CHAPTER-V

SUMMARY AND CONCLUSION

5.1.0: Introduction:

“Maataa Shatroo Pitaa Vairi Yen Balo Na Paathitaa
Na Shobhate Sabhaa Madhye Hansa Madhye kako Yathaa.”

This is a Sanskrit saying depicting the importance of education. It means that “a Mother and Father who do not encourage their child’s education are his enemies indeed; an illiterate among educated one is the same as, in a group of Swans the Crow is neither wanted nor admired”. It is fairly common knowledge that education enables individuals to reach their full potential as human beings, individually as well as members of society. Education, the fulcrum of sustainable development, holds the key to ‘social inclusion’. Education leads to individual freedom and empowerment, which yields significant societal development gains and makes an individual self-reliant. It is seen as the foundation of society, enabling economic wealth, social prosperity and political stability. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society. Education is also the driver of a country’s economic development, but it does not always get the priority it deserves.

“… () It is obvious that there can be no intelligent decision without acquaintance with facts. With the growing condensation of space and time, relations between countries and peoples are becoming continually closer. Modern democracy therefore demands that the people at large must have knowledge not only about their own country but also of the world in general. It is largely the function of secondary education to meet this demand of democracy. …” Humayun Kabir (1955:194)
In fact, it is argued that:

... investing in youth will provide the longest and most effective dividend towards meeting the MDGs by building the social capital needed to foster pragmatic development (Farmanesh, et al., 2005:v).

But the large incidence of failure in the Secondary School Leaving Examination has been a great concern not only to the parents but also to the educationists and researchers. Bright students who failed to excel due to the other factors miss the opportunity to advance in education and also perform poorly despite the good learning facilities in their schools. Among the factors that are blamed for the student’s poor academic achievement are poor home environment, poor motivation, test anxiety, fear, frustration which hinder learning and recall and impair the control of attention. On the other hand, students who are able to regulate their negative affect are said to be better and more effective problem solving and processing information.

Failure in examinations, underachievement and the resulting frustration becoming prominent features of educational life at school as well as the higher educational levels, leading to a wide range of problems like school avoidance, decreased problem-solving abilities and lower academic achievement. The pressures of cut-throat competition, rising expectations from students, good results being the main stake for the reputation of a school or a teacher and the inability to help students cope with all this has led to increasing depression amongst students, leading to physical and psychological problems like school drop outs, conduct disorder, truancy, drug addiction and other problems.

Students are constantly confronted with the need to perform well, because exam results can determine students’ future success, get admitted to a desired program or career and it is natural to feel some anxiety when one takes a test. They are caught between the
expectations of parents and school authorities, increased competition and eroding confidence levels that they dread examinations. All these create stress and anxiety among students. Depending on their concepts of their self and their abilities, they either cope with this situation effectively or end up with psychological problems.

Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that after make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, low self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively, and sometimes, a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated and angry. All of these emotions can have important effects on students’ learning and achievement. Emotions control the students’ attention, influence their motivation to learn, modify the choice of learning strategies and affect their self-regulation of learning. Furthermore, emotions are part of students’ identity and they affect personality development, psychological health and physical health. From an educational perspective, emotions are important because of their influence on learning and development, but students’ emotional wellbeing should also be regarded as an educational goal that is important in itself.

Education has always been taking an important place in every civilization and academic achievement. Based on the importance of the impact of academic achievement, it has been a matter of avid interest for psychologists and educationists as well. For example, at one end, depending on the academic achievement, students get admission on different academic institutions and eventually get job with handsome salary, on the other hand, reports on committing suicide or other negative actions because of poor academic
performance, is also on the rise. Torrance (1964) said that academic failures render the pupils susceptible to criminal and anti-social behaviors.

Educated manpower is the emerging need of any nation as educated and skilled human resource is asset for any country. It becomes indispensable to develop human resource from the early stages of human life. Students are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlates to academic achievement draw the attention of researchers. In this context, psychological correlates are gaining more importance. Self-esteem and Emotional intelligence both are psychological variables which are also responsible in influencing academic achievement of Secondary school students.

5.2.0. Introduction of the variables studied:

In the present study three of the important variables are studied, these are Self-Esteem, Emotional Intelligence and Academic Achievements of the secondary school students.

5.3.0: Self-Esteem: Concept and importance:

Self-Esteem can be broadly defined as the overall evaluation of oneself in either a positive or negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self-esteem is essentially one’s feelings of self-competence and self worth. Self-Esteem is the rate of validity, approval, acceptance and self worthiness that a person feels about himself. Feelings and opinion about the abilities, competencies and own features determine self-esteem. Good self-esteem means to be aware of own strengths and weaknesses and to accept oneself with what is more personal and valuable. It means that taking own responsibilities confirms
oneself by responding to the needs, setting the purposes and choosing ways to achieve those purposes. A good self-esteem can brings up personal uniformity and makes person to pay attention to the other people. When an individual feels he is being loved and make a sense of belonging, he is in a situation that two kinds of needs stimulate him to respect. A person needs to grant values and respect to himself as a form of self-esteem and also he needs to be respected by others, satisfying the self-esteem, one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspect of life and in the absence of self-esteem, he feels contempt, failure and hopelessness and he is not sure he can cope with them. Self-Esteem is the one key ingredient that affects the level of proficiency in all fields of endeavors. Self-Esteem has been correlated to job success, school achievement, interpersonal compatibility and general happiness.

Brandon (1994)) suggested that the six pillars of self-esteem, which formed the foundation of Self-Esteem are –

1. The practice of living consciously
2. The practice of self-acceptance.
5. The practice of living purposefully, and
6. The practice of personal integrity.

The literature on self-esteem promotes the outlook of self-esteem as a construct that explains person’s ability to adapt to the environment. The inner balance and stability which each person achieve is directly related to their emotions, social relationship and behaviors.
Recent research has examined the concept of protective factors in a wide range of adolescent risk behaviors and increasingly, to understand adolescent’s behaviors. One such protective factor is self-esteem which refers to the positive or negative regard in which an individual holds him or herself. There is widespread recognition of self-esteem’s importance for resilience and personal well-being in a variety of diverse contexts. Research has documented the important role of self-esteem plays in academic achievement, social and personal responsibility. For people of all ages, the development of full human potential is enhanced through high self-esteem.

Self-esteem construct is recognized today to be a major factor in learning outcomes. Research has shown a positive correlation between how people value themselves and the level of their academic attainments. Those who feel confident generally achieve more, while those who lack confidence in themselves achieve less. There will be countless opportunities for the teacher to begin the process of enhancing self-esteem once they know the origins of these. For instance knowing that a student has had strong feelings of inadequacy since childhood over his/her physical appearance would allow the teacher to focus positively on valuing the student in this direction as well as in relation to progress. Another source of self-esteem is academic achievement. Good academic grades enhance one’s sense of worthiness and competence. Self-esteem and academic achievement seem to be most highly related between the years of about Seven to fifteen.

5.4.0: Emotional Intelligence: Meaning and importance:

Emotional Intelligence is defined as the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions. Simply stated, emotional intelligence is a learned ability to identify, understand, experience and
express human emotions in healthy and productive ways. Emotional experience and expression are unique to each teacher and student. No one else thinks, expresses feelings and chooses behaviors and acts in the same way.

