CHAPTER-I
INTRODUCTION

1.0 Introduction: Norm Talk

“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)
However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of several nations, including India (Biswal, K. 2011, p.1.). In recent years, however, while stakeholders continue to debate the nature and functions of secondary education (Kabir, 1955:195), the need for its development has become apparent with the changing context of schooling. Besides its contributions to the formation of active citizens (Government of India, Secondary Education Commission, 1953; Kabir, 1955; Alvarez, 2000; Lewin and Caillods, 2001; Briseid and Caillods, 2004; World Bank, 2003, 2009), secondary education plays a critical role in addressing the emerging human development concerns in countries engaged in building knowledge societies for staying connected to the globalization process.

For several decades, it has been argued in the literature that secondary education needs to be expanded both as a response to increased social demand and as a feeder cadre for higher education, giving little emphasis to its other important functions. It is also argued that investment in secondary education yields considerable social and economic returns, making it crucial for national development (World Bank, 1993, 2005, 2009; Tilak, 2001; Mukhopadhyay, 2007; Alain and Tan, 1996; Lewin and Caillods, 2001; Duraisamy, 2002; Lewin, 2006, 2008a). Despite this, secondary education continues to be the most neglected segment of school education in many developing countries, including India. India is following a service-led growth model and striving hard to survive the global competition, in these conditions it is being increasingly recognised that secondary education, is the most critical segment of the education chain. Apart from the bottom-up pressure (i.e. arising from the growth of primary schooling) and the top-down pressure (as the source of potential intakes for higher education) for its expansion, there is a need to pay greater attention to
secondary education as it caters to the needs of the most important segment of the population – adolescents and youth, the source of the future human and social capital of a nation. Its development, therefore, can greatly contribute towards acquiring global competitiveness and achieving the MDGs. 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.
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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, are 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 indispensible 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.

1.1.0. Introduction of the variables studied:

In the present study three of the important variables are studied, these are Self-Esteem, Emotional Intelligence and Academic Achievement.
1.1.1: 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 endeavor. Self-Esteem has been correlated to job success, school achievement, interpersonal compatibility and general happiness.

Abraham Maslow, in his hierarchy of human needs, lays esteem needs at the fourth level. It includes the need for personal worth along with feelings of accomplishment and
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prestige. The highest level in the hierarchy of needs is self actualization. According to Maslow, if the need of Self-esteem is not fulfilled, then individuals would be unable to grow and achieve self actualization.

Carl Rogers has stated that there are three different parts of the self concept. And one of the parts is self-esteem. When people respond positively, individuals are more likely to develop positive self-esteem. When people compare themselves to others and find themselves lacking, it can have a negative impact on their self-esteem. Some definitions of Self-esteem is to be pointed out:

<table>
<thead>
<tr>
<th>Nathaniel Branden</th>
<th>The disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.</th>
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<tr>
<td>H.S. Sullivan</td>
<td>All of those feelings of competence and personal worth that hold a person tougher.</td>
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<td>D.C. Briggs</td>
<td>It is how a person feels about himself. It is his overall Judgment of himself how much he likes his particular person.</td>
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<tr>
<td>Joel Brockner</td>
<td>A trait referring to individuals’ degree of liking or disliking for themselves.</td>
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<td>James Battle</td>
<td>The perception the individual possesses of his/her own worth</td>
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<tr>
<td>Denis Waitley</td>
<td>It is that deep-down, inside the skin felling of your own worth.</td>
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<tr>
<td>A. Bandura</td>
<td>The sense of personal worth and competence that persons associate with their self-concepts.</td>
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<tr>
<td>Rosenberg</td>
<td>Totality of the individual’s thoughts and feelings with reference to himself as an object.</td>
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<tr>
<td>Coopersmith</td>
<td>Self-esteem reflects the intrinsic belief in the self, the overall opinion and value of a person.</td>
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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.

