Chapter Two

REVIEW OF RELATED LITERATURE
Chapter II / Review Of Related Literature

2.0: Introduction

The second chapter deals with the review of the related past studies and literature published in journals, books, e-journals and e-books in context with the relationship between Home Environment and Academic Achievement; Mental Health and Academic Achievement; Emotional Intelligence and Academic Achievement and Procrastination and Academic Achievement. It is expected that this review of the studies will help to find out what the researcher has investigated and found about the relationship of Home Environment, Mental Health, Emotional Intelligence and Procrastination in relation to Academic Achievement in other related studies. Moreover, it might also enable to identify the presence of any research gap. The review of the studies might further assist to support the methodology that will be followed for the present study.

2.1: Home Environment and Academic Achievement

2.1.1: Studies related to Home Environment and Academic Achievement conducted in Abroad

Egunsola (2014) in the study investigated the influence of home environment on academic performance of senior secondary students in Adamawa State. The results showed all the independent variables of home environment have significant influence on students’ performances in Agricultural Science at the secondary school. The study recommended that parents and other significant persons should make students’ homes conducive and stimulatory to learning not only the school subjects but education in general.

The study investigated by Obeta (2014) on the home environmental factors affecting the academic performance of the students of secondary schools in Abia state in Nigeria. The findings of the study indicated that a number of home environmental factors can enhance the academic performances of students like provisions of adequate educational materials to the students, teaching, and supervision of the students work at home by parents, Enrolment of the students in a good school, the existences of cordial relationship, love and care in the student’s family, the academic level of the students’ parents and positive attitude towards education, provision of modern gadgets at home and good communication network in the home among others, all contributes immensely to the students’ academic performances. This
implies that home environment plays a vital role in the children’s academic performance. Based on the findings, the researchers recommended that the parents in spite of their busy schedule should make out time to sit down with their children or wards and check their children’s academic work, direct them where necessary, discuss the academic problems of their children with their teachers or school guidance counsellors so as to detect the student’s problems early enough and tackle it before it affects the students.

An investigation was carried out by Yunus et al. (2014) on the effect of family environment on student’s academic performance and adjustment problems among year one students of School of Health Technology Keffi, Nasarawa State ranging between the ages of 16 – 20 years. The results of the study revealed that family environment has no effect on Academic performance of the student; also there is no gender difference in school adjustment and academic performance of the participants. However, it was found that the family environment has some effect on school adjustment. The study further suggested the need for parents to pay attention on their relationship with their children.

Daleure et al. (2013) conducted a quantitative study examining the effect of home environment and family involvement on the educational experience of students in a federally funded college in the United Arab Emirates (UAE) as well as links between these factors and students’ academic achievement. Results of the study indicated that academic performance was linked to specific family involvement behaviours— categorized as enablers— financial, logistical, and physical supports; influences— interaction intended to shape values, opinions, and attitudes; and engagements— direct and demonstrable interaction— and to specific home environment factors including parents’ marital statuses, gender, family size, presence of siblings in college or university, parents’ education levels, and mother’s working status.

Ogbemudia and Aiasa (2013) studied the influence of home environment on the academic performance of primary five pupils’ in English Language in Orhionmwon Local Government Area of Edo State. Four variables were considered which include parental academic background, parental economic status, parental marital status and parental home location. The result obtained from the study at 0.05 level of significance shows that parental academic backgrounds, parental economic status, parental marital status and parental home location have significant influence on
primary five pupils academic performance in English Language hence the null hypotheses were rejected while the alternative hypotheses were retained. The results implied that home environment has significant influence on the academic performance of primary five pupils’ in English Language.

Roksa and Potter (2011) defined social background as a combination of parents’ current class location and their own family backgrounds. Using data from the Panel Study of Income Dynamics and its Child Development Supplement, the authors examined how different categories of social background are related to parenting practices and children’s academic achievement. The results offer novel insights into the transmission of class advantage across generations and inform debates about the complex processes of cultural reproduction and cultural mobility.

An investigation was carried out by Tope (2011, as cited in Parveen, 2014) on the effects of study habits on the academic performance of students, using some selected senior secondary school in Ijebu-Ode Local Government Area of Ogun State as a case study. The results indicated that family background, peer group pressure, personality type of the students and the school environment, all affect the reading habits of the students in secondary schools. Based on the findings, the study suggested that appropriate parental counselling programme needs to be organized for parents that will educate them on how to motivate their wards to cultivate good study habits in order to enhance their academic achievement (p. 64).

Similarly, Williams (2011) attempted to explore the ways in which the family, school, and community environments contribute to the academic success of urban, African American high school graduates from low-income, single-parent families. Findings of the study revealed that protective factors across multiple contexts of students’ lives contributed to their academic success despite adversity. Eight themes emerged from participants’ responses:- education specific parenting practices, non-traditional ways of supporting education, maintained kinship networks, school as an agent of families, resilience promoting features of schools, supportive relational networks within the community, promoting ecological resilience to improve student outcomes, and relational strategies to promote educational resilience.

Yuping (2011) in his article incorporated the teachers’ perspectives of the importance of the children’s family background into the examination of teachers’ evaluations of children’s learning capacity and their expectations for the children’s future school attainment, using a unique dataset from rural Gansu in northwest China.
The analysis of the study revealed that teachers’ perceptions of the importance of children’s family background are closely associated with teachers’ evaluations and educational expectations of children, beyond children’s academic achievement and their family’s actual socioeconomic situations; and teachers’ expectations at early time point help to predict children’s later school persistence.

To investigate the relationship between academic achievement motivation and home environment among standard eight pupils Muola (2010) conducted a study on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. A significant (p<0.05) positive relationship was found between six of the home environmental factors, that is fathers’ occupation (r = 0.22), mothers’ occupation (r = 0.26), fathers’ education (r = 0.15), mothers’ education (r = 0.14), family size (r = 0.26) and learning facilities at home (r = 0.23) and academic achievement motivation. Parental encouragement was the only factor that was not significantly (r = 0.03) related to academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extent depended on the nature of their home environment. The study recommended that parents need to be aware of the importance of their role in their children’s academic achievement motivation so that they can provide the necessary facilities at home.

An attempt was made by Nuthana et al. (2009, as cited in Parveen, 2014) to find out the influence of study habits and self-concept on academic achievement of boys and girls. Study revealed that Girls had significantly better reading and note taking habits as compared to boys. Girls also experience better home environment and planning of work. Result showed that boys and girls did not differ significantly on self-concept and academic achievement. However, other study habit dimensions like home environment & planning of work, planning of subjects, general habits & attitude and school environment had non-significant relation with academic achievement (p. 63-64).

In another study, Daulta (2008, as cited in Bandhana & Sharma, 2012) examined the impact of home environment on the scholastic achievement of children and found that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than among girls (p. 1).

In a study conducted by Codjoe (2007) which focused on the educational experiences of African Canadian youth, he emphasized that, traditionally, the
researchers have so far tended to emphasize the poor academic performance of Black students, or issues and problems related to their academic failure, or to stereotype them as loud, lazy, criminal, athletic, deprived, dangerous, and deviant. However in his present study, Codjoe investigated and contended that Black students in Alberta have achieved academic success in spite of considerable adversity. The study also revealed that factors such as the home environment and parental encouragement contribute to academic success.