According to Weisenger (1998) is defined emotional intelligence as, “The intelligent use of emotions; One intentionally makes one’s own emotion work for one by using them to help guide one’s behavior and thinking in ways that enhance one’s result.”

Emotional intelligence skills enable people to reduce negative stress in their life, build healthy relationships, communicate effectively, and develop emotional health. Emotional safety is important at each stage of development. These same skills and competencies are critical to achieving academic and career excellence in life.

Historically speaking, the term emotional intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people’s ability in the areas of emotion. Historically speaking, the term emotional intelligence was introduced in 1990 by two American University professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences in people’s ability in the areas of emotions. However, the credit for popularizing the concept of emotional intelligence goes to another American psychologist Daniel Goleman (1995). The most accepted and scientific explanation of the term emotional intelligence may be found in the following definition given by John D. Mayer and Peter Salovey (1995) as –

“Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.”
According to this definition, every one of us may be found to have varying capacities and ability with regard to one’s dealing with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser in comparison to others in the group.

Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person’s success in his area of achievement, it may induce him likewise to achieve the required success. Most of the problems in our life, whether childhood adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations. If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behavior on the part of the individuals and groups, to lead a better life in peace and cooperation.

To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing ones potential of emotional intelligence.

5.5.0: Academic Achievement: A key factor of educational development:

Academic Achievement is generally regarded as the display of knowledge attained or skills developed in the school subject. It is the level of performance in school subjects as exhibited by an individual. In the school setting, it is referred to as the exhibition of
knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. It is the school’s evaluation of the pupils’ class works as quantified on the basis of marks or grades. These marks assigned by school could either be high or low, which means that Academic Achievement, could either be good or bad.

In a common parlance, academic achievement refers to the result of academic performances, like examination. Crow and Crow (1969) defined, “Achievement means the extent to which a learner is profiting from instructions in a given area of learning, i.e. achievement is reflected by the extent to which skill or knowledge has been acquired by a from the training imparted to him.”

According to Verma and Upadhya (1981), “Achievement, is the attainment or the accomplishment of an individual in some or particular branch of knowledge after certain period of training. The achievement score of a student indicates towards the future success of the individual.”

According to Sen and Agni (1982) “The concept of achievement is usually refers to the fact that the subject is not merely executing a task without assistance, but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence.”

Sutton viewed Academic Achievement “as a product of the maturational forces within him and of the experiences provided by the environment.” He mentioned four categories of achievers. These are:

(i) Children who consistently showed substantial educational achievement
(ii) Children who showed high, sporadic educational achievement
(iii) Children who appeared to reach or exceed expectancy
(iv) Children who achieved below expectancy

Academic performance (most especially of secondary school students) has been largely associated with many factors. Most students in secondary schools in Assam are daily confronted with challenges of coping with their academics under serious emotional strains occasioned by long walk to school, poor school environment, and been taught by unmotivated teachers. Couple with this, is an ‘uncooperative’-to-study attitude of parents who more often than toil to provide for the needs of the family. These would definitely not augur well for academic success.

5.6.0. Relationships between the variables:

The three variables Self-esteem, Emotional intelligence and Academic Achievement are correlated to each other.

Self-esteem is a central factor and a base to people social and emotional compatibility. Low self-esteem is associated with unpleasant moods and with greater emotional ups and downs than high self-esteem. Also, people with low self-esteem tend to develop more emotional problems than those with high self-esteem. Among other things, they are more likely to report that they are troubled by anxiety, depression, irritability, feeling of resentment and alienation, unhappiness, insomenia and psychosomatic symptoms.

The results of Syavorchi et al (2001), showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem. In other word, the more the exciting intelligence, the self-esteem will increase. The results of Kanglosi and Patterson (1998) study showed that there is a positive correlation between the
emotional intelligence and all five elements of self-esteem (Khanjani et al. 2008). Results from sheikhaleslami et al (2010) study showed that that there is a positive correlation between self – esteem and academic achievements among students. Results from Gerardi (2005), study showed that there is a positive relationship between self-esteem and academic achievements. Also results of Hasanvand and Khaledian (2012) study also showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem.

Self-Esteem is strongly associated with happiness, confidence and a moderate relationship with Academic Achievement. Self-Esteem can predict grades and school achievement. Emotional intelligence is an important component of the educational domain. It plays a vital role in achievement and success. Development of emotional intelligence skills of a student will lead to the enhancement of his/her academic Achievement.

5.7.0: Brief Historical Background of Secondary Education in Assam.

Historical record shows that there was no outstanding development in the field of secondary education in Assam in between the period of 1937-1947. This stage in Assam was non-existent in the Pre-British days. In fact it is the gift of foreign rulers the system of secondary education in Assam was firstly introduced by the Christian Missionaries. The Christian Missionaries deserved credit promoting the cause of the education in Assam. The history of secondary education in Assam reveals the fact through the encouragement of middle schools system; the secondary education came into existence. Prior 1835 there was no such type of schools in Assam. But in 1835, the then commissioner of Assam, Captain Jonkings started an English school at Gauhati, the present city of Assam. This school was established a good support.
Assam was constituted as a separate province in 1874. Therefore, a separate Directorate of Public Instruction was created in Assam to look into the affairs of education. The newly created Directorate took maximum initiative for the expansion of secondary education in Assam.

Tarachand committee report suggested that the secondary schools should be multipurpose type through Unipurpose Schools were not to be discouraged. It also urged on the necessity of appointing a commission for enquiring in to the problem of secondary education.

1948-49 reviewed the positions of secondary education and remarked that secondary education is the real weak spot in educational system. The Central Advisory Board of Education was appointed in 1944 to examine the prevailing education system and offered some valuable suggestions for its improvement. Meanwhile, the successive five year plans began to function both in the centre and state since 1951. This implementation of Five year plan programme towards the development of secondary education was also remarkable.

The Government of Assam adopted a scheme for the recognition of secondary education as envisaged in the report of the Secondary Education Commission, 1952-53. This suggested three major reforms in secondary education-

1. Reorganization of the educational pattern of secondary education
2. Diversification of secondary curriculum, and
3. Reforms in the examination systems.

As regards reorganization of the pattern of secondary education the Commission recommended as under:
1. 8 years of integrated elementary education for children in the age group of 6 to 14 years.

2. 3 years of secondary education from 14 to 17 years and 2 years of Higher Secondary education with marked diversified courses.

3. And, first degree courses should be of three years’ duration after higher secondary.

Moreover, there should be diversification of secondary curriculum through conversion of selected high schools in to multipurpose schools. As a consequence of recommendation, high schools were upgraded to higher secondary schools and the higher secondary schools converted in to multi-purpose schools. The recommendations of the commission were integrated in the successive Five year plans began to be implemented, both at centre and in the states since 1953. The secondary education commissions report is, however, a very lucky blue print since it was not placed in the cold storage and the Government tried to implement the majority of its suggestions. In achieving these objectives and reconstructing secondary education for the purpose, every effort should make by all concerned.