James (1983) in his Principle of Psychology defined self esteem as being the sum of an individual’s successes divided by what they think they ought to achieve. Self-esteem can be increased by achieving greater successes and maintained by avoiding failures. Raised self-esteem can be argued, also be achieved and maintained by adopting less ambitious goals. Self-esteem was therefore defined as being competence-oriented but also opens to change. Alexander (2001), the founder of the Self Esteem Network in Britain, viewed self-esteem as a syndrome, and as a set of indictors for well-being. The core of self-esteem is an “unconditional appreciation of oneself” meaning an appreciation of both an individual’s positive and negative potential in its fullest sense. Alexander also distinguished between ‘trait’ self-esteem which reflects confidence or ability in a particular area, such as work or port, and ‘global’ self esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess.

Self esteem is described by Coppersmith (1981) as a process of integration, where the individual becomes a member of the group and internalizes ideas and attitudes as a mirror
image, via key figures and by observing actions and attitudes. Self-esteem is a form of self protection since any loss of self-esteem brings a feeling of distress. Since the presence of anxiety can minimize our self-esteem, defenses allows the maintenance of an idealized image. This philosophy is supported by Diaz (1984) who posited that the events and the people which surround the individual have a direct relationship with the development of self-esteem.

Recent research has examined the concept of protective factors in a wide range of adolescent risk behavior and increasingly, to understand adolescent’s behavior. 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 has long been considered an essential component of good health. It is a widely used concept both in popular language and psychology. Self esteem is a set of attitudes and beliefs that a person brings with himself/ herself to the world. It includes beliefs as to whether he or she can expect success or failure. How much effort should be put forth into activities, whether failure at a task will “hurt” or “benefit” the individual and whether he or she will become more capable as a result of difficult experiences to cope in life is embedded in one’s self-esteem (Brandon, 1994; Coppersmith, 1981).
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.

Self-esteem means how people think about themselves, how much they like themselves and if they are satisfy of their performance, especially how they feel about society, education and family and to what extent their ideal self and actual self are close to each other. Mid and Charles Coli insisted on the self-esteem positive importance (Bibangard 1995). A collection of characteristics that a person uses to describe himself is known as a person “self-imagination” (Bibangard 1995). Self-esteem is defined as the extension of values which the information within self-imagination has for a person and it comes from person beliefs about all the attributes and features presented in him. Self-imagination has a particular importance for mental health experts because the person imagination about his personality to high degree determines his image about environment, and these two elements plan his behavior forms (Tamanai far et al. 2010).
Bourne’s perspective highlights the emphasis that is placed on examination in evaluating the performance of students (from basic or pre-school to university). Empirical evidence has established an association between self-esteem and academic achievement (Auer, 1992; Benham, 1993; Klein and Keller, 1990; Solley and Stagner, 1956). It can be deduced from the aforementioned works that failure on examinations further deteriorate the self-esteem of young children, particularly those who had low esteem in the first place. Stipek (1984) posited that children enter school expecting to be successful and feeling good about themselves, and they are not concerned about achievement outcomes. The socialization of children places emphasis on performance, which denotes that over time they will be cognizant of their social role and grades will be become a part of the focus. With the continuous measurement of performance, particular academic, pupils with low self-esteem could be destroyed long before reaching secondary level education. The manner in which children are given feedback on their performance during the development, their cognitive development would be the difference between future failure and excellence, particularly of the social background and transferred self-esteem. Importantly, children will come to accept the emphasis of external valuation for achievement that is common in the school system (Stipek, 1984). It can be deduced from Stipek’s work that both academic performance and interpersonal relationship are influenced by self-esteem over the cover of daily interactions.

