CHAPTER-II
REVIEW OF RELATED LITERATURE

2.1.0. Meaning and Importance:

The knowledge of related literature brings the researcher up-to-date on the research work which others have done and thus to state the objectives clearly and concisely. Besides, allowing the researcher to acquaint himself/herself with current knowledge in the field or area in which he or she is going to conduct his/her research work.

Review of related literature serves as a pointer to the lacuna in the concerned piece of research work. It motives the researchers for understanding the study in hand and lays a foundation for his/her entire investigation. It contributes a particular knowledge to the investigation and notices the gaps in knowledge, thus, it helps his/her findings to identify areas where investigation of facts, concepts, theories and bibliographies etc are needed. It helps to avoid duplicacy and provides new knowledge to the research workers where one can evaluate and interpret the significance of one’s findings. Another important aspect of review of literature is also covered by the review of related literature is that the researcher gets clear-cut understanding about the research methodology. He/she can find out the appropriate methodology of research relating to his problems and accordingly the researcher can select the tools for the collection of data. In the way, review of related literature is an essential component for any of the investigator, which needs to be done seriously and honestly for launching of the research study. Researcher takes the advantages of the knowledge, which
has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already be done by taking in hand various problems of study, which are directly related to a study proposed by a researcher. A careful review of research journals, dissertations, theses and other sources of information on the problems to be investigated is one of the important steps in planning of any research study. It gives the researcher an understanding about the various tools, which may be employed for the collection of desired data.

It has been very aptly said that those who do not know the past are condemned to repeat it. The statement in the context of research has great significance. No research project exists in isolation. A current research project is inherently linked with the relevant thinking and research has preceded it as well as the thinking and research that follow it. In other words, a researcher forms a continuous starting from the past, extending up to the future through the present. The review of literature involves locating, reading and evaluating reports of research as well as casual observation and option that are related to the individual’s planned research project (Borg and Gall, 1983). It is a process of integration of past research and thinking with current research and thinking for advancement of knowledge (Fox, 1969). A review of research is an essential component of systematic and scientific pursuit of knowledge. It has two phases; first, it involves identifying all the relevant published material in the problem area and reading that part of it with which we are not thoroughly familiar; second, the review of literature involves writing this foundation of ideas into a section of a research report.
The related literatures are immensely effective in providing the insight relating to statistical methods for computing the results of the study in hand and have been grouped under the following headings so as to get meaningful background to the present research.

1. **Studies on Self-Esteem**

2. **Studies on Emotional Intelligence.**

3. **Studies on Academic Achievement**

4. **Studies on Self-Esteem and emotional intelligence.**

5. **Studies on Self-Esteem and Academic Achievement.**

6. **Studies on Emotional intelligence and Academic Achievement.**

7. **Other related studies on Academic Achievement.**

   In this chapter the existing literature and earlier researches related to the present study are presented. To make it more comprehensive and systematic, the studies reviewed have been arranged variable wise first and thereafter, in combination

### 2.2.0. Studies on Self-Esteem:

Self-Esteem is an aspect of self concept. It influences behavior in many ways. It may be defined as a collection of beliefs about one’s basic nature, unique qualities and typical behavior. It refers to the individual’s personal judgment of his or own worth. It is a global self evaluation that blends many specific evaluations about one’s adequacy as a student, an athlete, a worker, a spouse, a parent or whatever is personally relevant. If one feels basically
good about oneself, he/she probably have high self-esteem. Sometimes, the term positive
self-concept is also used as a synonym for self-esteem. It may have many dimensions, such
as-social self-image, emotional self-image, academic self-image and physical self-image. In
recent years, this topic has captured not only researcher’s attention but the attention of public
as well. Self-esteem may be high or low and these levels vary in their effects.

Rosenberg (1965) found that students who believed that their parents lacked interest
in them had much lower levels of self esteem.

Rosenberg (1979) in his study about self-esteem and also found that the motivation to
achieve and maintain self-esteem is the most powerful in the 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.

Coppersmith (1981) in his study on the antecedent of self-esteem found that four
major factors which are important in the development of self-esteem: (i) the treatment and
acceptance received from significant others in life. (ii) A person pass success. (iii) The value
and aspiration which modifies and interpret a person’s experiences, and (iv) How a person
responds to devaluation.