Antony (2003, as cited in Philip, 2007) found that Family Climate and Academic Achievement were significantly correlated. For the total sample, the coefficient of correlation obtained was 0.674 (p. 34).

Dietzman (2002) purported to examine the differences in the family culture and the effects it has on student academic achievement, as measured by teachers' perceptions of high, moderate and low academic achievement. The results revealed some relationships between the home environment factors and student academic achievement. This study suggested that Academic achievement can be affected by home environment factors like, following through with consequences, knowing the whereabouts of children, respecting opinions and feeling important in the family are home environment factors that may positively impact students’ academic achievement. Implications for the study include: providing family intervention programs through parent education, implementing classroom strategies through teacher education and advanced study for home environment and the impact it has on academic achievement.

Seginer and Vermulst (2002, as cited in Parveen, 2014) studied family environment, educational aspirations and academic achievement in two cultural settings. In this study, a four step model was tested involving family background, parental support and demands, educational aspirations and academic achievement. It was found that family background directly and indirectly affected academic achievement among Arabs but not Jews. Gender differences were only evident among Arabs. Parental demands were found to be directly related to academic achievement of Arab boys and Jewish adolescents (p. 67).

In a study conducted by Heastie (2001, as cited in Philip, 2007) on the relationships and difference on self-regulated learning, parental involvement in home work and academic achievement among high school students in Rural West Virginia,
t results of the study found that there was no statistically significant positive relationship between parental involvement and academic achievement (p. 34).

Malik (2000) conducted an ethnographic study and investigated the influence of home and school on the academic performance of high school students coming from Chinese-Australian and Anglo-Australian families who resided in a predominantly middle class suburb and their children attended one particular state school in Perth, Western Australia. The findings of this study, with no claim to generalise beyond these families, suggested that the reason why Chinese-Australian and Anglo-Australian children have different educational outcomes is that these families socialise their children differently. This study also serves some sober reminder about the narrow focus by Chinese-Australians and lack of effort by Anglo-Australian students.

Jacob (1998, as cited in Philip, 2007) conducted a study on selected variables associated with achievement in chemistry of vocational higher secondary school students. The findings of the study were as follows: The coefficient of correlation between home environment and achievement in chemistry for the total sample \((r = 0.509)\), boys \((r = 0.4651)\), girls \((r = 0.468)\), rural \((r = 0.487)\), urban \((r = 0.531)\), government \((r = 0.716)\) and private \((r = 0.364)\). All the obtained relationships were positive and significant which proved that home environment and achievement in science was closely associated (p. 33).

Mandlakayise (1997) in his study examined the impact of home environment on pupils' academic achievement. The findings reveal that there is consistent relationship between parental-structure and pupils' academic achievement. Two-parent families are the most influential variable on pupils' academic achievement. There is a relationship between parent occupational status and pupils' academic achievement. The type of job the parent is doing has an impact on child's academic performance. The study showed that pupils born of professional parents obtain highest scores on academic performance. There is a positive relationship between parental-involvement and pupils' academic achievement. Children, whose parents show high level of involvement, perform better in their academic tasks than those children whose parents are not involved in school matters. There is a relationship between parental-managed learning programmes and pupils' academic achievement. Parental two-way communication with the school enhances pupils' academic performance.
An investigation was conducted by Ginsburg and Bronstein (1994, as cited in Parveen, 2014) on family factors related to children’s intrinsic/ extrinsic motivational orientation and academic performance. The study examined three familial factors of parental surveillance of homework, parental reactions to grades and general family style in relation to children’s motivational orientation and academic performance. Higher parental surveillance of homework, parental reactions to grades that included negative control, non involvement, or extrinsic reward, and over and under-controlling family styles were found to be related to an extrinsic motivational orientation and to lower academic performance. Parental encouragement was associated with an intrinsic motivational orientation and autonomy supporting family style was associated with intrinsic motivation and higher academic performance (p. 71).

Marope (1992, as cited in Philip, 2007) has studied the determinants of academic achievement and found that home support was an important factor that determines achievement (p. 32).

Blanchard (1991, as cited in Philip, 2007) in his study showed that within the home setting of low socio-economic African American families, boys and girls were not provided with good support by their parents for academic achievement (p. 31).

The study of Lee (1991, as cited in Philip, 2007) showed that home environment and educational achievement had low correlation (p. 31).

Sanchez (1991, as cited in Philip, 2007) has conducted a study on parental support and academic achievement. The study showed that academic achievement was a combination of student ability, parent beliefs, and parent support for education (p. 31).

Chaman (1990, as cited in Philip, 2007) studied the impact of parent child relation on achievement of pre-degree students. She found that there was no significant relationship between parent child relations and achievement. The high and low achievers were identical with respect to their relationship to parents (p. 31).

Kennedy and Kathleen (n. d.) conducted a research using PIRLS 2006 data to explore home factors that influence students’ motivation to read, as well as the relationship between student motivation and reading achievement. The research employed structural equation modeling to empirically test a theoretical model of student motivation to read and home factors that may influence motivation, including
parental attitudes and behaviours, early literacy activities, and the presence of children’s books. In addition, the theoretical model tested the relationship between motivation and student reading achievement. Lastly, differences in the relationships among these variables were examined for boys and compared to girls. This research might contribute to the body of literature on the influence that the home literacy environment can have on reading motivation and reading comprehension, and may help inform analysis and reporting strategies for future cycles of PIRLS.

2.1.2: Studies related to Home Environment and Academic Achievement conducted in India

Grewal (2014) conducted a study to understand the extent of relationship between academic achievement and family climate of 767 adolescents studying in 10+1 class in Govt. / Private Senior Secondary Schools of Punjab. The results of the study showed that there was positive significant correlation between family climate and academic achievement of adolescents. The study further revealed that significant difference exists in the academic achievement of adolescents due to highly satisfactory family climate and highly dissatisfactory family climate. The findings further indicated that academic achievement of adolescents living in highly satisfactory family climate is higher as compared to their counterparts living in highly dissatisfactory family climate.

In a study, Jansi and Lakshmi (2014) attempted to investigate the correlation between self concept and home environment in relation to the academic achievement of Secondary School Dalit as well as Non-Dalit students from Secondary schools located in Andhra Pradesh. The correlation co-efficients of self concept, home environment and academic achievement were found to be 0.81, 0.79 and 0.81 respectively. The research findings showed that all three percentage levels of self concept and home environment of Dalit students in terms of their academic achievement, they remain lower than backward caste students as well as the other caste group of students. Pearson correlations analysis showed that there were significant relation between dimension of self-concept, home environment and academic achievement of Dalit and Non-Dalit students.

The findings of the study conducted by Pandian (2014) on 148 higher secondary students in Karaikal region revealed significant differences exist between
boys and girls students of Higher Secondary in Science and Arts subject in Karaikal region in respect of Academic Achievement. There is significant difference between boys and girls students of Higher Secondary in Arts subject in Karaikal region in respect of Family Environment.

Barmola (2013) attempted to investigate the relationship between family environment and mental health, family environment and academic performance, and mental health and academic performance of 300 high school students. Findings shows that there is found significant relationship between family environment and mental health, and mental health and academic performance. The findings also showed no significant relationship exists between family environment and academic performance.