The most broad and frequent cited definition of self esteem within psychology is Rosenberg’s (1965), who described it as a favorable or unfavorable attitude towards the self. Self-esteem is generally considered the evaluative component of self concept, a broader representation of the self that includes cognitive behavioral aspects as well as evaluative or
effective ones (Blascovich and Tomaka, 1991). Wilson (2002) suggested that basic self esteem is a standard by which a person judges her/himself, an estimate, a feeling, and an emotion. This self evaluation is the single most significant key to behavior, which affects the thinking processes, emotions, desires, values, and goals. Brandon (1994) stated that to understand a person psychologically, it is vital to understand the nature a degree of self esteem. His definition is a synthesis of earlier interpretations. Brandon (1994) noted that there are two strands of self esteem that is competence and worthiness, but emphasized that the relationship between the two strands as another factor in understanding self esteem. He reiterated that self esteem “is the conviction that one is competent to live and worthy of living” (Brandon, 1994). He further posited that to understand a person psychologically, it is vital to understand the nature and degree of self-esteem as his definition is a synthesis of earlier interpretations. James (1983) in his Principle of Psychology defined self esteem as being the sum of an individual’s successes divided by what they think they ought to achieve. Self esteem can be increased by achieving greater successes and maintained by avoiding failures. Raised self esteem can be argued, also be achieved and maintained by adopting less ambitious goals. Self esteem was therefore defined as being competence- oriented but also opens to change. Alexander (2001), the founder of the Self Esteem Network in Britain, viewed self esteem as a syndrome, and as a set of indictors for well-being. The core of self esteem is an “unconditional appreciation of oneself” meaning an appreciation of both an individual’s positive and negative potential in its fullest sense. Alexander also distinguished between ‘trait’ self esteem which reflects confidence or ability in a particular area, such as work or port, and ‘global’ self esteem which is intrinsic worthiness regardless of what particular abilities or qualities an individual may possess. Rosenberg (1979) suggested that
the motivation to achieve and maintain self esteem is the most powerful in the entire human repertoire and motives. Even individuals with low self esteem are motivated to maintain that level of self worth and not feel any less worthy. Although many scholars who study self esteem emphasized that low self esteem impairs effective decision-making (Tice, 1993), recent reviews and commentaries (Baumeister, 1996; Gecas and Seff, 1990) stressed that self esteem cannot be considered a panacea that protects youth from all manner of risk. (Baumeister, 1996) proposed that high self esteem is more a result than a cause of success behavior. Similarly, Gecas and Seff (1990) suggested that self esteem must be combined with other positive characteristics for it to have salutary effects. Notwithstanding, Pearlin et al. (1981) postulated that dimension of self concept, such as self esteem are psychological resources upon which a person can draw to deal with problems.

**Descriptive trait terms of high and low Self-Esteem:**

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<tr>
<th>Self-Esteem</th>
<th>Descriptive trait terms</th>
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<tbody>
<tr>
<td>High</td>
<td>Active, Assertive, Successful, Less Childhood, Destructiveness, Low anxiety, Confident.</td>
</tr>
<tr>
<td>Low</td>
<td>Discouraged, Self-depressed, Unlovable, fearful of angering others, Isolated from others, shrink away from being noticed.</td>
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**1.1.2: Emotional Intelligence: Meaning and importance:**

Emotional Intelligence is a combination of the term emotion and intelligence. Mayer, Salovey and Caruso (2000) viewed emotions as one of the three fundamental classes of
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mental operations which include motivation, emotion and cognition. The connection between emotion and cognition can be explained by the way emotion interacts with cognition. A person who is in good mood tends to think positively and productively and vice versa. As such the term EQ implies that emotion and intelligence are interrelated and complementary giving rise to Emotional Intelligence. Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

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.
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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 problems, 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.

Oyinloye (2005) attributes the problem of poor academic achievement to low level of emotional intelligence among secondary school students. He believes that “students who lack emotional intelligence show some adjustive challenges or in some ways fail to handle effectively the demands of school work. Such students might be said to have little or no emotional intelligence and may not be capable of attaining personal goals which include high academic achievement.” It is apparent that the primary focus of education is academic performance that has been measured using traditional Intelligence tests or other forms of standardized examination, and schools cannot ignore or neglect the development of emotional domains and other personal factors contributing to the success of students (Nelson and Low, 2003). Educators need to build high-achieving, productive and healthy students, which can be achieved through a balance in the cognitive and emotional domains of learning. On account of this, Epstein (1998) and Le Doux (2002) suggest that both the cognitive and the emotional domains of student’s academic development should be the primary goal for educating students. Cherniss (2004) stated the importance of emotional intelligence as necessary to improving performance and psychological well-being in school work. If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic and career achievement (Vela,
Emotional intelligence as determined by Nelson and Low (1999) has four major skills dimensions of emotional competencies namely-interpersonal skills, leadership skills, self-management skills and intrapersonal skills.