Pearlin. et. al (1981) in his study postulated that dimension of self-concept, such as
self-esteem are psychological resources upon which a person can draw to deal with
problems.
Carr. et. al (1990) found that self-esteem to be a significant predictor of reading awareness as pupils with higher self-esteem were more able to read and reading ready compared to those with lower self-esteem.

Gecas and Self (1991) in his study found that self-esteem cannot be considered a panacea that protects youth from all manner of risk and suggested that self-esteem must be combined with other positive characteristics for it to have salutary effects.

Tice (1993) who study self-esteem emphasized that low self-esteem impairs effective decision making.

Brandon (1994) in his study on self-esteem found that the six pillars, which formed the foundation of self-esteem are: (i) the practice of living consciously, (ii) The practice of self-acceptance (iii) The practice of self-responsibility (iv) The practice of self-assertiveness (v) The practice of living purposefully and, (vi) The practice of personal integrity. This literature review on self-esteem promotes the outlook of self-esteem as a construct that explains a person’s ability to adapt to the environment. The inner balance and stability which each person achieve is directly related to their emotions, social relationships and behaviors.

Zareh, (1994) who studied the relationship between achievement of motivation, self-esteem and gender among high school students and found that there is significant relationship between self-esteem and gender. The study was conducted on 150 students (75 boys and 75 girls) were classified based on random method. The data were collected through Cowper smeiť’s questionnaire of self-esteem.
Baumister (1996) proposed that high self-esteem is more a result than a cause of success behavior.

Alexander, (2001) the founder of Self-Esteem Network in Britain, viewed self-esteem as a syndrome and as a set of indicators for well being. The core of self-esteem is an “unconditional appreciation of oneself” meaning and appreciation of both an individual’s positive and negative potential in its fullest sense.

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.

Hossaini, (2002) in her research entitled, “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 shows that gender is not a predictor of self-esteem of pre-university students.

Salovey et al (2002) found in a cross sectional study that perceived ability to attend to moods and specifically mood clarity and skills at mood repair were positively associated with self-esteem

Sar Abadani Tafreshi, (2006) studied self-esteem and gender among students and found that there is a significant difference in self-esteem between male and females.
Eaton, Wardsruthers & Santelli,(2006) in their studies on Self-esteem has been found to be related to forgiveness in close relationships, in that people with high self-esteem will be more forgiving than people with low self-esteem.

Trzesniewski et al. (2006) found that low self-esteem during adolescence predicts poorer mental and physical health, worse economic well-being and higher level of criminal activity in youth childhood.

Srivastava , (2007) has reported that persons with high self-esteem feels less depression and show low tendency of suicidal ideation.

Zenden, (2008) in his study about self-esteem and found that a good self-esteem can bring up personal uniformity and makes person to pay attention to the other people.

Orth, Robins & Roberts (2008) found that low self-esteem prospectively predicts antisocial behavior, eating disturbances, depression and suicidal ideation.

Tamanai for. et. al, (2010) in his study and found that 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 those elements plan his behavior forms.

Hasanvand and khaledian, (2012) found that 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 and also there study about self-esteem among gender and found that there is no difference between male and females self-esteem.

The studies reviewed in this section appeared that low self-esteem is associated with less effective social skills. People who are low in self-esteem often feel socially awkward, self-conscious and especially vulnerable to rejection, but those with high self-esteem expect and want to stand out in a positive way, so they are usually more assertive in their social interactions.

2.3.0. Studies on Emotional intelligence.

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.

Ellis (1962) points out that human emotion and thinking are not separate processes, but they are significantly overlap and can never be viewed completely apart from each other.

Salovey and Mayer (1990) argue that the construct of alexithymia neglects positive feelings, mixed emotions or neutral states and instead focuses on negative emotions.

Salovey and Mayer (1993) wrote that an emotionally intelligent person is skilled in four areas identifying, using, understanding and regulating emotions.
Goleman (1995) stressed that emotional intelligence consists of five components-knowledgeing one’s emotions, managing them, motivating self, recognizing emotions in others and handling relationships.

Finegan, (1998), in his study involving 140 under graduate students, findings suggest that the ability to accurately predict emotional content in visual stimuli depends upon how well the participant can understand different emotional cues. The higher the EQ level, the greater their ability to understand and predict emotions related to visual stimuli.

Mayer, Caruso and Salovey (1999) asserted that in order for emotional intelligence to be considered a standard intelligence, it should increase with age and experience. They compared adolescents and adults performance on the Multifactor Emotional Intelligence scale. Results showed that the adult group functioned at a significantly higher level of emotional intelligence than the adolescent group.

Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities organization communication, vision, political skill, cognitive style and emotional intelligence. The result showed that emotional intelligence was the key quality that distinguished the successfully (e.g. Roosevelt) from the unsuccessful (e.g. Carter).

Elfenbein and Ambady (2002), in a study found that the ability to perceive emotions in others facial expressions and pick up subtle signals about people’s emotions predicted ratings of how valuable these people were to their organization.
Van Rooy and Viswesvaran (2004), a meta-analysis of 59 studies and found that emotional intelligence correlated moderately with job performance.

Van Rooy, Alonso and Viswesvaran (2005) examined the relationship between Emotional intelligence and age using the 33 item Emotional Intelligence scale. This showed that there was a significant positive correlation between emotional intelligence and age.

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.

Yadyari et al. (2007), in his study found that those individuals having high level of EQ encounter less mental stress.

Haddadikohsal et al. (2007) in his study results showed that there is a negative correlation between emotional intelligence and stress in people with high emotional intelligence has experienced less stress and better compatibility.

Tamanai far et al. (2010) , study showed that there is no difference between male and female emotional intelligence.

Hasanvand and Khaledian (2012), study found that there is no significant relationship between male and female emotional intelligence.

2.4.0. Studies on Academic Achievement:

The formal system of education has its own hierarchy based on academic achievement and performance. Traw (1960) defined academic achievement as attained ability or degree of
competence in school tasks usually measured by standardized test and expressed in age or grade units based or norms derived from a wide sampling of pupils performance. It is determined on scores one obtains in tests and examination. Good performance in learning institutions has always been of interest to educational and counseling psychologists, as well as parents, guardians, teachers, education policy makers. This is the borne out of the desire to make the product of teaching-learning, academic performance qualitatative. This becomes more pertinent in a success driven society where academic achievement is a significant measure of success in life. Within the frame of this assertion, researchers and educational psychologists have defined, theorized and conceptualized academic achievement.

**Thakur, T. (1974)** made a study on academic achievement of high school students of Assam and founds that academic achievement as a whole was not quite satisfactory. In language there had been satisfactory progress of all groups, but mathematics presented an unsatisfactory picture.

**Dandapani (1976)** in the study, “A study of the effect of a group guidance programme upon the academic achievement of high school underachievers” found that academic achievement of the counseled underachievers was significantly greater than that of non-counseled underachievers and normal achievers.

**Shivappa, D (1980)** in his study, “Factors affecting the academic achievement at High School pupils of North Bangalore”. The important findings of the study were-(i) Study habits; educational aspiration, socio-economic status, n-Ach and IQ were significant positive correlates where as personality adjustment and manifest anxiety were significant negative
correlates. (ii) The factors that contributed to predicting academic achievement were IQ; n-Ach, MA, EA, and SH. Intelligence made the maximum contribution and n-Ach the next.

**Joshi (1981)** in his study between urban and rural areas found that for the urban areas, there was a significant relationship between the achievement scores and the essay performance. It could be said that in the urban areas the high achievers were also highly creative whereas for the rural areas, there was low relationship between the achievement score and the creative scores.

**Singh (1984)** in his study found that self concept of academic ability was significantly and positively related to academic achievement.

**Poona University (1984)** in the study found that the students from high achieving schools were higher in intelligence than the low achieving schools and the students from the low achieving schools were more anxious than the students of the high achieving schools.

**Hong and Hsieu-Zu (1997); Lian and Yusoof (2006)** founds that there is a positive effect of parental relationship on the academic performance of children.

**Vaughan (2002)** in his study, “Effects of cooperative learning on achievement and attitude among students of Color” result suggests that there were positive gains in attitudes and achievement.

**Rachel and Vermulst (2002)** conducted a study tested a four step model consisting of family background, perceived parental support and demandingness, educational aspiration and academic achievement. The model was estimated on data collection from eight graders
(N=686 growing up in two cultural setting: transition to modernity (Israeli Jews). Family background had direct and indirect effects on the academic achievement of Arab but not Jewish Adolescents. The indirect family background- academic achievement path showed gender differences only for Arab adolescents via educational aspirations for girls and parental demandingness for boys and it was directly related to academic achievement of Arab boys and Jews adolescents.

