emotional intelligence revolve around using the term intelligence in the affective domain. Unlike cognitive intelligence measures, measures of emotional intelligence lack sophistication and the ability to present tasks and derive at a correct answer. Suggestions for future research include obtaining qualitative data regarding emotional intelligence, using performance based measures of emotional intelligence exploring causal relationships that produce high levels of emotional intelligence, and using more diverse samples.
Study No. 18

Fannin and Barbara Ellen (2001) conducted a study on the contributions of emotional intelligence to academic achievement and production.

This study examined the relationship between emotional and annalistic intelligence upon academic achievement and academic production. One hundred and fifteen children ages 13 to 14 were administered the Adolescent Multiple Intelligence Test. Previously administered academic test scores from the Terra Nova Achievement Test and scores form the Otis-Lennon School Ability Test were also used. It was hypothesized that there would be a positive relationship between emotional intelligence and academic achievement and academic production.

Analytic intelligence, as measure in the present study, was found to be a better predictor of grade point average and academic achievement test scores than emotional intelligence. Emotional intelligence was also found to significantly correlate with grade point average and achievement test scores.

Study No. 19

Jaeger and Audrey Jean (2000) conducted a study on emotional intelligence, learning style, and academic performance of graduate students in professional schools of public administration.

Empirical research has produced evidence suggesting that the ability to assess, regulate and utilize emotions is important to effective worker performance. Yet, few graduate professional program curriculum adequately address the emotional and interpersonal skills that prospective employers most want in their employees and or practitioners find most useful in their work. The results from this study showed that these emotional capacities can be enhanced in the traditional graduate classroom. Furthermore, findings revealed a strong relationship between emotional intelligence and academic performance. This finding suggests the need for educators in professional education to explore the role of emotional intelligence in the classroom. Although findings revealed positive relationships between initial and ending levels of emotional intelligence and academic performance, improvement in emotional intelligence was not a predictor of student academic success.
Studies Related to Academic Achievement

Study No. 1

McClure, Larry; Yonezawa, Susan; Jones, Makeba (2010) conducted a study on Can School Structures Improve Teacher-Student Relationships? The Relationship between Advisory Programs, Personalization and Students' Academic Achievement.

This study focused on the relationships between student-perceived levels of personalization, students' opinions about advisory period, and academic outcomes. Surveys were administered to 10,044 students over three consecutive years at 14 redesigned small schools and survey responses were linked to students' weighted single-year grade point averages and English Language Arts standardized test scores. Results of a series of multi-level models indicated that more positive perceptions of personalization were predictive of better academic outcomes. Student perceptions of the advisory period were related to academic achievement as well, but in the opposite direction: more positive feelings about advisory period were associated with worse academic outcomes. These results are consistent with qualitative work suggesting that higher levels of personalization are associated with higher levels of academic achievement, improved school culture, and more student engagement. However, these results also suggest that the relationships among advisory period, personalization and academic outcomes are not as straightforward as was previously thought.

Study No. 2

Sajan, K. S. (2010) conducted a study on Teaching Aptitude of Student Teachers and their Academic Achievements at Graduate Level.

The present investigation aims at studying teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.
Study No. 3

Kay, James Edward (2010) conducted a study on Improving Academic Achievement of Students with Problematic Attendance by Implementing a Multisystemic School-Based Model.

This study addressed the problem of poor attendance adversely affecting grades and learning. Current school policies do not address problematic attendance for all school-aged children, perpetuating trends of academic failure. The research objective was to determine if unexcused absences had a greater negative impact on a high-stakes test compared to excused absences and then develop a manual of best attendance policies to better serve all school-aged children. This study sampled 10,403 students in a southern United States county. Bivariate regression and ANOVA analyses examined the scores students earned on their first attempt at the Social Studies Georgia High School Graduation Test (SSGHSGT) in relation to these students' excused and unexcused absences for grades 9 through 11. Unexcused absences had a significantly greater impact than excused absences on SSGHSGT scores. Scores decreased an average of 1.33 points for every unexcused absence, whereas each excused absence resulted in a score reduction of only 0.47 points. Given the need demonstrated by these results, a manual of best practices was developed from initiatives that had been empirically proven successful in preventing absences. The initiatives, drawn from the theoretical foundation of family systems, employ schools, parents, neighborhoods, peers, government agencies, and teachers to cumulatively influence student decisions about attendance. By preventing students from developing problematic attendance, positively impacting student grades, raising graduation rates, and reducing delinquency-related crimes these improvements can create a positive social change for students, parents, and particularly school personnel who are held responsible for academic achievement.

Study No. 4

Scoggins and Donna K. (2009) conducted a study on the differences in academic achievement between single-sex education and coeducation classes in fifth grade.