Behera and Makunja (2013) authored a book which dealt with the effect of home environment on academic achievement as an objective. The book specifically examined the extent to which home processes – homework habits, parental support and guidance, intellectual stimulations and parental expectations – affect students’ academic achievement. The findings of the study confirmed that homework processes have desirable effect on students’ academic performance. The study recommended creating positive home environment by educating the parents on the importance of productive home environment.

Borah (2013) in the study aimed to examine the relationship between family environment (FE) and the academic achievement of adolescent students of Jorhat District studying in XI standard. The result of the study revealed that family environment plays a vital role in student’s life. It has a positive effect on academic achievement of the students. Family environment and academic achievement are significantly correlated to each other.

Paramasivam and Mani (2013) carried out a study to find out the influence of home environment on achievement in chemistry among higher secondary students. The study indicated the existence of significant positive relationship between the home environment and achievement in chemistry of higher secondary students. Further the study also highlights Independence, Cohesion and Active Recreational Orientation Dimensions of Home Environment predicts the Achievement in Chemistry of higher secondary students.

In another study, Rashmi and Prasad (2013) aimed to explore the relationship between family interaction pattern and academic achievement of high and
low achiever secondary school students of Bhagalpur district in Bihar (India). The result revealed that family interaction pattern has significant effect on student’s academic achievement. It also showed that there is a significant difference in family interaction pattern on the basis of gender. The study recommended that parents should interact with their children and they should get appropriate guidance and counselling for developing good home environment for better understanding of their wards.

**Shailendra (2013)** conducted a study on the impact of family environment on Academic Achievement of Secondary School Science students. It is concluded from the study that School performance of secondary school children has been found to have significant and positive relationship with children's perception of overall family environment and its four dimensions viz. Achievement orientation, Cognitive stimulation, Recreational Orientation and Home structure.

**Soni (2013)** aimed to investigate the relationship between academic achievement motivation and home environment among standard 10th pupils. Belonging to urban and rural primary schools randomly selected from Banaskantha district. A significant (p<0.05) positive relationship was found between five factors of the home environmental, that is mother’s occupation (r = 0.26), father’s occupation (r = 0.24), mother’s education (r = 0.19), father’s education (r = 0.16), family size (r = 0.29) and academic achievement motivation. These findings revealed that, a more favourable home environment motivates a child to excel in school. Parental encouragement was the only factor that was not significantly (r = 0.04) related to academic achievement motivation. Although the correlations are found to be low, they revealed that pupils’ motivation to do well in academic work is to some extent depended on the nature of their home environment. It was suggested that parents should be aware of the importance of their role in their children’s academic achievement motivation so that they can offer necessary conveniences at home.

**Bandhana and Sharma (2012)** also conducted a study to examine the impact of home environment and academic achievement on the mental health of 12th grade higher secondary school students. Results revealed the variables of home environment and academic achievement is independent of each other with mental health as the dependent variable among higher secondary school students. The findings also revealed that the variable of home environment, sex and academic achievements are independent of one another with mental health as the dependent variable among higher secondary school students.
Kolappan (2011) in his study analysed the Academic Achievement and Home-Environment in Economics of Higher Secondary students in Namakkal District in Tamil Nadu. The finding revealed significant difference in Home Environment between the scores of the boys and girl students and the urban and rural school students.

Kaur et al. (2009) attempted to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

Philip (2007) investigated the relationship between each of the independent variables (Intelligence, Scientific Creativity, Achievement Motivation and Home Environment) and Achievement in Science for the total sample and sub samples based on gender, place of residence, nature of the institution and achievement levels. The findings revealed that the relationship between Achievement in Science and Home Environment is positive and significant at 0.01 level for the Total sample ($r = 0.4814$). The relative influence of Home Environment to the variance on the criterion variable, Achievement in Science is found that 18% is the contribution of Home Environment. The results revealed that Home Environment is the most influencing factor of Achievement in Science.

Goel (2004, as cited in Parveen, 2014) studied the effect of gender, home environment on educational aspirations and found that girls had a much higher educational aspiration than boys. Boys feel more rejected with the autocratic atmosphere at home in comparison to girls, who experience more nurturance than boys. The findings of the investigations indicate that there is not much of an impact of the home environment on educational aspirations (p. 68).

Netto (2004, as cited in Philip, 2007) in his study on influence of Home Environment and Achievement Motivation on Academic Achievement of Fishermen
Students at Higher Secondary level found that Home Environment and Achievement Motivation were highly influencing variables of Academic Achievement (p. 35).

Devi and Mayuri (2003, as cited in Parveen, 2014) attempted to find out the effects of family and school on the academic achievement of residential school children. It was found that the family factors were not found to be critically important for the achievement of residential school children. Family factors like economic status and parental aspirations are on the positive side, which may require attention of both researchers and policy makers. With regard to gender differences, girls were found to be superior to boys. Age did not have any effect on academic achievement (p. 72).

Reju (1997, as cited in Philip, 2007) conducted a study on achievement in science as related to science attitude, science interest and home learning facility of upper primary school pupils. The major finding of the study showed that achievement in science and home learning facility was not significantly related (p. 33).

Ajitha (1992, as cited in Philip, 2007) showed that the relationship between home environment and achievement was negligible. For the whole sample, the relation between home environment and achievement was negative but for three subsamples. Rural, Government and Private the relation was significant (p. 32).

Jagannadhan (1986, as cited in Philip, 2007) conducted a study on home environment and academic achievement. The result showed that home environment had strong association with academic achievement. In the prediction of academic achievement, home environment of children was also found to play a significant role (p. 30).

2.2: Mental Health and Academic Achievement

2.2.1: Studies related to Mental Health and Academic Achievement conducted in Abroad

Basu et al. (2014) conducted a study to examine the Mental Health and Academic Achievement of Kashmiri and Pakhtooni Secondary School Students. The result showed that there is significant mean difference between Kashmiri and Pakhtooni students on their mental health and academic achievement.

Ghasemi and Hosseininasa (2014) conducted a comparative study on Academic Achievement, Mental Health, and Achievement Motivation on normal and quota undergraduate students. The results indicated that there was a difference
between the normal and quota students in their achievement motivation. The mean of quota students was more than the mean of normal students. On the other hand, there was a significant difference between normal and quota students in their mental health.

In a study Bostani et al. (2013) aimed to examine the relation between Mental Health and Academic Performance of athletic and non-athletic students of the Islamic Azad University Ahvaz Branch, Iran. On the basis of the findings the researchers, concluded that the higher the mental health of the students, the better their educational performance, although it seems that the students’ educational performance is also affected by other factors and their interactional effects as well.

McLeod et al. (2012) estimated the associations of mental health problems of depression, attention problems, delinquency, and substance use with two indicators of academic achievement (high school GPA and highest degree received) with controls for academic aptitude. Attention problems, delinquency, and substance use were significantly associated with diminished achievement, but depression was not. The results demonstrated that the social consequences of mental health problems are not the inevitable result of diminished functional ability but, rather, reflect negative social responses. These results encouraged a broader perspective on mental health by demonstrating that behaviour problems heighten the negative consequences of more traditional forms of distress.

Tsar (2011) in her study aimed to extend the current literature on children’s mental health as it relate to academic achievement by examining the symptoms of the most common internalizing (depression and anxiety) and externalizing disorders (ADHD and CD) in a large non-clinical sample of elementary school-aged children. The findings of her study revealed the unique contribution of mental health problems in predicting academic achievement and also pointed to the need to promote children’s mental health in schools.