**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.

**Altun and Cakon (2006)** founds that there is no significant relationship between cognitive styles and academic achievement and cognitive styles and attitude towards computers.

**Halawah (2006)** observed no difference between the variables like effect of motivation, family environment and students characteristics on academic achieve

**Babu and Kaliamoorthy (2008)** found a significant difference in academic achievement in respect of gender, female higher secondary students show better achievement than that of their male counterparts.

**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.
**Devi, Uma (2009)** on her study relationship between problem solving ability undertook a study to find out academic achievement of secondary school students founds that there is no significant difference in problem solving ability of boys and girls and students studying in private and govt. Schools. A positive relationship is found between the problem solving ability and academic achievement of ninth standard students.

**Yomgam, Bige (2009)** undertook a study to find out the academic achievement of secondary students of Arunachal Pradesh, founds that there is a wide gap among the different categorized of students’ viz. Male, female, Tribal and Non-tribal in their academic achievement in English, Hindi, Mathematics, Science and Social Studies.

The studies reviewed above appeared to suggest that socio-economic status, gender, intelligence, motivation and home environment are the factors influencing the academic achievement.

### 2.5.0. Studies on Self-esteem and Emotional Intelligence:

**Goleman (1995)** in his study found that 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 this kind of self-awareness in a high level.

**Kanglosi and Patterson (1998)** undertook a study showed that there is a positive correlation between emotional intelligence and all five elements of self-esteem.
**Ciarrochi, Chan & Bajgar, (2001)** the findings of the study showed that in which high scores in perceived emotional intelligence were correlated positively to perceptions of self-worth.

**Syavorchi et al (2001)** in his study also showed that there is a positive correlation between emotional intelligence and all five elements of self-esteem. In other word, the more exciting intelligence the self-esteem will increase.

**Salovey et al (2002)** found in a cross sectional study that perceived ability to attend to moods and specifically mood clarity and skills at mood repair were positively associated with self-esteem.

**Schutte et al.(2002)** found that higher EI was associated with an increase in positive mood state and higher state self-esteem. Individuals with higher EI also showed less of a decrease in positive mood and self-esteem after a negative state.

**Gerardi (2005)** in his study found that there is a positive relationship between self-esteem and emotional intelligence.

**Country & Chester (2005)** study on emotional intelligence and self-esteem and revealed that there is a good relationship between the emotional intelligence and self-esteem.

**Petrides & Furnham (2006)** found that trait emotional intelligence had a positive effect during job on both employed male and female adults; they also noted that emotionally intelligent men felt a lower level of job stress.
Fernandaz-Berrocal et al. (2006) found that, in particular mood clarity and emotional repair showed higher correlations with self-esteem.

Sameer (2008) investigates the relationship between self-esteem and emotional intelligence among trainees of Tsunami affected coastal belt of Alappay district of Kerala, India. He found that both emotional intelligence and self-esteem were positively correlated.

Khanjani. Et.al (2008) in his study the role of exciting intelligence and demographic factors in self-esteem and social, family, exciting and physical compatibility of students in Tabriz showed that there is a positive correlation between the emotional intelligence and all five elements of self-esteem.

Tamanai far. Et. Al (2010) in his study found that who have the higher exciting skills and intelligence have higher social support and self-satisfaction too, as a result they have more self-esteem.

Junaid-ul-haq (2011) conducted a study 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.

Rey, Extremera &Pena, (2011) found that self-esteem involved in the link between perceived emotional intelligence and life satisfaction in adolescents.

Hasanvand and Khaledian (2012) study also showed that there is a positive correlation between emotional intelligence and all five elements of self-esteem.
The reviewed studies reported that self-esteem and emotional intelligence have positive relationship. But, due to the limited research in this area a very few studies have been found. Therefore further research is recommended to probe in to it.

2.6.0. Studies on Self-Esteem and Academic Achievement:

**Purkey (1970)**, found that self-esteem is positively related to some components of success, academic or verbal performance. Like other studies, Purkey showed that a positive concept of self is highly influence better scores.

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

**Wylie (1979)**, found a positive correlation between self-esteem and academic performance as students with greater self-esteem had higher grade point average.

**Van Tuinen and Ramanaiah (1979)**, reported that specific self-esteem was a significant predictor of actual performance on concept attainment tasks, where as global self-esteem was not an adequate predictor.

**Maruyama et. al (1981)** study reveals that self-esteem and academic achievement were not ‘causally’ related to each other.