Single-sex education is an instructional innovation implemented to improve student academic achievement by teaching to the learning styles and interest of boys and or girls. This ex post facto quantitative study examined the differences in academic
achievement between single-sex education and coeducation classes on students' achievement in literacy and math as manifested in fifth grade students' scores on the 2008 Arkansas benchmark achievement exam. Fifth grade students attending a predominantly low socioeconomic elementary school in Four Smith, Arkansas received the intervention of single-sex education for one year. Data were collected from the students' fourth grade 2007 Arkansas Benchmark exam and compared to the students' post intervention 2008 Arkansas Benchmark exam data to determine whether single-sex classes significantly improved academic achievement as measured by students' scores in literacy and math. The results indicated that there were no significant differences in academic achievement in fifth grade students in literacy and math. In addition, research available on the effectiveness of single-sex classroom instruction is reviewed.

Study No. 5

Conley and George (2009) conducted a study on the effect of graphic organizers on the academic achievement of high school students in United States history who receive instruction in a blended, computer-based learning environment.

The purpose of this study was to investigate the effect of graphic organizers on the academic achievement of high school students receiving instruction in United States History via an online blended learning environment. With 60 participants in the study, the students were equally divided into two groups of 30 participants each. Group I was designated as the treatment group, while Group II formed the control group. A two-tailed t-test was used to determine that the means of the two post tests were not significantly different at a probability level of .05. Therefore, the received instruction in United States History in an online blended learning environment using graphic organizers did not perform significantly higher on the end of course Test than high school students who did not receive instruction using graphic organizers.

Study No. 6

Kustere, Katherine De Meo (2009) conducted a study on Impact of parenting styles on academic achievement: Parenting styles, parental involvement, personality factors and peer orientation.

Research has demonstrated a relationship between parenting styles and academic achievement in children and young adolescents. Global measures of parental
involvement have also been shown to mediate this relationship. However, there is little research that examines these relationships within an older adolescent population or that has studied specific components of parental involvement. This study evaluated the relationships between four parenting styles and academic achievement as well as the mediating effect of three types of parental involvement was assessed. A total of 136 students, 72 from a university and 64 from a high school, completed self-report questionnaires. In addition, the relationships between personality characteristics and academic achievement and peer orientation and academic achievement were also evaluated. The mediation model proposed was only partially supported. Only one of the components of parental involvement, described as parental support of academic endeavors, was found to mediate the effect of parenting styles on academic achievement. This relationship existed when school attitudes were used as the outcome. However, these findings were not significant. Though this study has limitations, the findings provide another layer of data within this field of research.

Study No. 7

Conklin and Elizabeth (2008) conducted a study on student academic achievement in online and traditional courses at a New York State community college.

The study compared online and traditional courses at a New York State community college on the dimensions of student academic achievement and dropout rates and compared the demographic characteristics of students enrolled in online and traditional courses. Findings indicated that there is a significant difference between the average grades of business courses and liberal arts/humanities courses, and a significant difference between the average grades of liberal arts/humanities and maths/science courses. The difference between business and math/science courses was not significant.

Study No. 8


Self-regulated learning is an individual’s ability to initiate strategies to facilitate learning and to adjust those strategies based on learning situations (Zimmerman &
Martinez-Pons, 1990). This study explored the relationship between self-regulated learning and academic achievement. Ethnic and socio-economic differences in the types of self-regulated learning strategies used were also examined. Eighty-nine middle school students completed a modified version of the Motivated Learning Strategies Questionnaire (MSLQ). A subset of 26 African American and European American students from high and low socio-economic status was administered the Self-Regulated Learning Interview Schedule (SRLIS). Results from the MSLQ indicated there were no correlations between self-regulated learning and academic achievement. There were also no self-regulated learning differences found between African American and European American students and between students from high and low socio-economic status. However, results from the SRLIS showed high achieving students reported using more self-regulated learning strategies and more advanced strategies than low achieving students. There were few differences found in the use of self-regulated learning strategies by ethnicity. Students from high socio-economic status reported using more self-regulated learning strategies and different strategies than students from low socio-economic status.

Study No. 9

Goodman and Matthew (2007) conducted a study on middle level programs and practices and student achievement.

The purpose of this study was to analyze the relationships between individual and collective middle school programs and practices and student achievement in the middle level schools of Missouri. The method of analysis was quantitative, with survey data being used to determine (a) what is descriptive of the demographics of Missouri middle level schools, (b) what is descriptive of the programs and practices of Missouri middle level schools and (c) if any relationships exist between the programs and practices, school leader and demographic variables and student achievement. The study found, when controlling for a school’s socioeconomic status, differences among the influence of middle school programs and practices and student achievement. Conceptually, based around the turning points 2000 recommendations, the study found that Communication and Arts and Mathematics achievement are influenced similarly and differently by middle school programs and practices.
Study No. 10

Holt and Svetlana (2007) conducted a study on emotional intelligence and academic achievement in higher education.