Emotional Intelligence is perceived as a type of aptitude that involves the ability to monitor one’s feelings and that of others, to discriminate among them and to use this information to guide one’s feeling and thinking (Salovey and Mayer, 1998).

Nelson and Low (2005) identified the need for more effective development of emotional intelligence skills when they stated that: The qualitative, holistic, emotive and subjective experiences of students are critical to healthy growth and development. Emotional development of students does not seem important until behavior becomes problematic and reported. Familiar examples are under-achievement, bullying, attrition, school violence, absenteeism, substance abuse, lack of motivation and psycho-educational problems. Even though educators are compassionate, specific help is often absent, ineffective or too late. Proactive program to identify and develop emotional skills are needed to prevent problematic behaviors and not react to them after the act.

It is therefore necessary to interrupt the ugly trend of poor academic achievement among secondary students by developing and enhancing their emotional intelligence skills which have been observed to be major determinants of academic achievement because a student may recover from physical pain or injury, but may never recover from the terror and degradation of his or her emotional state.
In contrast to Salovey and Mayer (1990), Goleman (2001) proposes a theory of EQ that is performance based. Specifically, he relates EQ to 20 competencies in four clusters of general abilities. The four clusters consist of: Self-Awareness, Social Awareness, Self-Management, and Relationship Management. Each of the four clusters is seen as distinct from cognitive abilities and each other. The Self-Awareness cluster is defined as knowing what one feels. The Social Awareness cluster encompasses the competency of empathy and the ability to read nonverbal cues. Third, the Self-Management cluster relates to the ability to regulate distressing emotional responses and to inhibit emotional impulsivity. Relationship Management, the fourth cluster, is defined by one’s ability to understand or influence the emotions of others. These researchers provide a sampling of theories about EQ that have emerged since Gardner’s initial work in the early 1980s. Each theory takes a unique approach to the topic. What all these theories have in common, however, is the basic premise that EQ refers to the abilities to recognize and regulate emotions in oneself and others (Goleman, 2001). Given this overview of the theories associated with EQ, it is interesting to explore how the topic has been investigated in the literature. Much of the research conducted on EQ focuses on workforce effectiveness and behavior modification. Several studies have suggested that higher levels of EQ predict effectiveness in supervision and group interaction. For example, studies on school administrators illustrate that higher levels of EQ correlate with the ability to lead schools and cultivate positive relationships, and lead to teacher satisfaction with the administrator’s performance. When superior leaders are compared to average leaders several competencies emerge to differentiate between the two groups. For example, two competencies that emerged in the superior group were self-confidence and the ability to adapt emotional expressions (Cherniss, 1998).
In the beginning, psychologists focused on cognitive constructs like memory and problem solving in their first attempt to write on intelligence. This did not last when researchers begun to challenge this orientation and recognized that there are other non-cognitive aspects of intelligence. For instance, Robert Thorndike wrote about social intelligence in 1937. And as early as 1943, David Wechsler proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. Imbrosciano and Berlach (2003) have remarked that “success” may be viewed in three main domains. A good student is often referred to as being “intelligent”, or “well behaved”, or “academically successful”. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.

Goleman (1995) gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Abisamra (2000) then queried that if this is found to be so, why the teachers don’t begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students’ success.
According to Salovey and Mayer (1990), Emotional Intelligence is being able to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this to guide one’s thinking and actions. Again, Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing one’s emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy), and handling relationships.

In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership (Ashfort & Humphrey, 1995); group performance (Williams & Sternberg, 1988); academic achievement (Abisamra, 2000); and policing (Aremu, 2005). The foregoing attest to the significance of emotional intelligence to all constructs (school achievement inclusive). As a matter of fact, emotional intelligence (EI) has recently attracted a lot of interest in the academic literature.

Specifically, Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski (2001, 2002) they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker, et al. (2003) found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college
students respectively. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools’ curricula. Petrides, Frederickson and Furnham in Cotton and Wikelund (2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context. In essence, the importance of emotional intelligence on academic achievement has been found to be very significant.

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.