**Hansford and Hattie (1982)** in his studies have found statistical correlation between self-esteem and academic performance, but they noted that this was weak.
Kugle et.al (1983) found that self-esteem can predict grades and school achievement.

Yoge\text{v and Ilan (1987)}, produced a conflicting report that self-esteem was generally not related to educational aspirations, but the relationship was important to some student’s felling competence.

Covington (1989), reported that as the level of self-esteem increases, so does the level of academic achievement scores but as the level of self-esteem decreases, achievement declines. He concluded that self-esteem can be modified through direct instructions which can lead to achievement gains.

A study conducted by Atherley, C.A (1990) on academic achievement and economic status on self-concept revealed that school children of higher ability possessed higher level of self-esteem.

Carr. et. al (1991) found self-esteem to be a significant predictor of reading awareness as pupils with higher self-esteem were more able to read and reading ready compared to those with lower self-esteem.

Baumeister.et.al.(1993) using arithmetic problem with varying degree of challenges, found that the students’ self-esteem did not affect their performance which had already been established on a test of non-verbal intelligence.

Howerton et al (1994), in his study found that self-esteem can predict grades and school achievement.
Learner (1996) suggested that students who feel good and are satisfied with their work do not necessarily achieve or develop habits that lead to success.

Davies and Bremer (1999) found a weak positive correlation between self-esteem and better academic performance, indicating that positive self-esteem is good for academic performance.

Malbi and Reasoner (2000) reported that 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 7 to 15.

Mefteh (2002) conducted a study on 378 students (boys and girls) in secondary school students and found that there is a significant relationship between self-esteem and students CGPA.

Wallace and Baumeister (2002), using arithmetic problem with varying degree of challenges, found that the student’s self-esteem did not affect their performance which had already been established on a test of non-verbal intelligence.

Bankston and Zhou (2002), in their study on self-esteem and academic achievement concluded that self-esteem and academic achievement are positively correlated.

Pour Sina, (2003) A recent meta-analyze study reported differing results. In this research, entitled- ‘’The analysis of self-esteem depression and academic achievement of boys students in Tehran’’. Cowper Smiths Self-esteem test was used for data collection and
CGPA for the academic achievement. The test was used for 192 secondary school students. The result shows that there is a significant difference among the students.

**Amini (2004)** conducted a research in order to study the role of Self-efficiency, self-regular and self-esteem in high school students academic achievement, 500 students (300 girls 200 boys) Participated in this study. The result shows both positive and significant relationship between self-esteem and academic achievement.

**Emamzadeh, (2004)** did a research in order to compare the social skills and self-esteem and academic achievement among 261 students (boys and girls) in Orumiyeh city. Self-esteem test and mathematics test were used to evaluate descriptive statistics methods and t-test. The result shows that there was no significant relationship between self-esteem and academic achievement.

**Miraei (2005)** did a research to find the rate of relation between self-esteem and academic achievement. Finding has shown no significant difference.

**Tafreshi,(2006)**, reported that there is a significant difference in self-esteem between male and female.

**Zeinvand (2006)** studied the relation between self-esteem and students educational progression in a high school. The data analysis showed no significantly 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.
Pullmann and Allik (2008) in their studies have attempted to investigate the direct relationship between self-esteem and academic achievement and found that low general self-esteem does not necessarily signal a poor academic achievement.

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

Schmeichel et. al.(2009) found that self-esteem is impacting on the students performance, charting a desired career path, stimulating ‘positiveness’ about oneself as this is supported by good academic performance.

Sheikholeslami et. al. (2010) study showed that there is a positive relationship between self-esteem and academic achievement among students. It is found that people with high degree of self-esteem the person academic status is better.

2.7.0. Studies on Emotional Intelligence and Academic Achievement:

Studies exploring the relationship between emotional intelligence and academic achievement have produced mixed results.

Sutarso, Bagget and Tapia (1996), have shown no relationship between emotional intelligence and academic achievement.

Schutte et al, (1998) found that scores on a self-report measure of emotional intelligence completed at the beginning of the academic year significantly predicted grade point average at the end of the year.
Cooper, Golden and Dornheim (1998), they found in their studies that a positive significant relationship existing between self-esteem and emotional intelligence of students.

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 school curriculum.

Parker, Summerfeldt, Hogan and Majeski (2001,2002), they discovered that various emotional and social competences were strong predictors of academic success.