The Education Commission, 1964-66 has examined the whole field of secondary education. This commission made a radical structural change in the system of secondary education. It has recommended two types of secondary schools-a lower secondary or high schools of three years from fourteen to seventeen years leading to matriculations examination and higher secondary school of two years and three years of University Degree courses. The sole purpose of this change is to strengthen the standard of secondary education. The impact of this recommendation has already been introduced throughout the state. History of secondary education shows that the first Secondary Education Act of Assam was passed in 1961. The Act came into effect from January
1962 and the first Board of secondary Education of Assam was constituted from the same year. Prior to 1962, the secondary education was controlled by the Government and by the Gauhati University in Assam. Secondary education in Assam for the period under review registered progress through State patronage and public venture. In 1977 an act was passed known as the Assam Provincialisation Act of Secondary Education. It is expedient to provincialised secondary schools covered by deficit scheme under the Government of Assam for is improvement, better control the management of such schools in the state. But in spite of all these attempts, the secondary education represents a poor show till today in Assam.

It is obvious that secondary education from the central link in the chain of education. Elementary education has to be structured as to strengthen of secondary education and secondary education has to be so structured that students can be sufficiently equipped both in knowledge and skills to join any part of economic life. Moreover, secondary education is of decisive importance in the economy of a developing country. It has a determining qualitative influence reaching out into all importance sectors. Secondary education determines the quality of a nations citizens, since it deals with the children between the age of 14-16 years which is the most critical and precious period of an individual’s life. The important significance of a secondary education is the utilitarian and socio – economical aspects. The SSA is now focusing on secondary education as RMSA (Rastriya Madhyamik Siksha Abhiyan) to satisfactory quality with emphasis on education for life. The development of curriculum of secondary education was done previously by SEBA but was transferred to SCERT (State Council of Educational Research and Training) from 25th January 2003. In the light of NCF-2005, a composite school curriculum and syllabi has developed in Assam in 2007.
5.8.0: SEBA and HSLEC Examination: Its Functions and Importance:

High School Leaving Certificate (H.S.L.C.) Examination is the first public examination of the students of secondary stage schools in Assam. This examination is conducted by SEBA (The Secondary Education Board of Assam) and it is held annually in the month of February and March. To conduct the H.S.L.C. Examination is assumed the prime duty of the board, SEBA.

The matriculation examination of the North-East Region was conducted by the Calcutta University in 1948. From the year the preparation of Syllabus, formulation of Curriculum, production of text-book and all other academic matters of secondary schools of entire North East region were conducted by Gauhati University for more than a decade. Later on when the SEBA was instituted in 1964, Gauhati University has delegated the responsibility of conducting matriculation examination and all other academic matters at the school level to the SEBA. From 1964 the matriculation examination has been known as the Higher School Leaving Certificate Examination. In addition to conducting H.S.L.C. Examination, SEBA had to conduct the H.S.S.L.C. examination till the A.H.S.E.C. (Assam Higher Secondary Education Council) was established.

SEBA was established with a purpose of regulating, supervising and developing the secondary education in the state. SEBA is one of the first boards in the country to implement and switch over to the 10+2 pattern of secondary system in the academic session of 1973. SEBA has prescribed the curriculum and text books for secondary schools of Assam. It has also maintained a scheme of scholastic and non-scholastic achievement. The result of H.S.L.C. examination conducted by SEBA to determine future education of secondary level students.
5.9.0: **Study Area:**

The present study is undertaken in Assam, situated in the Himalayan foothills, the land of blue hills and red rivers with the area of 78,438 square kilometers and it represents 2.39 per cent of the total land area of the country. Assam is surrounded by international boundaries extending up to nearly 3200 Kms. The mighty river Brahmaputtra flows through it, serving as a lifeline for its people settled on both of its banks. A meeting ground of several language families, ethnic groups and a mosaic of cultural patterns, Assam present a unique case of sociolinguistic pluralism bound by a single thread of cultural homogeneity. It is divided into 32 districts. The state capital is Dispur (Guwahati) in Kamrup District. Assam is surrounded by Bhutan and Arunachal Pradesh on the north; Nagaland, Monipur and Arunachal on the east; Meghalaya, Mizoram and Tripura on the south; and Bangladesh, Meghalaya and west Bengal on the west. Assam is connected with the rest of Indian Union by the narrow corridor in west Bengal that runs for 56 Kms below foothills of Bhutan and Sikkim. The total population of the state is 31205576 cores as per the 2011 census. The density of the population of 398 persons per square kilometer, the highest in the North-Eastern Region. The total population of male is 15939443 and the total population of female is 15266133. The percentage of rural population is 86% and the urban is 14%, sex ratio(female per thousand male is 958. The decadal percentage variation (2001-2011) is 17.07%. The total percentage of literacy rate (as per the 2011 census) is 72.19%. The % of male literacy rate is 77.85% and female is 66.27%. The state has 45,590 schools(pre-primary to high school). Out of 32 districts in Assam the researcher selected two districts namely Lakhimpur and Dhemaji for the investigation.
Lakhimpur:

The total area of Lakhimpur district is 2277 sq. km. And dived into 2261.26 and 15.74 sq.km as rural and urban areas respectively. Total numbers of population of Lakhimpur district is 1042137; out of this the total number of male is 529674 and the total number of female is 512463. The density of the population is 458 person per sq km.(census of India, 2011). District head quarter and sub-Division of Lakhimpur district is North Lakhimpur. The boundaries of Lakhimpur district is Arunachal Pradesh on the north; Dhemaji and Dibrugarh on east; Jorhat, Sibsagar and Brahmaputra on the south; and Sunitpur and Arunachal Pradesh on the west. The main rivers and tributaries of the district are Brahmaputra, Dikrong, Subansiri, Ranganadi, Cici, Jiyadhal and Ghunasuti. Important places located in the district are North Lakhimpur, Narayanpur, Bihpuria, Dhakuakhana and Pabhoi Sancury. In Lakhimpur district the total number of secondary school is 339; out of these, 15 are urban schools and 324 of rural secondary schools. The total number of Higher Secondary schools in Lakhimpur district is 34 and Junior College is 21.

Dhemaji:

Dhemaji covers 3,237 sq. km-rural areas 3233.50 and urban areas 3.50 sq. km. The total population of Dhemaji is 686133, out of this the total population of male is 351249 and the female is 334884. The density of the population is 212 person per sq.km. (census of India, 2011). The head quarter of the district is Dhemaji and sub division is Dhemaji and Jonai. The boundaries of the district are as follows-Arunachal Pradesh on the north; Brahmaputra River and Dibrugarh on east Brahmaputra on the south and Lakhimpur on the west. The major rivers and tributaries are Goga, Cimen and Dikorai. Dhemaji, Jonai and Murkangcheleng are the important of Dhemaji district. The numbers of secondary
schools in Dhemaji is 158; out of them urban and rural secondary schools is 9 and 149 respectively. In Dhemaji district the total number of Higher Secondary schools is 24 and the total number of Junior College is 29.

**5.10: Review of related Literature:**

Some of the studied that have been carried out relating to the present study are

1. Bachman & O’Malley (1977) examined longitudinal data utilizing a prior model relating to self-esteem and academic achievement that focused on the influence of self-esteem of high school on the educational achievement of young males. High school self-esteem was found to exert no significant causal influence on educational achievement.

2. Gover & Goliez (1984) argued that underachievers, when compared to more academically successful peers, are plagued by an assortment of personal deficit.

3. Obemeata (1991) and Gallaghan (1993) showed that using students achievement alone as a measure for assessing the quality of schools is inadequate.

4. Redenbach (1991) documented the important role high self esteem playas in academic achievement, social and personal responsibility.

5. Zareh (1994) who studied the relationship between achievement motivation, self esteem and gender among high school students and found that there is a significant relationship between self-esteem and gender. The study was conducted on 150 students (75 boys and 75 girls).