1.1.3: 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
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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

Poor academic achievement is an achievement that is adjudged by the examiner as falling below an expected standard. Academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in
all spheres of the economy and polity (Aremu, 2000). Morakinyo (2003) agrees that the falling level of academic achievement is attributable to teacher’s non-use of verbal reinforcement strategy. Adegbite (2005) found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavory comments about student’s performance that could damage their ego, poor method of teaching and the likes. Edun and Akanji (2008) asserted that poor academic achievement among our students is usually attributed to the school authority and teachers’ attitude to their work.

Academic achievement is undoubtedly a research after the heart of educational psychologists. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. In recent time, prior literature has shown that learning outcomes (academic achievement and academic performance) have been determined by such variables as; family, school, society and motivation factors (e.g., Aremu & Sokan, 2003; Aremu and Oluwole, 2001; Aremu, 2000). In the same vein, Parker, Creque, Harris, Majeski, Wool, and Hogan (2003) noted that much of the previous studies have focused on the impact of demographic and socio-psychological variables on academic achievement. More recently, another emerging dimension to the determinant of academic achievement is government factor (e.g., Aremu & Sokan, 2003; Aremu, 2004). In spite of the seeming exhaustiveness of literature on the determinants of academic achievement of learners, there seems to be more area of interest to be investigated. This becomes obvious in view of the continue interest of researchers and Educational psychologists; and the continued attention of government and policy makers and planners.
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.

A test of educational achievement is one that is designed to measure knowledge, understanding and skills in a particular subject or a group of subjects taught in schools. They are designed to measure an individual’s quality and quantity of leading in a single school subject, such as MIL, Mathematics, General Science and Social Studies or several areas of subject yielding a separate score of each subject and a total score for the several subject combined.

Academic achievement is a multidimensional activity and it is the central concept of educational system. Academic achievement is widely accepted now as a function of cognitive and non-cognitive aspects of personality. In fact every affect the academic achievement at all levels of the educational process. The effectiveness of a system of education practiced in a country is reflected through the performance of the pupils as a whole. The present system of education in our country and also the success of the educational system are evaluated through the performance and the achievement of the pupils in the examinations. Achievement is the extent of which proficiency is obtained in a particular school subjects. Examination is an important device by which we can attempt to
measure the standard of achievement of the pupils. It has an impact on the career of a student because the dominance of examination is so great that a certificate, degree and diploma based on performance in the examination have become a passport for a variety of jobs. That is why examination is called “The central nervous system of education.” and it also be described as the milestone around the neck of the school. It is the central pivot round which everything in the educational system must revolve. The examination system lies at the heart of the modernized society which has a natural tendency to establish meritocracy in which power, earnings and status depends on a high degree of education or merit which is assessed with the help of test or examination. The academic achievement can be held as the measurable success in academic after instruction. The achievement of students has been a source of great concern for many educators, parents, guardians, curriculum Planners, counseling psychologists and researchers. (Adeymo & Torubeli, 2007). This general concern systems from prevailing poor achievement recorded by students almost each succeeding year at the end of their secondary school course (Ezeazor, 2003).

Reis.et. al. (1984) reported that academic achievement also has a significant effect on self evaluation of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to the maximum, a review of correlates of academic achievement and its implications for educationists and policy makers would be meaningful. The role of academic achievement in the educational system in particular and in the development of nations in general is assuming greater proportions. This is because of the new demands arising from the rapidly changing societies and because of the increased aspirations of individuals for economic, cultural and intellectual improvement.
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It is therefore, instructive in the present study to investigate the relationship among self-esteem, emotional intelligence and academic achievement of secondary school students’ of Assam.

1.2.0. 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.

As suggested by Schutte et al. (2002), individuals with higher Emotional intelligence use their ability to understand and regulate emotions to resist situational threats. Theoretically, these individuals should be better able to maintain a positive mood when appropriate, and effectively repair a distressed mood when faced with negative events. This emotional ability may enable them to maintain higher levels of self-esteem and perception of self worth or value. In line with this view, Schutte et al. (2002) found that higher Emotional intelligence was associated with an increase in positive mood state and higher state self-esteem. Individuals with higher Emotional intelligence also showed less of a decrease in positive mood and self-esteem after a negative state.
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The results of Syavorchi et al (2003), study also 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. Results from Gerardi (2005), study showed that there is a positive relationship between self-esteem and academic achievements. 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 Sheikholeslami et al (2010) study showed that that there is a positive correlation between self-esteem and academic achievements among students.