Rozell, Peltjohn and Parker (2002) found that there was a small but significant relationship between academic successes as measured by GPA.

O’Cannor and Little (2003) assessed the relationship between emotional intelligence and Academic achievement and the results showed that emotional intelligence was not a strong predictor of academic achievement.

Vela (2003), stated that if emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic and career achievement.

Vain, 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.

Petrides, Fredrickson and Furnham (2004), looked at the relationships between trait emotional intelligence and academic performance in a sample of 650 British secondary
school students. They found that emotional intelligence moderated the relationship between academic performance and cognitive ability.

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.

Parker et.al (2004) conducted a study and found that various dimensions of emotional intelligence were found to be the predictors of academic success.

Oyinloye (2005), found that the problem of poor academic achievement to low level of emotional intelligence among secondary school students. He believes that “students who who lack emotional intelligence show some adjustive challenges or in some ways fail to handle effectively the demands of school work.

Cotton and Wikeland (2005), argued that any investigation of the potential effect 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.

Bastian, Burns and Nettelbeck (2005) examined the relationship between emotional intelligence and a number of skills. The participants consisted of 246 first year students from a University in Australia. They found correlations between emotional intelligence and academic achievement.
Rode et al, (2007) reasoned that individuals with high emotional intelligence would perform better academically.

Ogundokum (2007), found that a positive significant relationship between emotional intelligence and academic achievement.

Edun and Akanji (2008) in a study found that emotional intelligence alone accounted for 63.7% of the variance in academic performance of students.

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

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

Islamic Azad University, Ghorveh in year (2012-13) 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 are presented. The results showed that there is a positive and significant relationship between emotional intelligence, self-esteem and academic achievement.
2.8.0. Other related studies on Academic Achievement:

As discussed earlier a number of variables either independently or jointly have been found to influence academic achievement of the students. In addition to the group of studies falling into one or other classifications specifically, there are some studies which are correlated to academic achievements. Keeping these in view the following are the findings investigated by the researchers regarding rural-urban environment, location, socio-economic-status, sex differences and so on and there have been impacts to the present study.

Tripathy, S (1962) in his study, “The relationship between management and academic achievement” he found that as a result of poor and imaginative management in most of the schools surveyed and developable financial conditions at these school cause deterioration in the standard of teaching degradation in the tone and morale of the school and resulted indiscipline among the pupils. Most of schools lack suitable building, materials and equipments. He found that the system of management and the procedure of the business in conducting the affairs of the schools are defective.

Thakur, T. (1974) in his study, “Academic achievement of High School Boys, SIE of Assam” found (i) Academic Achievement as a whole was not quite satisfactory. (ii) In language there had been satisfactory progress of all groups, but mathematics presented an unsatisfactory picture.

Lalithamma (1975) in her study reveal that the urban pupils were superior to rural pupil, achievement of first born was better than that of the last born and the achievement of scheduled caste and scheduled tribe students was lower than that of total sample.
Kothari and Panchmukhi (1975) studied that the education does not depend on the mental abilities of the child alone but also on how the education is distributed among different sections of the society. The education received from better equipped infrastructure education institution will be certainly better than the education received from the institution poorly equipped/ low infrastructure. Some time it leads to inferiority complex in the child. Inequalities in the quality of education may lead to lack of interest in studies resulting in dropouts.

Dandapani, S (1976), in the study, “A study of the effect of a group guidance program upon the academic achievement of high school underachievers” found that academic achievement of the counseled underachievers was significantly greater than that of non-counseled underachievers and normal achievers.

A study by Goswami P.K. (1978), on self concept of adolescents and in relation to scholastic achievement, revealed that there was sex difference in self-concept. Boys scored higher on self-concept; the more intelligent adolescents had higher self-concept than the less intelligent ones; there was positive co-relation between self-concept and academic achievement.

Ojha (1979) reveals a significant positive correlation of achievement and socio-economic-status (SES) for rural boys and urban boys.

Asha, C.B. (1980), investigated the relationship between creativity and academic achievement from secondary school children and results revealed a significant relationship
between creativity and achievement for both sexes, creative subjects were superior to non-creative subjects in academic achievement.

**Hirunval (1980)** in his study mentioned classroom climate in relationship will academic performance. The findings revealed that class room climate has a positive relationship to pupil’s academic performance and as compared to rural schools. Classrooms climate in urban schools are better.