6. Baumister (1996) proposed that high Self-Esteem is more a result than a cause of successful behavior.

7. Fabayo (1998) reveals that the low level of students’ academic performance is related to the decline in the availability of teaching resources in schools.
8. Koifman (1998) have shown that there is no relationship between emotional intelligence and academic achievement.

9. Malbi and Reasoner (2000) stated that educational success become less central to self esteem during late high school years and the years that follow.

10. Hossaini (2002) studied the “Forecasting between self esteem, parenting and gender among pre-university students in Shiraz” included 240 students. Cowper Smiths self-esteem test was used for data collection. The result showed that gender is not a predictor of Self-Esteem of Pre-University students.

11. Pour Sina (2003) and Miraei (2005) stated that consistent evidence that self esteem has the most important effect / or relationship on academic achievement.

12. Salami (2004) reports that achievement motivation is a strong predictor of high academic performance and efficient schooling.

13. Emamzadeh (2004) did a research in order to compare the Social Skills and Self-Esteem and Academic Achievement. The result showed that there was no significant relationship between Self-Esteem and Academic Achievement.

14. Zeinvand (2006) studied the relation between self esteem, social support and students educational progression in a high school in Darch Shar, a city in Iran and found that no significant relationship between Self-Esteem and Academic Achievement. However the research depicted the significant differences in boys and girls. The t-test revealed that Self-Esteem is more in boys than in girls.


16. Schutte (2007) has observed that the emotional intelligence and the academic achievement of the students is consistent.

18. Ogundokun (2007), pointed out the direction of significant positive relationship existing between emotional intelligence and academic achievement of students.

19. Pullmann and Allik (2008) investigated the relationship between self esteem and academic achievement and found high self esteem facilitates academic achievement.

20. Marsh and O’Mara (2008) suggested that prior self esteem has small positive effect on subsequent educational attainment.

21. Edun & Akanji (2008) in a study found the emotional intelligence found accounted for 63.7% of the variance in a performance of student.

22. Adeoye & Emeke (2010) in a study found that Emotional intelligence training had a more significant impact on students’ academic achievements.

23. Jahnabee Lahkar Boruah (2011) studied the relationship between Academic Achievement, Achievement Motivation and Modernity Attitude and found that who have high achievement motivation and high modernity attitude also have high academic achievement.

24. Hasanvand & Khaledean (2012) showed that there is a positive relationship between the exciting intelligence and academic achievement.

25. Islamic Azad University, Ghorveh (2012-2013) were examined and recommendations based on the results of research to parents, students, university officials particularly Vice-Chancellor, University to make them aware of the relationship between emotional intelligence, self-esteem and academic achievement are presented. The results showed that there is a positive and
significant relationship between emotional intelligence, self-esteem and academic achievement.

**5.11: Rationale of the study:**

The present study has been designed to study the self-esteem, Emotional intelligence and Academic Achievement of secondary school students in Assam. Here the academic achievement refers to the performances of an examinee in the H.S.L.C. examination conducted by SEBA. This study will try to give a picture of the Academic Achievement of the students in H.S.L.C. examination by taking into account the marks obtained by them in various school subjects and analyze the result to provide a comprehensive idea by comparing them on the basis of male and female, tribal and non-tribal and rural and urban schools. In Assam, 2014, the pass percentage for the total students taking the High School Leaving Certificate examination was 61.42%.

The present study seeks to investigate if there exist any relationship among the variables studied, namely, self esteem, emotional intelligence and academic achievement of secondary school students. Academic achievement is undoubtedly a vital aspect of education. In this competitive world, the quality of performance has become the key for personal progress.

Research has documented the important role high self-esteem plays in academic achievement, social and personal responsibility. For people of all ages, the development of full human potential is enhanced through high self-esteem. High self-esteem can begin to develop when the acceptance of all individuals and their personal and group contributions are recognized and applauded, especially in a multi-culturally diverse world. Self-esteem is the one key ingredient that affects the level of proficiency in all
fields of human endeavor. Self-esteem has been correlated to job success, school achievement, interpersonal compatibility and general happiness. Self-esteem construct is recognized today to be a major factor in learning outcomes. Research has consistently shown a positive correlation between how people value themselves and the level of their academic attainments. Those who feel confident, generally achieve more, while those who lack confidence in themselves achieve less. The objectives of this study is to explore the levels of self-esteem of secondary school students and to determine whether there are any relationship between the variables related to the formation of self-esteem, because the literature provides consistent evidence that self-esteem has the most important effect or relationship on academic achievement. Satisfying the self-esteem, one can ensure that he has competences, values and capabilities. This helps him to be deserved in all aspects of life and in the absence of self-esteem, he feels contempt, failure and hopelessness and he is not sure he can cope with them. Self-esteem is a central factor and a base to people social and emotional compatibility. A good self-esteem can brings up personal uniformity and makes person to pay attention to the other people.

The importance of knowing about one’s emotional intelligence in terms of an emotional quotient has wide educational and social implications for the welfare of the individual and the society. This fact has now been recognized and given practical shape and implications all around the globe. Emotional Intelligence is an important component of the educational domain. It plays a vital role in achievement and success of the individual. It is recommended that teachers should be trained to measure emotional intelligence of their students and handle them according to their EQ level. Unlike intelligence, emotional intelligence is not innate. It can be enhanced with proper guidance and training. Goleman has stated 80% success is attributed to emotional
intelligence so it becomes the duty of the curriculum planners to include the teaching and measurement of emotional intelligence as an integral part of our curriculum and implement it in our educational set up.

Recently, it can be observed that educational psychologists have begun to address what has historically been regarded as the soft side of individual’s differences. This includes mood, feelings and emotions in relation to academic achievement- a way in which students function and perform in accordance with the anticipated tasks at hand. Different competencies nest in emotional intelligence. As defined, emotional competence is a learned capability based on emotional intelligence that result in outstanding performance at work. The emotional intelligence is a topic that attempts to explain and interprets the man excitement, feeling and capability status. The concept of emotional intelligence gives a new depth to the man’s intelligence, this intelligence is a tactical competency (personal performance), whilst the recognition intelligence is a strategic capability (long term capability). The emotional intelligence makes it possible to predict the achievement because it demonstrates how a person apply a knowledge in an immediately success. It is a form of social intelligence which is a suitable predictor in special areas such as job and educational performances. In the other word, it has an ability to control feelings and excitements by one and others. The emotional intelligence points to the ability to recognize and differentiate feelings, excitements, meaning and concepts, the relations between them, to reason about them and to solve problems by them. Intelligence Quotient (IQ) in the best form causes only 20 percent of life successes and all 80 percent remaining depends on emotional intelligence to provide person adaptability with the environment and is a better predictor of success in schools, work and home than the analytic intelligence.
In working situation too, emotional intelligence helps more than one’s intellectual potential in terms of one’s IQ or even professional skills and competences. A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others.

A person’s emotional intelligence helps him much in all spheres of life through its various constitutes or components namely knowledge of his emotions (self-awareness), managing the emotions, motivating oneself, recognizing emotions in others (empathy), and handling relationships. The achievement of the end results in terms of better handling of mutual relationships is quite essential and significant in his life. It can only be possible through his potential of emotional intelligence and its proper development. To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one’s potential of emotional intelligence.