This study explored the relationship between emotional intelligence and academic achievement in undergraduate students in a community college in Southern California. Participants were surveyed for their demographic characteristics, Scholastic assessment Test scores, Grade Point averages, levels of emotional intelligence as measured by Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and their perceptions on their educational experiences.

The results of statistical analyses indicate that GPAs are positively correlated with the Emotional Management task score, Social Management task score, Managing Emotions Branch score, and Emotional Reasoning Branch score on MSCEIT. Students' satisfaction with educational experience was positively correlated with Social Management task score. This study confirms a relationship between emotional intelligence and academic achievement as measured by GPA.

Study No. 11

Ballinger and Douglas (2007) conducted a study on elementary principal’s knowledge and implementation of the five balanced leadership framework responsibilities and their impact on student academic achievement.

The purpose of this study as to learn how much Indiana elementary principals know about the leadership practices that have the highest impact on student achievement, to determine the extent to which these leadership practices are implemented and the relationship between knowledge use and student achievement. The study sound that there is significant relationship between Indiana elementary school principals knowledge and implementation of Situational Awareness, Flexibility, Discipline, Evaluation and Outreach. Across all five domains there was a moderate to strong relationship between knowledge of the leadership principals and their implementation. The study also found there is no significant relationship between the implementation of Situational Awareness, Flexibility, Discipline, Evaluation and Outreach and student achievement as measured by third grade ISTEP scores.
Study No. 12


The purpose of this study is to determine if gender, ethnic and cultural identity and generational conflicts influence academic performance and self-esteem of Cambodian adolescents in the Northeastern region of the United States and if so, in what manner. This study adds more knowledge to the area of acculturation and identity and cultural conflicts of Cambodian adolescents' ion America. Additionally, the research helps the community at large become aware of the socio-cultural and identity conflicts that hinder the educational performance of Cambodian students. The findings indicate that there are no significant differences on self-esteem, acculturation and home environment between students born in or outside of the United States. There was no significant relationship between gender and acculturation level. Results of the analysis reveal that Cambodian adolescents who maintain their ethnic and cultural values do well academically.

Study No. 13

Branch and Jasan Luther (2003) conducted a study on extracurricular activities and academic achievement.

The purpose of this study was to examine the academic achievement of students who participate in school sponsored extracurricular activities and students who do not participate in school sponsored extracurricular activities using cumulative grade point average as a measure. Race, socioeconomic level, family standing, grading subjectivity or other variables were not examined and received no initial consideration at the time of the systematic selection.

The subjects in this study were 1100 students at a large southeastern metropolitan high school with a population that exceeds 3000. The 1100 students in the study were divided into three groups-students who participated in school sponsored athletic extracurricular activities, students who participated in non-athletic school sponsored activities, and students who did not participate in any school sponsored extracurricular activities. Each group encompassed approximately 200 or more students. The information collected was compared using SPSS data analysis software to conduct a one-way ANOVA using Tukey's post hoc test at a significance level of .05.
The results of the study indicate that there was a significant difference between the academic achievement of students who participated in school sponsored extracurricular activities and students who did not participate in school sponsored extracurricular activities. Specifically, students who participate in school sponsored extracurricular activities and a higher cumulative grade point average than students who did not participate in any school sponsored extracurricular activities. Students participating in athletic extracurricular activities outperformed non-participants and non-athletic extracurricular participants achieved at a higher rate than non-participants as well. In both cases, the lowest achieving subgroup in both the athletic participants and the non-athletic participants still had a higher overall grade point average than the non-participant group.

Study No. 14

Seo and Daeryong (2003) conducted a study on relations among students’ competence beliefs, task values, achievement goals, strategic and cognitive processes, and academic achievement in Korean elementary school mathematics classrooms.

The purpose of this study was to better understand the patterns of various motivational constructs and how each construct relates to strategic and cognitive processes and academic achievement in Korean elementary school mathematics classrooms. Both 51-item student questionnaire and a mathematics test were administered to 459 fifth-graders (boys=226; girls=233). The results of this study reveal more similarities than differences in various motivational constructs. In addition, the results provide empirical evidence for the importance of considering both motivational belief and strategic and cognitive strategy components in academic performance. Students’ involvement in cognitive processes is closely tied to competence beliefs to perform classroom task, to achievement goals and to beliefs that classroom activities are interesting, important, and useful. Students success or failure in academic achievement closely related to competence beliefs, performance-avoidance goals, and persistence strategies.