**Jain (1981)** reveals that the achievement of the pupils from urban areas was better than that of the pupils from rural areas in Gujrati, Social studies, Science and Mathematics. Joshi (1981) found that urban areas high Achievers were also highly creative, whereas for the rural areas, there was low relationship between the achievement score and creative score.

**Gupta (1982)** found that there was no significant effect of achievement motivation on self-concept of the high school students.

**Doraiswamy (1985)** found that the academic performances in the urban area are better than of students of rural areas.

**Marjoribanks (1985)** is of the opinion that attitudes and aspirations of peers could affect an individual’s effort and Achievement in School. In this same vein, Sternberg, Brown, Cazmarek and Cider & Lazarrus (1989) submitted that parents were more influential than peer on plan for future schooling, while peers were more influential than parents in the immediate daily aspect of education, such as attitudes towards school and efforts on homework.
Mehrotra (1986) in his study of the relationship between intelligence, SES, anxiety, personality adjustment and academic achievement of high school students, supported that along with other relationship, there is a positive relationship between intelligence and academic achievement.

Das (1986) in his study of educational aspiration of secondary school students found that the high intelligence group had higher educational aspiration than the students of low intelligence group. High educational aspiration students have high socio economic status and are from urban school.

A study conducted by Atherley, C.A. (1990) on academic achievement and economic status on self-concept revealed that school children of higher ability possessed higher level of self-esteem.

Wentzel(1991) found that there was correlation between students social responsibility and academic achievement and this is instrumental in the acquisition of knowledge and the development of cognitive abilities.

Kour, Rand Gill,T.K. (1993) conducted a study on sex differences in academic achievement in different subjects of rural and urban students. Results show that in total achievement and all the subjects’ boys are better than the girls in achievement in Punjabi, mathematics and science. There are no gender differences in performance in English. Urban students score better than their rural counterparts in all the entire four subjects as well as the total achievement.
Panda, B.N. (1994) conducted a study on vocational interests and academic performance of tribal adolescents and found that tribal male adolescents reported greater interest in the vocational areas of scientific, executive and social service; whereas female adolescents were more interested in the area of artistic and household activities.

Akinsola (1994) and Akinsola (2000) lamented that the level of performance in mathematics at the secondary school level has remained poor and that there are no signs of improvement in the near future.

Osborne, W. Jackson (1995), on academics and self-esteem revealed that African American children protect themselves from failure by detaching their self-esteem from Academic outcomes; he also stated that there is a pattern of weakening correlation between self-esteem and Academic outcomes.

The study of Hamachek, Don (1995) found consistent relationship and academic ability, claiming that they are highly interactive.

Nwagu (1995) and Aremu (2001) have stressed the importance of home’s psychological climate on a child’s emotional state and academic performance of home’s psychological climate on a child’s emotional state academic performance. A healthy home offers emotional security to the children.

Dutta, Hem Chandra (1996) in his study of a comparative and co-relational investigation into the study habit, student attitude towards school and academic achievement of standard IX found significant relationship between study habit and academic
achievement. It is also found that there is no significant difference between the boys and girls; urban and rural students in attitudes towards schools.

**Borthakur, Queen (1998)** took a study, “A comparative study of the Academic performance of Girl students in the HSLC and HSSLC examinations (During the period of 1994-1996 in Jorhat district, Assam) with the objectives to analyze the consistency in their performances” founds that (i) There is a positive relationship between home environment and academic performances of the students.(ii) Students having more personal contract with teachers and taking help of reference books at both the levels are showing consistently good results.

**Obanya (1999)** asserts that societal demands like political economy could determine the learners readiness to meet his/her environment’s expectations, society to which the student belong, have much impact on their exposures and academic achievements, students from an enlighten society see high academic performance as a challenge and completion that has to be won.

**Aremu & Oluwole (2001) , Odedele (2000) and Wuensch & Lao (1987) have submitted** that the way and manner the child perceives himself could affect his academic performance.

**Aremu (2002)** has attributed student’s academic performance to lot of factors, which include causative factors resident in the child, family school, society and government.

**Borgohain Nabjyoti (2003)** conducted a study on large scale failure of the students in HSLC examination in some selected schools of Dibrugarh town (Assam), founds that lack of
screening during admission, overcrowded classes, irregular attendance of the students, lack of physical facilities, suitable teaching aids, co-operation of guardian and lack of sincere teachers cause failure in HSLC examination in Assam.