A study was conducted to assess the relationship between Emotional intelligence and self-esteem of 240 students and employees across various universities in Pakistan (120 male and 120 female). The results showed that emotional intelligence and self-esteem were positively correlated and significant (Abbas & Junaid-ul-haq, 2011). 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.
Islamic Azad University, Ghorveh in the year (2012-2013) were examined and recommendations based on the result of research to parents, students, University Officials particularly Vice Chancellor of University to make them aware of the relationships between self-esteem, emotional intelligence and academic achievement are presented. The results showed that there is a positive and significant relationship between self-esteem, emotional intelligence and academic achievement.

1.3.0: Conceptual framework of Secondary Education in Indian context:

Secondary education is the link between the primary education on the one end and the university education on the other. It has to play a vital role in the educational system of the community. Secondary education is a connecting link between these two stages and seeks to provide future leadership to the society in the various walks of life. Humayun kabir states, -

“Secondary education has, therefore, a vital role to play in any program of education for the community. It provides teachers for both elementary and adult education. It also prepares pupils for the universities and other institutions of higher learning. Besides, it is the stage which in all countries marks the completion of education for the vast majority. Even the minority which goes the higher education cannot take full advantage of the wider opportunities offered by the universities unless they have received their grounding in a system of sound secondary education. If for no other reasons, there considerations alone demand that the secondary education must be of the highest quality, if it is to satisfy the needs of the modern age.”
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Secondary education helps the children to become a full member of a complex modern society of today. It deserves the highest potentialities of child’s ability-aptitudes, interest and qualities of characters. Secondary stage enables an individual to enter his life as a knowledgeable, active minded and sociable individual. S.N. Mukherjee explains secondary education,

“The concept of secondary education stands for three things—a Stage, a type and a standard."

As a stage, it stands for what comes after elementary education. As a type, it stands for something that though related to a certain intelligible classification of things to be learnt is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanism of liberal education. As a standard, it aims at that measure of erudition of which universities can take cognizance. The part of secondary education has played as an element in the national system has depended largely upon the measure in which these three meanings have been brought in to harmonious relationship with one another. Yet, there is a considerable divergence in the national definitions of secondary education. In some places secondary education begins at eleven and in other at twelve years.

The mass scale provision of elementary education and an increasing aspiration for secondary education during the post independent period has resulted in the tremendous growth of secondary education in India. One of the most important events that have taken place in the realm of secondary education during the post independent era is the appointment
of the Secondary Education Commission in 1952. This Commission analyzed the various problems facing secondary education and has suggested suitable remedies for them. Two major tendencies have been discernible at the secondary stage since 1950, viz; a gradual transition of traditional pattern of bookish education into a vocational one and attempts to make secondary education a self-contained stage. The Education Commission has also recommended a rapid vocationalization of secondary education. This leads to making the secondary stage a self-contained one in itself and related more and more to the needs of the life of the individuals as well as of the community. The Secondary Education Commission recommended various bold and far-sighted measures like establishment of multipurpose schools, improvement of teaching and school libraries. Training of teachers, introduction of crafts in middle schools and conversion of high schools into higher secondary schools by increasing the duration of secondary stage one year is to give a new orientation to secondary education as a whole which shapes the secondary level in a new one. The National Education Policy had also recommended in 1968 a structural change in the formal secondary education in the country by adopting the 10+2+3 structure. In the pursuance of the policy to implement the recommendations of the Secondary Education Commission, the All India Council for Secondary Education was set up in August 1955. The main functions of the council are to review from time to time the progress of secondary education throughout the country and to serve as an expert body to advise the State and Central Government on the improvement and expansion of secondary education in all its phases. Since then these very aims and functions, of secondary education, are being presented with the change of language. A long list of aims 20-25 of first ten years of school education is presented in the National Curriculum of Framework prepared by NCERT IN 2000. In the National
Curriculum framework, 2005 more emphasis has been laid on national values and secularism. At present the aims of secondary education are as follows:

1. To train children to look after their health and develop it.
2. To provides children knowledge about different subjects and to make them proficient in thinking, imagination and decision making.
3. To socialize children and to prepare them to bring about necessary social change.
4. To provide children knowledge of different cultures and develops cultural tolerance among them.
5. To inculcate social, cultural, moral and national values among children; to guide them to behave accordingly and to develop their character and morality.
6. To guide children to do some physical work according to their interest, ability and need.
7. To provide children knowledge about principles of democratic system of governance and to train them in democratic way of living.
8. To make children aware about the national goals – conservation of environment and population control and to develop among them scientific attitude, national integration and feeling of internationalism.
9. To provide children general information about the main religions of the world and to develop religious tolerance.

Now, it is clear that the role of education is no longer considered as a mechanism for the perpetuation of the best with traditions above but it is now being viewed as an investment in social transformation, human resource development and in advancing
revolutionary developments in the field of science and technology for the betterment of the quality of life of mankind as a whole. Secondary school level of education is significantly important as it is a period of intense vibrancy and energy. UNESCO’s recently published global monitoring report discovers systematic standards as the appropriate context of the quality debate. From this point of view, the child’s performance needs to be treated as an indicator of systematic quality as reflected on National Curriculum Framework, 2005. The thrust of objectives of secondary education during the Tenth Plan has been achieved only partly and therefore the Eleventh Plan (2007-2011) aims to – (i) raise the minimum level of education to class X and accordingly universalize access to secondary education, (ii) ensure good quality secondary education with focus on Science, Mathematics and English and (iii) aim towards major education in gender, social, regional gaps in enrolments, dropouts and secondary retentions. The norm will be to provide a secondary school within 5 Km and a higher secondary school within 7-8 Km of every habitation. The GER (Gross Enrolment Ratio) in secondary education is targeted to increase from 52% in 2004-05 to 75% by 2011-12 and senior secondary GER from 40% to 60% in the same period.

An amount of Rs. 5000 core is being provided during the Eleventh plan for providing ICT (Information Communication Technologies) infrastructure in secondary schools. In order to bridge social gaps in secondary education in respect to SC’s, ST’s, minorities and OBC’s the

Eleventh Plan will address specific areas including (i) up-gradation of elementary school to secondary schools in geographic concentration areas of relevant social groups, (ii) supply of free uniforms, text books and foot wears (iii) supply to bicycles/wheel chairs (iv)
hostels for boys’ and girls’, (v) stipends to the deserving children (vi) support to all madrassas for adoption of general curriculum of states, (vii) pre-matric and post-matric scholarships (viii) special remedial coaching within/outside school for weaker students and (ix) an area intensive approach with community participation. The Eleventh plan would be a Quality Plan in respect of the education sector.

1.3.1: 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.
Moreover, after the attainment of independence, many valuable committee and commissions have been formed for the wide development of secondary education throughout the country. As a result of independence the following bodies were formed:


All these commissions and committees took initiative to develop the secondary education throughout the country and submitted their valuable recommendations and suggestions for the complete development of secondary education.

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 program 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
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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.

“No nation can develop without a sound system of education. It is that instrument of education by which a nation is transformed and shapes its future. But the system that prevails in our state particularly in secondary stage is full of reasonable inequalities and imbalances.”
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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 nation's 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. The salient features of the new curriculum are as follows,

1. Foundation of curriculum rests on three basic pillars built on the principles of-Equity, Relevance, and Excellence.

2. Curriculum provides and ensures-equality of opportunity for all, quality education to all including girls and special focus group children:

   i) Fosters desires and ability in learners to live and work together in a global village by inculcating universal values such as human rights, respect for others etc.
ii) Emphasize inculcation of values, i.e. personal, social, national, and spiritual and environmental so that the learner is able to inculcate these values both through scholastic and co-scholastic areas throughout the school life

iii) Links education with life skills.

iv) Focuses on development of basic skills and technical knowledge.

3. Emphasis on environmental education – its awareness, problems and solutions in learner’s day to day life.

4. Work education has been made a compulsory subject under the ‘Scheme of Studies’, it aims at enabling children to become self-dependent and self-reliant.