It is hoped that considering this study results and outcomes there will be several methods to identify the effective factors in the self-esteem, emotional intelligence and also their barriers, actions and behaviors can be formed intelligently to eliminate the secondary educational system problems of Assam and help students to have a healthy life. It is clear that as we know the self-esteem and emotional intelligence is important to discover talents and train the effective student forces in order to constructing an illuminated future, so it is very important to examine the exciting intelligence and self-esteem in students and as a result to study their influences on academic achievements or failure.

Among the educational levels, secondary education can be regarded as the most important level with respect to the academic achievement of any student, since it is a preparatory stage for higher education. This level can be called preparatory because the
students of this level have the option to choose a career oriented path based on their intelligence, creativity and interest. Academic Achievement has always been the centre of educational research and despite many varied statements about the aims of education, the academic development of a child continues to be the primary and the most important goal of education. Not those other aspects of educational objectives are ignored, but the fact remains that academic achievement is the unique responsibility of educational institutions established by the society to promote a wholesome scholastic development of a child. Many believed that academic success depends on a number of factors like self-esteem, emotional intelligence, interest, attitude, values, study habits, socio-economic status, adjustment, achievement motivation, personality characteristic etc. In order to find a solution to these huge and important problems of student’s failure and low achievement, it becomes necessary to investigate upon the factors associated with academic achievement. If one identifies the factors affected low achievement, and then we can provide good educational environment to improve their academic achievement. The factors affecting the achievement of pupils may be classified as psychological, sociological and academic.

So, there should be a demand for the study of variables related to academic achievement and to get detailed scientific data through a research studies are needed to meet the demands of the society in general and students in particular.

5.12: Statement of the Problem:

The problem under study is stated as,

“Self-Esteem, Emotional Intelligence and Academic Achievement: A Study on Secondary School Students of Assam”.
5.13: Objectives of the study:

The following are the objectives of the present study:

1. To study the Self-Esteem between- (a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students between two Districts of secondary schools.
2. To study the Emotional Intelligence between- (a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students belonging two Districts.
3. To study the Academic Achievement between- (a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students between two Districts.
4. To examine the relationship between Self-Esteem and Emotional Intelligence.
5. To examine the relationship between Self-Esteem and Academic Achievement.
6. To examine the relationship between Emotional Intelligence and Academic Achievement.
7. To compare the Academic Achievement between students grouped as High, Average and Low in their levels of Self-Esteem and Emotional Intelligence.

5.14: Hypotheses:

In views of the above objectives, the following hypotheses were framed:

1. There is no significant difference in the mean scores of Self-Esteem between - (a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students between two Districts of secondary schools.
2. There is no significant difference in the mean scores of Emotional Intelligence between- (a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students belonging two Districts.
3. There is no significant difference in the mean scores of Academic Achievement between-(a) Male and Female (b) Urban and Rural (c) Tribal and Non-tribal and (d) The students between two Districts.

4. There is no significant relationship between Self-Esteem and Emotional Intelligence.

5. There is no significant relationship between Self-Esteem and Academic Achievement.

6. There is no significant relationship between Emotional Intelligence and Academic Achievement

7. There is no significant difference in Academic Achievement between students grouped as High, Average and Low in their levels of Self-Esteem and Emotional Intelligence.

5.15: Conceptual definition of the term used:

1. **Self-Esteem:** Self-esteem can be broadly defined as the overall evaluation of oneself in either a positive and negative way. It indicates the extent to which an individual believes himself or herself to be competent and worthy of living. Simply put, self-esteem is essentially one’s feeling of self-competence and self-worth.

2. **Emotional Intelligence:** Emotional Intelligence is defined as the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and actions. Simply stated emotional intelligence is a learned ability to identify, understand, experience and express human emotions in healthy and productive ways.
3. **Academic Achievement**: Academic achievement is generally regarded as the display of knowledge attained or skill development in school subject. It is the level of performance in school subjects as exhibited by an individual. In the school setting it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are the indicators of this achievement.

5.16: **Operational definition of the term used**:

In the present study a few terms have been frequently used and have got specific meaning for the present investigation. Given below are the operational definitions of those terms:

1. **Self-esteem**: The scores obtained by the respondents in the self-esteem scale, which is used by the researcher.

2. **Emotional intelligence**: The scores obtained by the respondents in the Emotional Intelligence scale, which is used by the researcher.

3. **Academic Achievement**: The marks obtained by the secondary school students of Assam who are appearing SEBA (H.S.L.C.) Examination in the year (2014) from the secondary schools and junior colleges of two districts, namely Lakhimpur and Dhemaji.

5.17: **Methodology**:

The researcher adopted descriptive survey method of Educational research for the present study:

1. **Population and Sample**: The population of the present study covers the secondary school students who are appeared H.S.L.C. (SEBA) examination in the year 2014 from the secondary schools of Lakhimpur and Dhemaji districts of Assam. The
researcher was selected 25 secondary schools adopting random sampling technique was
drawn 500 school students.

2. Selection of Tools: The researcher was used the following tools for collect data from
the selected sample:

   i. Self- Esteem scale.

   ii. Emotional Intelligence Test.

   iii. Academic Achievement scores.

5.18: Procedure of Data collection:

   As per the design of the study the investigator approached the selected Higher
Secondary Schools and Junior Colleges and requested the Principals to offer their
cooperation in the data collection procedure. After getting the assurance from the
authorities the researcher is to administer the tools to the students of class XI. At the very
outset, the students were requested to participate heartily and sincerely in responding to
all the tools with their own ideas and knowledge. The students were assured that the
results will be only for research purpose. After that, the researcher imparted all the
instruction to be taken care. All the tools were administered on the same day in the class.
After the completion of responding the researcher then collected the respond tools from
the students and thanked them for their cooperation. Keeping in mind all directions and
nature of the tools the researcher visited all 25(twenty-five) Secondary Schools and
Junior Colleges which took three months time. The researcher administered two of
standardized scale and test, namely Self-Esteem Scale and Emotional Intelligence Test.
The same procedure was followed in all the schools and Colleges.
Regarding the data on Academic Achievement, the investigator collected the marks obtained in the HSLC Examination’2014 by the sample students from their respective schools records for analysis.

5.19: Analysis of Data:

The researcher collected the data from a selected sample of 500 secondary school students of class XIth of Lakhimpur and Dhemaji districts of Assam. The pattern of analysis followed the requirements outlined in the statement of objectives and the various research hypotheses. The variables like Self-Esteem, Emotional Intelligence and Academic Achievement was included in the present study. The researcher was used various statistical techniques like Mean, SD, t-test and Analysis of variance in analyzing the collected data. The students were categorized mainly on the basis of sex, location of schools or residence, tribal and non-tribal and in district-wise, and the groups are compared to find out whether there exist any significant differences between them by employing ‘t’-test. The relationship of Self-Esteem with Emotional Intelligence and Academic Achievement; Emotional Intelligence and Academic Achievement was also worked out by employing Pearson’s Coefficient of correlation method. F-test was also used in some cases.

5.20: Delimitation:

The study is limited to:-

1. Two Districts of Assam- Lakhimpur and Dhemaji.


4. The variables like Self-esteem, Emotional intelligence and Academic Achievement in relation to Sex, Location of the schools, Tribal and Non-tribal and in District-wise.