**Yu Chu Yeh (2004)** examined the study ‘seventh grades academic achievement, creativity and ability to construct a cross domain concept map brain function perspective’. The findings of this study suggest that (1) the seven graders may lack the awareness or ability to integrate knowledge and make connections between their learning and life experiences, (2) creative thinking, academic achievement and concept mapping share similar capacities and (3) Cross/domain information integration and connections between learning and life experiences can be an efficient mental tool in understanding a student’s creative thinking and academic learning.

**Tok, Reena Boa (2005)** did a study on creative thinking ability among the school going adolescents of Arunachal Pradesh in relation to some variables. The study indicates that creative ability and academic achievement are related to each other and positive relationship has been found. It was found that there is significant difference in the creative ability of male and female adolescents belonging to rural and urban, high and low socio economic status.

**Torubeli (2007)** highlighted, that the academic achievement of any student or society in general does not just emerge but with a combination of the variables, like, school quality, teacher quality, school environment, poor implementation of policy on education and provision of resources and the use of text books as having positive effect on student achievement. He found that the child has unique position in determining his /her scholastic
academic achievement. Thus, academic achievement is based on will and ability of the child to achieve.

Osokoya (2007) attempted to study home and school factors as determinants of transition rate from primary to secondary education in Nigeria. The research has established that school location and the learning facilities available in school both showed a strong casual linkage with transition rate of pupils from primary school to secondary school than the pupils from remote areas.

Adeoye, ‘Hammed Adeniyi and Torubelil Victor Ayebami (2008) made a study on ‘five variables (child, family, school, society and government) as predictor of academic achievement among school going adolescents’. The results showed that the five variables compositely predicted academic performance of students. They also revealed that the factor resident in the child uniquely predicted academic performance of the respondent than did other factors.

Sridevi and Parveen (2008) in their study found that there is a positive relationship between emotional intelligence, adjustment, self-concept and achievement of higher secondary students.

Devi, Uma M.R. (2009), made a study on, “A study on the relationship between problem-solving ability and academic achievement of secondary school students”. She founds, (1) there is no significant difference in problem solving ability of boys and girls. (2) There is no significant difference in problem solving ability of students studying in Govt. And Private schools. (3)There is no significant difference in academic achievement of
students with high, moderate and low problem solving ability. There is a positive relationship between problem solving ability and academic achievement of 9th standard student.

**Baruah Lahkar, Jahnabee (2011)** studied the Academic Achievement, Achievement Motivation and Modernity Attitude on Tribal Secondary School Students of Assam and found that high achievers have high achievement motivation and high modernity attitude and low achievers have low achievement motivation and low modernity attitude and there is a significant positive relationship between Academic Achievement, Achievement Motivation and Modernity Attitude.

The studies reviewed above reported the factors affecting academic achievement of students. It also presented the influence of psychological factors like anxiety, creativity, aspirations, adjustment, and locus of control, classroom climate, underachievers and achievement motivation. Considerable research was reported but the result has brought out inconsistent and inconclusive findings, which necessitates further research.

While there is considerable evidence to show the impact of education it is known about the role of secondary education as a determinant human value orientation. Therefore, the investigation is inspired to undertake a study to see, how far and in which manner secondary education affects the students’ self-esteem, emotional intelligence and academic achievement. These findings may throw a light in understanding the role of secondary education in molding the socio-psychological characters of the students.
2.9.0. Conclusion:

The review of literature firmly established that academic achievement is affected by various variables, out of them self-esteem and emotional intelligence are the two most reliable variables, as related to present study. Each variable has its own consideration in relation with academic Achievement. For instance in the present study the proportion of the students with high self-esteem have higher achievement in studies. It is positively and significantly correlated with academic achievement. Some studies have found a very weak positive relationship between self-esteem and academic achievement and some studies also found negative correlation between self-esteem and academic achievement.

The emotional intelligence skill exerts a positive influence on retention and students academic achievement. It played a positive role in the field of academic achievement. It has a positive relationship with the school subjects. Emotional intelligence training has a more significant impact on student’s academic achievement. Academically successful students had significantly higher levels of several different emotional and social competences. Therefore, most of the studies found significant positive relationship between emotional intelligence and academic achievement.

The literature findings are very limited and thus the researcher is prompted to take up the present study.