This study demonstrates positive potential of performance-approach goals in Korean elementary school mathematics classrooms, relative to task goals. Performance-approach goals closely link to competence beliefs, task values, and achievement and engender active strategic and cognitive processes as do task goals (Bong, 2001;
Harackiewicz, 2002). However, these findings lead some different conclusions that those of Middleton and Midgley (1977) in American middle school mathematics classrooms. They showed that performance-approach goals unrelated to competence-beliefs and positively related to avoidance behaviours and concluded that performance-approach goals were not facilitative.

The implication of this study is that task goals definitely closely related to adaptive academic behaviours. Thus, we support efforts to promote the adoption of task goals. However, we also need to acknowledge the potential additional benefits of performance-approach goals in specific contexts (Hidi & Haraciewicz, 2000)

Study No. 15


The purpose of this study was to reevaluate and assess the relative contributions of academic performance, academic achievement, and social acceptance to the self-esteem of children in the third and sixth grades. The study was a replication of the Henderson (1991) study of analogous aspirations. The sample of this study consisted of 132 students from two convenience samples. One group included 67 third grade students from three classrooms in a laboratory research school. The second group consisted of 65 sixth grade students from classrooms in the same laboratory research school located in the state of Florida. The analysis of the data supported a significant relationship between academic and overall self-esteem. Significant findings were revealed for specific sub-domains of self-esteem, including behaviour, motivation, disposition, self-control, intellectual status, institutional status, physical attributes and popularity. The findings indicated that the sixth grade students, more so than third grad students, self-esteem is influence d both by acceptance from their peer group and academic success.
Study No. 16

Rowland and Sheri Lynn (2003) conducted a study on factors that contribute to the persistence and academic achievement of community college students.

Community colleges across the nation are experiencing enrollments and student demographic shifts, decreases in state funding, increased competition for students, and governmental and societal calls for accountability. During these uncertain times, student satisfaction and retention studies become critical for community colleges, and while the literature on student retention and attrition is massive much of that work has been done in the more traditional, four-year residential settings. Based primarily on the research of Astin (1984). The purpose of this study was to examine the factors that contribute to the persistence and academic achievement of students enrolled at a mid-size community college in North West Florida, Gulf Coast Community College (GCCC).

The Fall 2001 first-time-in-college, degree-seeking cohort was asked to participate in the study by completing a survey instrument that blended both background questions and the Institutional Integration Scales developed by Pascarella and Terenzini (1980). Mail and telephone surveys generated responses from 128 of the 488 students in the cohort for an overall response rate of 26%. Interviews were also conducted with 14 students who persisted from fall to spring semester. A primary limitation of the was the relatively low participation rate from students who did persist.

The findings of the study revealed statistically significant relationships between persistence and purpose for enrolling, institutional and goal commitments, financial aid, and student intent to return. The four independent variables found to be statistically significant to academic achievement were financial aid, academic integration, social integration, and institutional and goal commitment. Discriminant analysis and multiple regressions identified the variables with the most predictive power for determining persistence and academic achievement. Finally, the qualitative component confirmed that students were satisfied overall with their first semester college experiences at GCCC; however, areas identified for further research included the lack of social interaction with peers on campus and the pedagogical approaches being employed that may not promote student learning and involvement. Further research should include different groups of community college students and utilize alternate research methodologies in order to capture data about non persisters.
Study No. 17

Hines and Scott Allen (2001) conducted a study on the physical fitness, academic achievement and attitudes toward physical activity among fifth-grade elementary school students.

The purpose of this study is to examine the relationships among physical fitness and academic achievement, gender and attitudes toward physical activities. Furthermore, this study will compare fifth grade girls and boys with respect to their physical fitness. The data will be analyzed with multiple regression analysis to determine the best variables that explain physical fitness. Findings suggest that those who were more physically fit tended to be better readers, do better at math computation and do have better language skills. Additional findings will be presented and implications for elementary students will be discussed.

2.05 CRITICAL REVIEW

The investigator has reviewed both Indian and foreign studies. In all 124 studies have been reviewed. Among them, 46 are Indian and the remaining 78 are international studies. In all the studies random sampling techniques have been used for selecting the sample. In the above reviewed studies, the researchers have used 't' test, ANOVA, Chi-square and Correlation for testing their hypotheses. In these studies both survey method and experimental methods were used.

In the present study, the investigator has used the survey method and used simple random sampling techniques for selecting the sample of B.Ed. college students. For analysis of data, the investigator has used percentage analysis, 't' test, analysis of variance, Scheffe, chi-square and correlation analysis.

No study has been conducted to find out the influence of self-esteem, stress and emotional intelligence on academic achievement of B.Ed. college students in the area where the investigator is residing.