5.21: Findings and Discussion of the study:

The major findings about Self-Esteem, Emotional Intelligence and Academic Achievement among secondary school students of Assam are described and discussed below:

(a) The researcher used Self-Esteem Scale developed by Dr. R.N.Singh and Dr. Ankita Srivastava, which consisting of 20 items of various types of assessing the Self-esteem among secondary school students. The minimum and maximum possible score on this scale are 20 and 100 respectively. The higher score on this scale indicates higher self-esteem and thus the lower score indicates lower self-esteem. All the self-esteem scores of 500 students have been grouped into a frequency distribution and presented in table -4.1. This table is used for computing the Mean and SD of the total students and found the mean score is 62.65 and SD is 6.64. The maximum marks of the scale is 100. The self esteem score of the scale may range from 20 to 100 marks. The overall mean score 62.65 of 500 students is greater than the mean score of the scale. It indicates that the levels of self-esteem among secondary school students of Assam are above average.

(b) The researcher used Emotional Intelligence Test developed by Dr. Akta Sharma to measure the levels of emotional intelligence among secondary school students of Assam. The Emotional Intelligence Test constitutes 60 items from five domains of emotional intelligence i.e., Self Awareness, Managing Emotions,
Motivating Oneself, Empathy and Handling Relationships. As per the weight of responses against each statement, the minimum and maximum score of any student may range from 60 to 300 respectively. The higher score of this test indicates higher level of emotional intelligence and thus the lower score indicates lower level of emotional intelligence. Accordingly the score range from 60-140 is below Average, the score range from 140-220 is Average and the score range from 220-300 is high level of emotional intelligence. The frequency table 4.14 indicates that the mean score of 500 students came out to be 198.34. On the basis of the interpretation of the test it is clear that the secondary school students’ of Assam are having Average level of emotional intelligence.

(c) The researcher collected the marks obtained by the students of different subjects in the H.S.L.C Examinations’ 2014 to measure the level of Academic Achievement among secondary school students of Assam. The total score of the academic achievement is 400 in each student. The frequency table 4.27 indicates that the mean score of 500 students’ came out to be 233.06 where as the mean score of this Academic Achievement score is 200. The total mean score of 500 students is greater than the mean score of the total Academic Achievement scores. It indicates that the level of Academic Achievement among secondary school students of Assam is Above Average.

1. The main findings of self-esteem of secondary school students’ in relation to sex, location of schools, Tribal and non-tribal and in District-wise.

(i) Table 4.4 revealed that the computed t-value (0.07) related to sex is much less than the significance value at 0.05 level of confidence. It indicated that the mean
scores of self-esteem of male and female students do not differed significantly. Hence the hypothesis has been retained.

From this finding it is found that gender has not influenced in the levels of self-esteem among secondary school students of Assam. Both male and female students’ are having equal amount of self-esteem. This findings of the present study is consistent with the result of the research by Zareh (1994), Hosseinytabatabai and Ghadimimoghadam (2007) and Hasanvand and Khaledian(2012). To confirm these findings we can point out to the Cooper Smith (1968) theory in which the self-esteem and self-confidence sources are the sense of power, value in life, respect to the social and moral rules and finally success in academic, social and other relationships. As the self-confidence is achievable through each of these four sources, it is evident that may be male and females have the equal amount of it and each can get it in various ways.

(ii) It is found from table - 4.7 that the obtained t-value (10.98) related to urban and rural students in their levels of self-esteem is much greater than the significance value at 0.01 level of confidence. Hence the hypothesis is not accepted. It indicates that the mean score of urban and rural students differs significantly.

From this finding, it is found that the location of schools or residences significantly affects the levels of self-esteem among secondary school students of Assam. Urban students are having higher level of self-esteem than rural students.

(iii) The table no-4.10 reveals that the computed t-value (.598) related to the tribal and non-tribal students in their levels of Self-esteem is much less than the significance value at 0.05 level of confidence. It indicates that the mean scores of self-esteem
between tribal and non-tribal students do not differ significantly. Hence the hypothesis has been retained that there is no significant influence of race difference in the levels of self-esteem. Both tribal and non-tribal students have equal level of self-esteem among secondary school students of Assam.

(iv) In comparison between the students of two Districts in their levels of self-esteem it is found that the students of two districts differ significantly. From table-4.13, the obtained t-value (4.09) is greater than the significance value at 0.01 level of confidence. Hence the hypothesis is not accepted.

From this finding it is interpreted that the students of Lakhimpur district are having higher level of self-esteem than the students of Dhemaji district of Assam.

2. The main findings of Emotional Intelligence of secondary school students in relation to sex, location of schools, tribal and non-tribal and in district-wise:

(i) It is indicated in table-4.16 that the computed t-value of (0.09) related to sex in their levels of Emotional intelligence is much less than the significance value at 0.05 level of confidence. It indicates that the mean scores of emotional intelligence of male and female students do not differ significantly. Hence the hypothesis has been retained that there is no significant difference in the emotional intelligence between male and females.

From this finding it is found that gender has not influenced in the levels of emotional intelligence among secondary school students of Assam. Both male and female students are having equal level of emotional intelligence. It is in agreement with the results obtained by other researchers such as Samari and Tahmasbi (2007), Tamanaifar et al (2010) and Hasanvand and Khaledian (2012).
(ii) The obtained t-value (10.37) from table 4.19 related to urban and rural students in their levels of Emotional intelligence is much greater than the significance value at 0.01 level of confidence. It implies that the mean scores of emotional intelligence belonging to urban and rural students differ significantly. Therefore the hypothesis is rejected and interpreted that location of schools or residences is one of the cause which influence the levels of emotional intelligence among secondary school students of Assam. Urban students are having higher level of emotional intelligence than rural students. To confirm this finding it can be said that in contrast to the recognition intelligence that is affected by heredity, the emotional intelligence is more affected by the environmental elements and it is acquirable and learnable.

(iii) From table-4.22, the obtained t-value (4.75) relating to tribal and non-tribal students in their levels of Emotional intelligence is greater than the significance value at 0.01 level of confidence. It indicates that the mean score of emotional intelligence of tribal and non-tribal students differ significantly. Hence the hypothesis has not been accepted that there is a significant difference between tribal and non-tribal students in their levels of emotional intelligence. It is found that non-tribal students are having higher level of emotional intelligence than tribal students in secondary school students of Assam.

To confirm this finding we can say that home environment and social environment are mostly affected in the levels of emotional intelligence of tribal students.

(iv) It is observed that from table 4.25 the obtained t-value (0.58) related to the students of two Districts in their levels of emotional intelligence is much less than
the significance value at 0.05 level of confidence. It indicates that the mean score of emotional intelligence of the students’ of two districts do not differ significantly. Hence the hypothesis has been retained that there is no significant difference in the levels of emotional intelligence of the students of two districts of Assam.

3. The main findings of Academic Achievement of secondary school students in relation to Sex, Location of schools, Tribal and non-tribal and in District-wise:

(i) It is indicated in table-4.28 that the obtained t-value (3.09) regarding the male and female students’ in the levels of academic achievement which is greater than the significance value at 0.01 level of confidence. It implies that the mean score of academic achievement of male and female students differ significantly. Hence the hypothesis has been rejected.