As stated by Gustafsson et al. (2010, as cited in Bertills, 2010), Mara Westling Allodi presented a literature review on qualitative reports of perceptions of mental health and schooling among Swedish children. They defined mental health as a general feeling of positive and negative emotions, not necessarily related to illness. School factors described as protective are supportive environments with social relationships, doing meaningful things and creative activities, feeling engaged and safe. Risk factors are related to “the feeling of being a failure”, e.g. difficulties in school resulting in alienation, aggressiveness or coping, or perceived stress derived
from pressure of performing, poor teacher relationship and too much freedom to choose. The latter refer to a more individualized society, where relevant information and adequate knowledge are prerequisites for making the right choice.

Eisenberg et al. (2009) conducted their first study to find out, as to how mental health predicts academic success during college on a random longitudinal sample of students. They found that depression is a significant predictor of lower GPA and higher probability of dropping out, controlling for prior academic performance and other variables. The association between depression and academic outcomes was found strongest among students with a positive anxiety disorder screen.

Ambler (2006) purported to explore the relationship between undergraduate students’ mental health and their engagement in the educational experience. Chi square analyses showed that mental health category was independent of gender and parents’ highest level of education. ANOVA results also showed that student GPA also did not differ significantly by mental health category.

DeSocio and Hootman (2004) undertook an integrative review of literature to examine the impact of children's mental health on their school success. The literature confirmed a confluence of problems associated with school performance and children’s and adolescents’ mental health. Poor academic functioning and inconsistent school attendance were identified as early signs of emerging or existing mental health problems during childhood and adolescence. Among the goals of school nursing it is required to provide a process for identification and resolution of students' health needs as they affect educational achievement. Thus, it is within the scope of practice and goals of school nursing to also address children's mental health needs, as they affect school performance. This review of literature supports the conclusion that school nursing is well positioned to respond to the need for mental health promotion, illness prevention, and early intervention related to children’s mental health.

2.2.2: Studies related to Mental Health and Academic Achievement conducted in India

Doshi and Jogsan (2014) aimed to investigate the Mental Health and Academic Achievement among orphan and non-orphan students. The results of the study revealed that there are significant differences in mental health and academic achievement with respect to both orphan and non-orphan students. The correlation
between mental health and academic achievement revealed 0.81% high positive correlation.

A similar study was conducted by Kaur and Arora (2014) in which they attempted to elaborate the relationship between academic achievement and mental health of adolescents belonging to the Ludhiana and Moga districts of Punjab. The sample of 300 adolescents (150 rural and 150 urban) were taken from various Govt. schools. The results clearly indicated that there is a highly significant relation between academic achievement and certain dimensions of mental health namely overall adjustment and intelligence for the sample as a whole.

Talawar and Das (2014) undertook an investigation to study the academic achievement of secondary school tribal students in relation to their mental health. The study found that there is a positive relationship between academic achievement and mental health of secondary school tribal students of Assam. The study also found that there is a significant difference in the mental health of boys and girls, urban and rural secondary school tribal students of Assam.

Thilagavathy (2014) purported to study the relationship between the academic achievement and mental health of adolescents in the Cuddalore District, Tamil Nadu state. The results found that the academic achievement of first year higher secondary students is average. The students of different achievement groups (high, average and low) seem to possess different mental health. A positive and significant relationship was also found between academic achievement and mental health.

An analysis was conducted by Barmola (2013) on family environment and mental health with reference to the academic performance to assess the relationship between family environment and mental health, family environment and academic performance, and mental health and academic performance. Findings of the study indicated that there is significant relationship between family environment and mental health, and mental health and academic performance.

Subramanian (2013) aimed to investigate graduate students’ achievement in relation to their mental health, emotional maturity and adjustment. The findings revealed that the graduate students are having average level of achievement in commerce subject and have obtained average level of mental health.
Verma (2013, as cited in Kaur & Arora) studied the mental health and academic achievement among secondary students (p. 10).

Bandhana and Sharma (2012, 2010) investigated the impact of home environment and academic achievement on mental health of 12th grade higher secondary school students. The results revealed that the mean value of mental health of girls is 74.76 and boys are 70.76 which showed that the mental health of girls is found to be more in comparison to boys.

Dharanendrappa (2012) conducted a study to assess the level of mental health, emotional intelligence and academic achievement of Standard IX students of Mysore city and also to find whether there is a significant difference in mental health, emotional intelligence and academic achievement among boys and girls students belonging to Government and Private-aided schools. The findings indicated that there is a significant positive relationship between mental health and academic achievement among boys \( r = 0.153 \), girls, \( r = 0.91 \), Government, \( r = 0.163 \), Private-aided and \( r = 0.176 \), Private un-aided schools \( r = 0.202 \).

Lakshmi Rani (2011) in her Doctoral Thesis, ‘Mental Health Analysis of Intermediate students in relation to their Hardiness and Academic Achievement’ attempted to find out the Mental Health status of II year Intermediate students in Academic, Personal and Social aspects. She also attempted to find out the association between Mental Health and Academic Achievement of Intermediate students of Guntur district of Andhra Pradesh. The findings of the study indicated 38.60% of the total sample of Intermediate Students was found to have moderate Mental Health; 25.49% good Mental Health and 3.77% of the sample was found to have very good Mental Health status. 29.98% of the sample of Intermediate students was found to have poor and 2.16% was found to have very poor Mental Health status. Moreover, the Mental Health and Academic Achievement of the Intermediate students were found significantly associated with each other. A significant association was also found between the academic aspect of Mental Health and Academic Achievement of the Intermediate students while such was not the case with personal and social aspects of Mental Health and Academic Achievement.

Balilashak et al. (2010) studied the comparative assessment of mental health of gifted and average students of Junior High school. In the gifted students’ category, 30.2% were healthy, 59.2% were considered suspicious and 18.6% were known to be vulnerable. As to average students group, 50% were healthy, 37.5% were considered
suspicious and 12.5% were known to be vulnerable. Further study with more cases and psychological interview based on DSM-IV after screening is recommended.

In another study, Soly (2010) tried to find out the impact of meditation on achievement and mental health of Higher Secondary school students. From the findings it was evident that control group has obtained below average level of achievement in pre-test and have obtained below average level of achievement in the post-test. Experimental group have secured below average level of achievement in the pre-test and have secured above average level of achievement with regard to the post-test. Control group have obtained above average level of mental health in the pre-test and have obtained above average level of mental health with regard to the post-test. Experimental group have obtained above average level of mental health with regard to the pre-test and have secured above average level of mental health in the post test

Prasanna (1984) conducted a study on certain mental health variables associated with high and low achieving adolescents.

Marotra (1982) studied the mental health as a correlate of intelligence education, academic achievement and socio-economic status.

Sharma (1979) studied the self-concept, level of aspiration and mental health as factors in academic achievement.

Sinha and Bhan (1978) studied the mental health of University students.

Wig and Nagpal (1971) conducted a comparative study on the mental health and academic achievement of successful and failed students.

2.3: Emotional Intelligence and Academic Achievement

2.3.1: Studies related to Emotional Intelligence and Academic Achievement conducted in Abroad

Kolachina (2014) attempted to examine relationship between emotional intelligence and academic achievement of expatriate students. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The study also shows that students with high and low academic achievement motivation differ from one another on emotional intelligence.