5. Enormous scopes and provisions for practice on the following areas – Health, Sports, Yoga, Scouts and Guides, Morning and Evening Assembly, Cultural and Literary activities, Melas, Field trips and Camps.

6. Shifting from traditional teacher centered learning strategy to the learner-centered approach where participatory, activity-based, environment-based learning process has been suggested.

7. In place of theoretical, knowledge based examination, practical and need based Periodical Evaluation and Continuous and Comprehensive Evaluation (CCE) is introduced.
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8. Selection of learning areas/content is mostly done on the basis of local socio-cultural needs and keeping an eye to meet the future challenges and requirements in the 21st century.

9. Inclusion of knowing the learner and guidance and counseling is another salient feature of this curriculum.

10. In the curriculum slight modification in the three language formula has been made in respect to providing opportunities to different linguistic groups living in the state as per needs and demands of these groups, without affecting curriculum load.

Figure: 1.1 Depicts the scholastic and co-scholastic & other subjects proposed by SCERT (Assam) for the secondary school curriculum.

(Source: Reports of SCERT, Assam, 2009)
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The administrative set up of Secondary Education in Assam is:

**State Level:**
- i) Education Minister
- ii) Education Commissioner, Govt. of Assam
- iii) Secretary of Education
- iv) Director of Public Instruction (D.P.I)
- v) Additional Director of Education
- vi) Deputy Director of Education

**District Level:**
- i) Inspector of Schools
- ii) Assistant Inspector of Schools

**School Level:**
Head Master or Principal Of schools.

1.4.0: SEBA and HSLC 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
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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 is to determine future education of secondary level students.

1.5.0. 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 the middle place as well as total place of North-East India. Assam is famous as one of the greatest tea producing state in the world. Because of sufficient rainfall and monsoon climate rice, jute, cotton and many other crops are grown in the plains of Assam. The state is rich in mineral wealth too. There is rich underground store of mineral oil and a few coal fields. Lime and cement are also found in some hills of Assam. In spite of these resources per capita income of the state is far below
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the national average because of poor communication, lack of industrialization, insurgency problem, flood, infiltration etc. Assam is surrounded by international boundaries extending up to nearly 3200 Kms. The mighty river Brahmaputra 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. The composition of population in Assam exhibits great diversity. It is homeland of several population groups like the Tribal, the Indigenous Non-Tribal, Muslim, Nepali, Bengali, Hindu and Tea laborers etc. Tourists from far and near flock to the state particularly to have a glimpse of one horned Rhino in the Kaziranga National Park. 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.

**Assam Map:**

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**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
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. 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.

**Lakhimpur District Map:**

**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
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the female is 334884. The density of the population is 212 person per sq.km. (census of India, 2011). The headquarter 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 Colleges is 29.

Dhemaji District Map:
1.6.0. Rationale of the study:

As greater economic growth and social equity are associated with balanced public educational investment (World Bank, 1993, 2003, 2005, 2009; Wood and Mayer, 1999), the study on secondary education, its reform policies, approaches and programmes in India would not only help identify the development direction but also provide clues for future policy planning. The broad development strategies of the RMSA primarily focus on improving access, quality, equity, school effectiveness and governance, including support services (MHRD, 2009). Research on education quality and economic growth (Hanushek and Wößmann, 2007) presents strong evidence that cognitive skills, as opposed to mere school enrollment or years of schooling completed, are powerfully related to individual earnings, income distribution, and economic growth. The short version of an analysis of secondary educational quality in India is, “we don’t really know, but relatively small-scale assessments suggest it is very low” (World Bank, 2009). No comprehensive national-scale independent assessment of learning achievement at the secondary level has been conducted in recent years.

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
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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.
Chapter 1: Introduction

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 research studies are needed to meet the demands of the society in general and students in particular.

1.7.0. 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.”

1.8.0. 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.

1.9.0. 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.

1.10.0. 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.

1.11.0: 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 of two districts, namely Lakhimpur and Dhemaji.

**1.12.0. Delimitation:**

The study is limited to:-

1. Two Districts of Assam- Lakhimpur and Dhemaji.
2. A sample of 500 Secondary School Students from 25 Schools from the said district.
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.