From this finding it is seen that gender has influenced the levels of academic achievement among secondary school students of Assam. Male students score higher in academic achievement than female students. This finding is supported by earlier studies by Kulandaniel & Sondara Raj (1965), Lalithamma (1975), Ojha (1979), Shivappa (1980), Singh (1982), Pal(1984), Kumar (1986), Tripathy (1987), Babu and kaliamoorthy (2008), Yomgam, Bage (2009) and Jahnabee Lahkar Baruah (2011). In support of these findings it is said that male students get better support, preferences and sufficient time to study. On the other hand the low performances of the female are due to their diverse roles to be performed in every step and are subjected to more restriction. If girls have to travel long distances to school, parents are less likely to allow their daughters to make the journey
because of the risks to their personal safety. Moreover, the lack of female teachers, particularly as role models and possible confidants, can make female students feel less secure in the school environment. Therefore, low attendance of school is the main cause of low academic achievement of female students.

(ii) The table-4.31 reveals that the computed t-value (8.98) relating to location of schools or residences in their levels of Academic Achievement is much greater than the significance value at 0.01 confidence level. It indicates that the mean score of academic achievement belonging to urban and rural students differ significantly. Therefore the hypothesis has been rejected and interpreted that the location of schools or residences is one of the cause which influence the levels of academic achievement. Urban students’ score higher in academic achievement than rural students among secondary school students’ of Assam. Similar results have been reported by Lalithamma (1975), Siddiqui (1979), Hirunval (1980), Jain (1981), Joshi (1981), Roy (1981), Doraiswamy (1985), Kour, Rand Gill, T.K (1993), Kumari Ranjana Singh (2009) and Jahnabee Lahkar Baruah (2011). In support of these findings it is said that most of the parents of rural students are illiterate and they lack in motivating their children in any field and that significantly affected in academic achievement of rural students. The urban students are more exposed to the society and get more opportunity to intermingling with other which is expected to be a supportive source of knowledge and to generate more ideas. The educational development of the community and the educational awareness of the parents’ are expected to contribute to better performances of urban students.
(iii) From table- 4.34 the obtained t-value (3.10) related to tribal and non-tribal students in their levels of Academic Achievement is greater than the significance value at 0.01 confidence level. It indicates that the mean score of tribal and non-tribal students in their levels of academic achievement differs significantly. Hence the hypothesis has been rejected and interpreted that there is a significant influence of race in the levels of academic achievement among secondary school students of Assam. The non-tribal students score higher in academic achievement than tribal students. Similar conclusion has been reported by Kumari Ranjana Singh (2009) and Jahnabee Lahkar Baruah (2011). Illiterate parents, poor home conditions, low income of parents of tribal students affect in their academic achievement though they have average level of self-esteem and emotional intelligence. Teacher absenteeism is a major problem in remote, tribal areas which create the low achievement of tribal students.

(iv) In comparison of the students of two districts in their levels of academic achievement it is found that the students of two districts in their levels of academic achievement differ significantly. The obtained t-value (2.598) from table-4.37 is slightly greater than the significance at 0.01 confidence level. Therefore the hypothesis has been rejected and interpreted that there is a significant difference in the mean scores of academic achievement of the students of two districts. The students of Lakhimpur district score higher than the students of Dhemaji district in their levels of academic achievement. The result is supported by the earlier studies of Jahnabee Lahkar Baruah (2011). This finding is easily explainable that it is observed at the time of field study that the school building and the facilities are very low in most of the rural schools of Dhemaji
district and this district is heavily affected by flood every year. The students come to school from a long distance by walking, they have to cross rivers without bridges and the roads of the rural areas are very bad condition.

4. The computed r-value (0.34) from table 4.41 indicates that there is a positive and significant correlation between Self-Esteem and Emotional Intelligence. The computed r-value is significant at 0.01 level of confidence. Hence the hypothesis has been rejected. From this finding it is seen that the students who have higher level of self-esteem they have also higher level of emotional intelligence. Self-awareness comprises the foundations for the emotional intelligence and has a great role in controlling negative emotions. Those enjoying high level of emotional intelligence have self-awareness in a high level. The higher the emotional intelligence, the self-esteem will increase. These finding have been supported the earlier studies by Golman(1995), Kangllosi and Piterson (1998), Syavorchi.et.al (2001), Schutte et al.(2002), Gerardi (2005), Country & Chester (2005), Khanjani.et.al (2008), Tamanai far et al (2010) Abbas & Junaid-ul-haq (2011) and Hasanvand and Khaledian (2012). To stabilize these findings one can says that if people have the exciting capability, they will have an effective role in facing with everyday events, to extend their insights and to provide a positive attitude about facts and excitements. Therefore who have the higher exciting skills and intelligence, have higher social support and self satisfaction too, as a result they have more self-esteem.

5. The computed r-value (0.17) is significant at 0.05 level of confidence. It indicated that there is a positive and significant relationship between self-esteem and academic achievement. Hence the hypothesis has been rejected and interpreted that there is a

Table-4.43 reveals that the computed r-value (0.68) is highly significant at 0.01 confidence level. Hence the hypothesis has been rejected and interpreted that there is a significant positive relationship between emotional intelligence and academic achievement. Result of the present study revealed that emotional intelligence had a significant correlation with academic achievement. This result is easily explainable bearing in mind that emotional intelligence competences, such as ability to regulate one’s feeling, problem solving, intrapersonal and interpersonal skills are highly related to academic success. For instance, a student who is adept in emotional management could use such skill to ward off stress and anxiety associated with test-taking and examination. This finding is supported by other studies who agree that a positive significant relationship exists between emotional intelligence and academic achievement. Schutte et al (1998), Tapia (1998), Abisamra (2000), Parker et al (2001,2002,2003), Stottlemyer (2002), Bar-On (2003), Faruk (2003), Williams (2004), Smith (2004), Parker et al (2004), Brackett and Salovey (2004), Woitaszewski and Alsama (2004), Vain, Low and Nelson (2004), Aremu, Tella and Tella (2005), Frediction, Furnham and Wikelund (2005), Bastian, Burns and Nettelbeck (2005), Marquez et al (2006), Adeyemo (2007), Rode et al (2007), Samari and Tahmasebi (2007), Lalifaz and
Asgari (2008), Edun and Akanji (2008), Adeoye and Emeke (2010), Hasanvand and Khaledian (2012) and Islamic Azad University, (2012-13). In fact, the more an individual has higher level of emotional intelligence, the more his academic achievements are expected. In explaining the findings of these studies, it can be noted that regarding the fact that there is a relationship between the students’ emotional intelligence and their interpersonal achievements, it can strengthen the cognitive performances and also the memory capabilities and personal learning. Certainly and in consonant with the present finding, it can be ascertain that emotional intelligence determines to a great extent on academic achievement among secondary school students of Assam.

The table 4.45 reveals that the obtained F-value (18.054) is significant at 0.01 level of confidence. This indicates that there is a significant difference in the scores of self-esteem among the students grouped on the basis of status as High, Average and low in their levels of academic achievement. Hence the hypothesis is rejected and interpreted that the groups differed significantly in their levels of self-esteem. High achievers have high self-esteem as well as average and low achievers have average and low self-esteem. This finding is supported by earlier studies of Mefteh (2002), Bandora & Adams (2002), Amini (2004), Gerardi (2005), Sheykholeslami et al (2010) and Hasanvand and Khaledian (2012). It means that the higher the self-esteem, the person academic status is better. To confirm these findings we can say that self-esteem is the person self-satisfaction and self-valuation. As a result, people with high degree of self-esteem have more expectations of their performance and they are ambitious to success. So they try to perform better in learning than the others.
8. Table 4.47 reveals that the obtained F-value (34.519) is highly significant at 0.01 level of confidence. This indicates that there is a significant difference in scores of emotional intelligence among the students grouped on the basis of status as High, Average and Low in their levels of academic achievement’ Hence the hypothesis is rejected and interpreted that groups differed significantly in their levels of emotional intelligence. High achievers have high emotional intelligence as well as Average and low achievers have Average and Low emotional intelligence. This findings of the present study is consistent with the result of earlier studies by Abisamra (2000), Stottlemyer (2002), Williams (2004), Smith (2004), Aremu ,Tella and Tella (2005), Parker et al (2005), Rode et al (2007), Edun and Akanji (2008), Adeoye and Emek (2010).