In another study, Opateye (2014) investigated the relationship between emotional intelligence, test anxiety, stress, academic success and attitude towards
 electrochemistry of Chemistry students belonging to Secondary school in the state of Lagos. The results revealed that moderately emotionally intelligent, low stressed and test anxious chemistry students had highest academic success in electrochemistry. Low emotionally intelligent, highly stressed and high test anxious chemistry students had most favourable attitudes to electrochemistry. It was also discovered that low significant positive relationship existed between emotional intelligence and academic success and also the same existed for stress and academic success, but low insignificant relationship existed between test anxiety and academic success in electrochemistry. It is therefore, recommended that, chemistry students in high schools should be intimated on how emotional intelligence, test anxiety and varying level of students' stress could affect their academic success and attitude towards electrochemistry. The study also recommended that teachers should also discover the emotional intelligence, test anxiety and stress levels so as to reduce these psychological effects on chemistry students’ academic performance and learning attitudes towards electrochemistry.

In their study, Malik and Shuja (2013) assessed relationship of emotional intelligence with academic achievement in children of 4 to 8th grades with age 9 to 13 years (\(M = 11.48, SD = 1.43\)) in two cities of Pakistan. The results indicated a significant positive correlation between academic achievement and emotional intelligence. High and low achievers showed significant differences on overall emotional intelligence; no gender differences were found in both groups for total EQ score but on interpersonal and stress management scales; gender differences within groups were significant. Children from public schools were high on EQ than private schools but low on academic achievement.

Mohd Mohzan et al. (2013) investigated the influence of Emotional Intelligence on Academic Achievement among students of Education Faculty, Universiti Teknologi Mara (UiTM). The results of the study showed that the respondents have high level of Emotional Intelligence. Two domains (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated, are found to be significantly and positively associated with the respondents’ academic achievement.

Yelkikalan et al. (2013) found in their research study that there is no significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is
a significant relationship between the emotional intelligence and academic achievements and that almost 11% of change in academic achievements can be explained by emotional intelligence.

An investigation was conducted by **Nwadinigwe and Azuka-Obieke (2012)** to study the impact of Emotional Intelligence on Academic Achievement of Senior Secondary School students in Lagos, Nigeria. The study revealed that there is a positive relationship between Emotional Intelligence skills and Academic Achievement such that developing Emotional Intelligence skills of a student will lead to the enhancement of his/her Academic Achievement. The study highlights the need to inculcate the development of Emotional Intelligence skills into the school curriculum as this is considered important because of its impact in improving the Academic Achievement of students.

**Yahaya et al. (2012)** examined the impact of the five Emotional Intelligence elements identified as (self-awareness, emotional management, self motivation, empathy, interpersonal skills) on Academic Achievement of Secondary school students’. The results showed that the significant relationship between self awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of ($p < 0.05$) with academic achievement. Multiple regression analysis (stepwise) results showed that only three elements of Emotional Intelligence which is self-awareness ($\beta = 0.261$), self motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (Academic Achievement). The research also presented a model designed to reflect the relationship between the elements of Emotional Intelligence and Academic Achievement.

**Akbar et al. (2011)** studied the relationship between emotional intelligence and academic achievement among students of higher secondary schools. Significant relationship was found between emotional intelligence and academic achievement.

**Nasir and Munaf (2011)** aimed to examine the relationship between emotional intelligence and academic achievement of the adolescents as well as to explore gender differences in emotional intelligence and the academic scores of 188 adolescents of secondary school students recruited from different schools of Karachi, Pakistan. Significant positive correlation was found between emotional intelligence and academic scores of adolescents for combined sample as well as for separate samples of males and females. Further analysis revealed significant gender differences in academic scores. However, no significant gender differences were
found in Emotional Intelligence. The study also provided some its implications are that emotional competence in children should be enhanced which in turn may enhance their academic performance.

Shahzada et al. (2011) attempted to investigate the nature of the relationship between Emotional Intelligence and students' Academic Achievement. The population frame work of this study consisted of all the degree college students of 1st year. Results of the study showed that there is a significant relationship between Emotional Intelligence and students' academic achievement. The study recommended that component of Emotional Intelligence should be taught in schools and should be included in school curricula.

An attempt was made by Ogundokun and Adeyemo (2010) in their study to examine the moderating influence of Emotional Intelligence, age, and academic motivation on Academic Achievement of secondary school students. The results of their study revealed that Emotional Intelligence, age and Academic Motivation were potent predictors mildly associated to academic achievement.

Tamannaifar et al. (2010, as cited in Chamundeswari, 2013) conducted a study on 6,050 students at the University of Kashan to explore the relationship between emotional intelligence, self-concept and self esteem with academic achievement. It was found from the study that emotional intelligence, self concept and esteem, of students were found to be significantly related to their academic achievement (p. 181).

In another study Ayooluwa et al. (2009) examined the influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduate students. Results confirmed that emotional intelligence has a significant influence on interpersonal relations; emotional intelligence has significant influence on need for achievement among undergraduate students and emotional intelligence and need for achievement had significant influence on academic achievement. However, the interaction effect of emotional intelligence and need for achievement was found not significant in the study.

The analysis of the study conducted by Hassan et al. (2009, as cited in Chamundeswari, 2013) showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. Mean score of emotional intelligence of female students appeared to be higher than male students.
Emotional intelligence was also found positively significant in correlation with the academic achievement of all variables including students’ age and gender (p. 181).

**Downey et al. (2008)** investigated the relationship between Emotional Intelligence (EI) and Scholastic Achievement in Australian adolescents. Academic success was found to be associated with higher levels of total Emotional Intelligence, via assessment of the Emotional Intelligence of different academic levels (80th percentile, 20th percentile, and middle groups). It was concluded that the development of Emotional Intelligence may offer educators significant opportunities to improve scholastic performance and emotional competencies.

In another study, **Samari and Tahmasbi (2007)** examined the relationship between emotional intelligence and academic achievement in University students and asserted that the overall scores of emotional intelligence and some components of emotional intelligence were significantly related to academic achievement. With regard to the relationship between emotional intelligence and gender, the results of this study indicated that no significant difference was found between males and females considering their overall scores of emotional intelligence.

**Yongyuan et al. (2007)** studied the relationship between Emotional Intelligence and Academic Achievement and also examined whether Emotional Intelligence and personal factors have an effect on academic achievement of Upper Secondary school students from three southernmost border provinces in Thailand. The results of the study were- 1) Fourteen factors of Emotional Intelligence were significantly and positively related to academic achievement, and only one factor was found not related, namely impulse control. 2) Factors of Emotional Intelligence – self actualization, interpersonal relationship, reality testing and optimism, and the personal factors - study plans, sex, father’s occupation, mother’s education, number of siblings and religion were found to have significant effect on academic achievement.

**Mestre et al. (2006)**, as cited in Chamundeswari, 2013) investigated on a sample of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of Emotional Intelligence (the MSCEIT), correlated positively with teacher ratings of Academic Achievement and Adaptation for both males and females. Among girls, these emotional abilities also correlated positively with peer friendship nominations. After controlling for IQ and the Big Five personality traits, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptation among boys and
peer friendship nominations among girls. Self-perceived emotional intelligence was unrelated to these criteria. These findings provided partial support for hypotheses that emotional abilities are associated with indicators of social and academic adaptation to school (p. 180).