The above analysis makes it clear that groups differed significantly in their levels of self-esteem and emotional intelligence. High achievers have high self-esteem and emotional intelligence as well as Average and Low achievers have Average and Low self-esteem and emotional intelligence.

5.22: Conclusion:

The present study has analyzed the Self-Esteem, Emotional Intelligence and Academic Achievement of Secondary school students of Assam on a representative sample of 500 Secondary school students. The importance and significance of the study, its Objectives and Hypotheses are presented in Chapter-I. A brief Review of Literature related to the variables included in the study is presented in Chapter-II. The Methodology of the study is presented in Chapter-III. In Chapter-IV, The Analysis and Interpretation of data on Self-Esteem, Emotional Intelligence and Academic Achievement of Secondary School students of Assam is presented. In Chapter-V, Summary and Findings,
Conclusions and Educational Implications of the study with Suggestion for further Research is presented.

The purpose of the study is to investigate the levels of students’ self-esteem, emotional intelligence and academic achievement in relation to sex, location of schools or residence, tribal and non-tribal and in district-wise. The another purpose of the study is to examine the relationship between self-esteem and emotional intelligence, self-esteem and academic achievement and emotional intelligence and academic achievement. Regarding the findings of the present study it can be concluded that there is a significant positive relationship between self-esteem and emotional intelligence, self-esteem and academic achievement and emotional intelligence and academic achievement such that developing self-esteem and emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement.

Secondary education prepares all the personalities to be competent for any of the professions by offering a diverse curriculum as it is the foundations of all courses. It is important to ensure the quality of secondary education by recognizing the primary needs of students for success, their ability and active involve in the process of learning. Improving the academic performance, fulfilling desire to achieve and excel and modern attitude in students across differences of gender and location of schools or residence will enhance academic excellence of students. Modern outlook, economic status, livelihood, cultural diversity, gender also deeply influence the participation of students in the secondary level of education. This is reflected in the findings of the present study where sharp disparities between students of different self-esteem levels, emotional intelligence levels and were seen in their academic achievement also.
5.23: Educational Implications:

1. Improvement of Self-esteem of secondary school students, teacher should train and help their students to recognize their self-image and formation of positive feelings and control unrealistic goals of life so that they do not condemn themselves for failure. To get a clear picture about someone, one must pay careful attention to his thoughts, feelings and behavior and utilize feedback from others.

2. The teacher and parents need to co-operate their child to modify their negative self-talk and emphasize their strengths. People who are low in self-esteem tend to engage in various counterproductive modes of thinking. On the contrary, one should take credit for his/her success and consider the possibility that his/her failures may not be his/her fault.

3. The fault finding and generally negative approach to interpersonal transactions does not go over well with other people. Instead, it leads to tension, antagonism and rejection. This rejection lowers self-esteem still further. Approaching people with a positive, supportive outlook will promote rewarding interactions and help everyone to earn their acceptance. Therefore, the teacher should train his students how to approach others with a positive outlook.

4. Balanced combination of emotional mind and cognitive mind in training secondary school students will facilitate the identification, recognition and development of their emotional skills which will in turn contribute to their personal, academic and career success.
5. Curriculum experts should develop an affective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students at secondary level.

6. Inclusion of this education based model-Emotional Intelligence Skills in teacher education at all levels should be explored.

7. This study has implications for the work of teachers, counselors and educational psychologists as well as researchers. They need to develop a greater awareness and understanding of the various interaction involving variables that predict the academic performance of students.

8. Both the home and the school need to cooperate in making the learners to be well adjusted emotionally as this could make academically successful students.

9. This study have some educational implications and provides guidance to the teachers, parents and others involving in educational system of secondary school students so that they can pay special attention to the low groups in terms of self-esteem, emotional intelligence and academic achievement to minimize the gap in self-esteem, emotional intelligence and academic achievement between urban and rural, tribal and non-tribal, male and female and the difference between the two districts.

10. The government and concerned citizens should encourage the established of more quality schools in rural areas. Efforts must be made to provide special arrangement to reduce the gap between the visit and supervision of inspector of schools in relation to location of schools for the development of rural schools.

11. The scheme of Assam Vikas Yojna should be implemented for all the rural students irrespective of sex. Although both boys and girls have hurdles to
overcome but it is more in case of girls especially in rural areas. To achieve gender equality in Secondary education by 2020, we have to eliminate gender disparities in secondary education.

12. The government, teachers and NGO’s should make an arrangement of remedial and special coaching classes for the academic development, specially rural, tribal and female students.

13. The government should appoint a good number of trained counselors for every school with reasonable salary to counsel the students, particularly females, tribal and rural students which will contribute to the development of the nation.

14. Special emphasis must be placed on teachers who are appropriately qualified and trained to teach in tribal dominated schools. The emphasis must be both on their skills, competencies as well as their understanding on the context of deprivation, discrimination and an appreciation of cultural difference in relation to their students.

15. The Ministry of Tribal Affairs is in the process of consolidating schemes for supporting secondary education to make a more comprehensive scheme that could complement RMSA and fill any gaps, especially those relating to infrastructure in identified tribal dominated districts and blocks. RMSA could play an important role in guiding the Ministry of Tribal Affairs and the States/UTs in identifying needs in specific districts and blocks and ensuring convergent implementation.
5.24: Suggestions for Further Research:

All research work comes to an end with certain suggestions for further studies. On the basis of the nature of the present study and experiences, the investigator suggests the following areas to be explored for further research:

1. The present study is conducted only two districts of Assam, further studies may be conducted by taking up other districts of Assam.

2. A comparative study on problems and prospects of urban and rural students may be undertaken.

3. Studies may be undertaken to find out the environmental and socio-economic factors which cause difference between self-esteem, emotional intelligence and academic achievement.

4. In-depth studies may be conducted to find out the differences existing in self-esteem, emotional intelligence and academic achievement between tribal and non-tribal students of Assam.

5. A comparative study may be conducted between the two states on the variables taken in the present study.

6. In-depth study can be conducted on the problems of dropout at secondary level.

7. Studies may be undertaken to find out some home and school factors which affect the academic achievement.

8. Other studies may be undertaken to examine the relationship between emotional intelligence and job performance.

9. Studies may be undertaken to find out the relationship between self-esteem and adjustment of secondary school students.
10. Same type of studies may be undertaken at primary stage and college level students in Assam.

11. Variables other than the ones considered in the present investigation may also be studied in relation to academic achievement of students like intelligence, anxiety, creativity, self-concept, achievement motivation etc.

12. Some studies may be undertaken to find out the relation between emotional intelligence and occupational self-efficacy of secondary school teachers.