Paloma Gil-Olarte et al. (2006) examined the relations between Emotional Intelligence and important social and academic outcomes for high school students. The result supports the incremental validity of Emotional Intelligence and provides positive indications of the importance of Emotional Intelligence in adolescent’s academic and social development. Students with high Emotional Intelligence tended to be more pro social and perform better in school.

Romanelli et al. (2006) in a study had demonstrated that the concept of emotional intelligence has been extensively popularized in the lay press and corporate world as individuals purport the potential ability of emotional intelligence to predict various markers of success. Emotional intelligence (EI) most commonly incorporates concepts of emotional expression and regulation, self-awareness, and empathy. The concept has been criticized by some for its loose definition and parallels to personality traits. Additionally, several limitations to the instruments which were used to measure emotional intelligence have been identified. This review examines the foundations of the definitions of emotional intelligence as well as existing educational research involving emotional intelligence, both within the health professions and externally. Recommendations for future research and research potential were discussed.

Ryan (2006) compared the Emotional Intelligence levels and ENTER (tertiary entrance) scores of 375 students with their Intelligence Quotients. According to the findings, students with high level of Emotional Intelligence often achieved higher ENTER scores than students of the same Intelligence Quotient (IQ) but a lower level of emotional intelligence. The study also found that a number of “mainstream students” (students with IQs of 70 to 120) with high Emotional Intelligence gained higher ENTER scores than students who had Intelligence Quotients over 121, but lower Emotional Intelligence were very good at controlling and managing their emotions.

In another study, Austin et al. (2005) studied the role of Emotional Intelligence and academic success in first year medical students. Emotional Intelligence scores were positively correlated to performance on the Health and Society Exam during the First Term, but not during subsequent terms. However,
Emotional Intelligence was found not correlated to performance on any of the Biomedical Sciences exams. The findings suggested that there might be some limited advantage for individuals with high Emotional Intelligence early in the program, but that advantage might quickly dissipate.

**Parker et al. (2005)**, as cited in Chamundeswari, 2013) examined the impact of emotional intelligence on the successful transition from High school to University. Results revealed that academically successful students had significantly higher levels of several different emotional and social competencies. The findings suggested that emotional intelligence plays an important role in the successful transition from High school to University (p. 180).

**Drago (2004)** investigated the relationship between Emotional Intelligence and Academic Achievement in non traditional College students. Results demonstrated that Emotional Intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. No significant relationship, however, was found between Emotional Intelligence and Achievement Motivation. Overall, the results suggested that academic achievement is related to students’ ability to recognize, use, and manage their emotions. This suggested the need to incorporate Emotional Intelligence in the curriculum of College degree programs to help students increase their Emotional Intelligence.

In a study entitled, “The Relationship of Emotional Intelligence with Cognitive Mental Health and Academic Achievement” **Kohsar Haddadi (2004)** indicated that components of Emotional Intelligence were significantly correlated with Cognitive Mental Health and Academic Achievement of male and female University students. On the other hand, the difference between male and female University students considering the correlation of Emotional Intelligence with Cognitive Mental Health and Academic Achievement was found significant.

**Parker et al. (2004)** in their study, used, the transition from High School to University, as the context for examining the relationship between Emotional Intelligence and Academic Achievement of classes of 372 First-Year full-time students of Ontario University. Predicting Academic Success from Emotional Intelligence variables, the findings produced divergent results depending on how the former variable was operationalized. When EQ-i: Short variables were compared in groups who had achieved very different levels of Academic Success (highly successful students who achieved a first-year university GPA of 80% or better versus
relatively unsuccessful students who received a first-year GPA of 59% or less) Academic Success was found to be strongly associated with several dimensions of Emotional Intelligence. Results were discussed in the context of the importance of emotional and social competency during the transition from High School to University. In the study, the more successful students were found to score significantly higher than the less successful students on three out of the four short version EQ-i subscales viz., [Intrapersonal: $F(1, 127) = 30.43, p<0.001$; Stress Management $F(1, 127) = 32.44, p<0.001$; Adaptability: $F(1, 127) = 89.45, p<0.001$]; (results for the Interpersonal subscale was not significant and was not assessed on the short form EQ-i measure).

In another study, Parker et al. (2004) investigated the relationship between Emotional Intelligence and Academic Achievement on High School students (N=667) of a High School in Huntsville, Alabama. The students completed the Emotional Quotient Inventory (EQ-i:YV). At the end of the academic year the EQ-i:YV data was matched with students’ academic records for the year. When EQ-i:YV variables were compared in groups who had achieved very different levels of Academic Success (highly successful students, moderately successful, and less successful based on grade-point-average for the year), the results indicated that Academic Success was strongly associated with several dimensions of Emotional Intelligence. The results were discussed in the context of the importance of emotional and social competency on Academic Achievement. They found low-to-moderate correlations between the EQ-i and high school GPAs of high school students (Intrapersonal $r = -0.01$; Interpersonal $r = -0.08$; Adaptability $r = 0.06$; Stress Management $r = -0.09$; and General Mood was not assessed on the short form EQ-i measure).

Petrides et al. (2004) examined the role of trait Emotional Intelligence on Academic performance (as measured by GPA) in individuals with low Intelligence Quotient (IQ) relative to individuals with high Intelligence Quotient. The results suggested that trait Emotional Intelligence was related to Academic performance, but only in individuals with low Intelligence Quotient scores. Specifically, high trait Emotional Intelligence was more important for academic success in individuals with low Intelligence Quotient, whereas individuals with high Intelligence Quotient did not benefit academically as a result of high trait emotional intelligence.

In another similar study, Petrides et al. (2004) have assessed the influence of Emotional Intelligence on the Academic Achievement of individuals with different
levels of cognitive ability (N = 901, Year 11 high school students, with grades ranging from A to G). The researchers concluded that, results from studies on the relationship between Academic Achievement and Emotional Intelligence (regardless of the type of measure) have been mixed, with there being just as many studies reporting significant differences as those that have not, although most correlations have been found generally low.

Woitaszewski and Aalsma (2004) conducted an investigation to understand the contribution of Emotional Intelligence to the Social and Academic Success of gifted adolescents. The study found that the Social and Academic Success of the gifted adolescent participants were essentially independent of the overall Emotional Intelligence level of these students.

Barchard (2003) examined the extent to which Emotional Intelligence predicted academic success using GPA. Participants completed 31 separate measures of Emotional Intelligence. The six of the measures of Emotional Intelligence were found to correlate to Academic Success. However, when cognitive abilities and personality characteristics were statistically controlled for, none of the six measures of Emotional Intelligence predicted Academic Success. It was suggested in the study that measures of cognitive ability and personality characteristics provided the best predictors of Academic Success relative to Emotional Intelligence.

Bracket and Mayer (2003) found no correlation on any one of the three measures of Emotional Intelligence (AES, EQ-i, MSCEIT) and GPA when Personality and Verbal Scholastic Aptitude Test (SAT) scores (which was used as a measure of cognitive ability) were statistically controlled.

Chamorro – Premizic and Furnham (2003) observed a positive correlation between Academic Success and Emotional Stability.

Farooq (2003, as cited in Chamundeswari, 2013) examined the effect of emotional intelligence on academic performance of 246 adolescent students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence (p. 180).

In another study, O’Connor and Little (2003) have reported that conceptually, it would seem more likely that ability measures of Emotional Intelligence, since they are based on a cognitive framework, would better predict Academic Achievement than would self-report Emotional Intelligence measures,
Intrapersonal: r = 0.022; Interpersonal: r = -0.10; Adaptability: r = 0.13; Stress Management: r = -0.29; General Mood: r = 0.16).

The study of Saklofske et al. (2003) observed and stated that, emotional and social competence in dealing with an academic environment could be expected to contribute to overall Academic Achievement and thus it could be expected that self-report Emotional Intelligence measures will also show reasonable associations with measures of Academic Achievement.

In a study entitled, “Assessment of Emotional Intelligence and the Implications for Education” conducted by Stottlemyer (2002) it was aimed to examine the role of Emotional Intelligence in Academic Achievement of Eleventh and Twelfth graders from three school districts in Texas. Data analysis determined significant correlations between Emotional Intelligence skills and Academic achievement. The results also suggested that gender difference may be influenced by Emotional Intelligence skills. The resilience of students to succeed despite their low socioeconomic status may also be related to Emotional Intelligence skills.

Zee et al. (2002) conducted a study on 116 University students aged between 18 - 23 years old to examine the relationship between Emotional Intelligence and Academic Achievement and stated that there was a weak relationship between Emotional Intelligence and Academic Achievement.

In another study, Zeidner et al. (2002) pointed out that there has been insufficient research conducted to fully understand the impact that Emotional Intelligence may or may not have an Academic Success. Research up to this point has provided conflicting evidence regarding the relation between Emotional Intelligence and Academic Success, which is often measured by GPA. The conflicting evidence may be, in part, a result of the great variability in Emotional Intelligence measures available. Specifically, research using the Assessing Emotions Scale (AEES) found small correlations between Emotional Intelligence and GPA.

Abisamra (2000) of Auburn University attempted to find out whether there is any relationship between Emotional Intelligence and Academic Success. The results of the study revealed high achievers in 11th grade have a high Emotional Intelligence and there is a relationship between their Achievement and their Emotional Intelligence.
**Newsome et al. (2000)** assessed 180 College students using the EQ-i as a measure of Emotional Intelligence and found no correlation between Academic Performance and Emotional Intelligence.

**Finnegan (1998)** suggested, on the basis of the results of the study that, school should help students learn the abilities underlying the Emotional Intelligence. It was further believed that this could lead to Achievement from formal education years of the child.

In an article published in 1997, **Pool**, the senior editor of Educational Leadership, stated that Emotional Well Being is a predictor of success in Academic Achievement and job success among others. According to him, possessing those abilities, or even some of them, “can lead to achievement from the formal education years of the child and adolescent to the adult’s competency in being effective in the workplace and in society”.

### 2.3.2: Studies related to Emotional Intelligence and Academic Achievement conducted in India

**Aggarwal (2013)** attempted to study the impact of high and low levels of Emotional Intelligence, Emotional Maturity and Self-confidence on the Academic Achievement of High School Students of Shimla district of Himachal Pradesh. The findings revealed that no significant difference exists in the Academic Achievement of High School Students in relation to high and low levels of Emotional Intelligence and Self-confidence. Further the study demonstrates that there is no significant interactional effect of Emotional Intelligence, Emotional Maturity and Self-confidence of High School Students on the Academic Achievement.

In his study, **Bhadouria (2013)** purported to determine the factors which are affecting the development of emotional intelligence and its role in academic achievement of students. Positive correlation was found between emotional intelligence and academic achievement. It was also suggested that teaching emotional and social skills at school not only positively influence academic achievement but also poses an impact on long term achievement.

**Chamundeswari (2013)** aimed to investigate emotional intelligence and academic achievement of students at the higher secondary level in different systems of education, namely, state, matriculation and central board schools. The results
showed a positive significant correlation between emotional intelligence and academic achievement among the students.

**Kumra (2013)** attempted to study the relationship between emotional intelligence and academic achievement of senior secondary school students. A total of 200 students of XII\textsuperscript{th} class from various urban and rural area government schools of Chandigarh were randomly selected for the present study. The results revealed that although gender had no effect on emotional intelligence but the emotional intelligence of students of urban area was greater than that of students of rural area. The analysis of relationship among emotional intelligence and academic achievement indicated that there is positive and significant relation among emotional intelligence and academic achievement of the participants.

The findings of the study of **Maraichelvi and Rajan (2013)** indicated that Emotional Intelligence in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with Academic Performance of the selected respondents. Also the total Emotional Intelligence score showed a percentage of 7.5 per cent of the sample being emotionally intelligent. The significant ‘f’ value has evidently showed that Emotional Intelligence could predict academic performance of college students. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well-being could be emphasized on academic success.

A similar study was conducted by **Roy (2013)** who attempted to examine the relationship between emotional intelligence and academic achievement motivation of class XII students of Patna. The emotional intelligence of students with high, average and low academic achievement motivation was also studied. The findings of the study revealed positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

**Upadhyaya (2013)** attempted to explore the relationship between Emotional Intelligence and Academic Achievement among student-teachers. The findings of the study revealed that emotional intelligence is positively related to academic achievement (theory & practice). Moreover, student-teachers with high emotional
intelligence scored better in theory and practical examination than the student-teachers with low emotional intelligence.

In a study conducted by **Zargar and Ganai (2013)** it was attempted to compare Emotional Intelligence and Academic Achievement of Science and Social Science on Higher Secondary Students. The purposes of the study were- (1) To identify science and social science higher secondary students. (2) To study Emotional Intelligence of science and social science higher secondary students. (3) To find out academic achievement of the science and social science higher secondary students. (4) To compare emotional intelligence and academic achievements of science and social science higher secondary students. The sample for the present study was collected from higher secondary school Safa Kadal of J& K state.

**Dubey (2012)** attempted to explore emotional intelligence in relation to academic motivation. The findings of the study revealed positive relationship between emotional intelligence and academic motivation. The study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

In another study, **Mishra (2012)** aimed to investigate the effect of Emotional Intelligence on Academic Achievement of senior secondary students of Government senior secondary schools of Jaipur district, Rajasthan. The study revealed that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

The study conducted by **Bai (2011)** intended to examine anxiety proneness and emotional intelligence in relation to academic achievement of Pre-University students. Study being an exploratory one, the student performance in examination has been considered seriously to examine if there is any influence of anxiety proneness and emotional intelligence on their academic achievement or not. The study revealed that, Arts, Science and Commerce students of PUC have significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions. Further, the Arts and Science of PUC have significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of PUC have significant difference in anxiety proneness and emotional intelligence.

**Kattekar (2010)** studied a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX
students in the Karnataka state. He found a positive relationship between emotional intelligence and academic achievement of students.

**Mahyuddin et al. (2009)** studied the academic performances among students from the Public Higher Institutions and the Private Higher Institutions. It was found there was no correlation between Emotional Quotient and Academic Achievement (except a dimension of Emotional Intelligence) but there was a positive correlation between Achievement Motivation and Academic Achievement. There is also a significant correlation between Emotional Quotient and Achievement Motivation.

In another study **Umadevi (2009)** investigated the relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement of primary school student teachers. The study reveals that there is a positive relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in between Emotional Intelligence and Achievement Motivation.

**Gakhar and Manhas (2005)** conducted a study on Cognitive correlates of Emotional Intelligences of Adolescents of class XI studying in various Private and Government schools in both urban and rural areas of 3 districts of Jammu and Kashmir. Significant and positive correlations were found between Emotional Intelligences and the entire cognitive variable namely, intelligence, creativity and Academic Achievement. No significant difference was observed between boys and girls with respect to emotional intelligence. Similar result was obtained for the adolescents of rural and urban areas and also scheduled and non-scheduled caste.

In his study, **Shanwal (2003)** examined the differences in Emotional Intelligence in children belonging to various eco-cultural groups. The relationship between Emotional Intelligence and Academic Achievement; attention and social functioning of 200 children (100 from rural and 100 from urban school) of fourth standard studying in four Municipal Corporation of Delhi (MCD) primary school was also studied. The rural children emerged as having higher Emotional Intelligence in comparison to their urban counter parts. The study distinctly indicates that rural domicile seems to have positive influence on the degree of Emotional Intelligence and female gender is another factor, which favourably vary with higher Emotional Intelligence. High scholastic performance was found to correlate with the regulation of emotions component of Emotional Intelligence. Academic achievement showed positive correlation with one component of Emotional Intelligence.
2.4: Procrastination and Academic Achievement

2.4.1: Studies related to Procrastination and Academic Achievement conducted in Abroad

In his study, Kader (2014) aimed to examine the motivational and cognitive factors of procrastination and how they affect student achievement, as reflected by exam scores, and is based on samples of two large sections of introductory micro and macro classes, each initially consisting of 177 and 180 students, respectively. Using homework assignment data, the results show that in almost all of the exams given in the two classes, procrastinators on the average scored significantly less than non-procrastinators. Using both homework assignments and survey data in the macro section, the results show that procrastination has a significant and negative influence on student achievement with homework assignment data but a negative and insignificant effect with survey data.

Rafii et al. (2014) purported to investigate the relationship between Academic Procrastination, Academic Achievement, and Self-efficacy of nursing student of Tehran University of Medical Sciences. The results of the study showed that there was a significant inverse linear relationship between Academic Procrastination and Academic Achievement of nursing student (p<0.001). Considering the finding of the study, that, increase in Academic Procrastination will decrease Academic Achievement and Self-efficacy, the researchers suggested that complementary studies are needed to investigate causes of Academic Procrastination and ways to improve Academic Achievement and Self-efficacy.

Azar (2013) aimed in this study to determine the relationship between academic self-efficacy, achievement motivation and academic procrastination with academic achievement and interaction of them with gender to Academic Achievement of students were from High schools of Orumieh. The result of multiple regression analysis revealed that academic self-efficacy and gender were the best predicators and Academic Procrastination inversely is a significant predictor of Academic Achievement. Also, the result of t test revealed that there is no significant difference between the mean score of girls and boys in academic procrastination (t= 0.47, p= 0.64). There was significant difference among boys and girls, in terms of the level of
achievement motivation ($t= 2.06, p= 0.04$), academic achievement ($t= 0.54, p= 0.000$) and academic self-efficacy ($t= 0.094, p= 0.01$).

In his study, Balkis (2013) examined mediator role of rational beliefs about studying in relation to academic procrastination, academic life satisfaction and academic achievement on undergraduate students. The findings showed that academic procrastination was negatively related to rational beliefs about studying, academic life satisfaction, and academic achievement. The SEM analyses also showed that academic life satisfaction mediated the relationships between academic procrastination and academic achievement, and rational beliefs about studying and academic achievement.

Bezci and Vural (2013) investigated elementary students’ science achievement in relation to academic procrastination and gender. Multiple regression analysis revealed that the overall model was statistically significant. In the model, both academic procrastination and gender were found to make a significant contribution to the variation in elementary students’ science achievement. More specifically, results showed a negative relationship between academic procrastination and achievement. Additionally, girls appeared to have higher science achievement as compared to boys.

Rotenstein et al. (2013) conducted a study to find out the association between procrastination and academic performance in Accounting while holding personality characteristics constant. For each of 721 students in an MBA Accounting course, they compared performance on procrastinated assignments with performance on assignments that were submitted early. They found that even after controlling for all personality measures, procrastination is associated with lower performance.

In another investigation, Balkis et al. (2012) aimed to examine the relation between academic rational/ irrational beliefs, academic procrastination, and time preferences to study for exams and academic achievement by using the structural Equation Model of 281 undergraduate students. The results showed that academic procrastination has an impact on academic achievement both directly and by mediation of time preferences to study for exams.

Seo (2012) aimed to study whether or not the effect of active procrastination on academic achievement is significantly different, in relation to, how long before the examination students begin cramming and whether or not active procrastinators get a better grade than passive procrastinators when they begin to cram the day before an
examination. The study was conducted on 172 Korean undergraduates. The results showed that there was no significant difference in academic achievement among the 3 groups of active procrastinators in terms of how much cramming they did, but there was a significant difference in academic achievement between active procrastinators and passive procrastinators in the group who began cramming only 1 day or less before the examination.

In another study, Aremu et al. (2011) examined the influence of academic procrastination and personality types on the academic achievement and efficacy of In-school adolescents in Ibadan, Oyo state. The results showed positive relationship between extraversion, openness, agreeableness, conscientiousness and academic achievement of the students. A joint contribution of the independent variables on the dependent variables was recorded for this study. This study, also conclusively found that conscientiousness, openness, extroversion and agreeableness contributed relatively to the prediction of academic achievement and efficacy of the in-school adolescents.

Balkis (2011) in another study, aimed to investigate the mediator and moderator role of academic-efficacy to predict the effect of procrastination on academic achievement. The participants were 364 students who study in different major fields at the Faculty of Education in Pamukkale University. Results showed that academic-efficacy moderate the relationship between academic procrastination and reported academic achievement by raising reported academic achievement and reducing academic procrastination As a result, reducing academic procrastination and raising academic efficacy are important for academic achievement. School counselors and educators can utilize procrastination measure to help students determine their level of procrastination and determine whether or not they may need to work with a counselor to gain skills to combat their procrastination.

In a study conducted by Hassanbeig et al. (2011), the relationship between various study skills and academic performance of University students was investigated. The findings of the study showed that for all the study skills measured, students with a GPA of 15 and more scored significantly higher than students with a GPA of less than 15.

The focus of the study by Asikhia (2010) was on causes and dangers of academic procrastination (a behavioural problem that involves delaying a task which needs to be accomplished) in mathematics and the need for counseling students who
are procrastinators especially of mathematics. Thus, in order to have a comprehensive understanding of the topic, the meaning, causes and its debilitating effects on student’s mathematics achievement were discussed after which the counsellor’s role in helping students get out of this behavioural problem in order to ensure a sustainable educational system were discussed.

**Babadogan (2010)** in the study analyzes the interaction among learning modalities, academic procrastination behaviours and academic achievements of the students participating in the Certificate Program in English Language Teaching delivered in the Faculty of Educational Science, Ankara University during the academic year 2008/09. It is found that there is no significant correlation between the academic achievement and academic procrastination, and learning modalities and academic achievement of the students. The study thus revealed that a course design based on the learning modalities of the students may result in a decrease in academic procrastination behaviour of the students and thereby an increase in the academic achievement.

**Liu (2010)** purported to examine the academic procrastination and its relationship with academic achievement among 91 Chinese University students in a city at the Southern part of China. The results showed that participants in the study exhibited moderate procrastination tendency. It was also found that, academic procrastination is significantly and negatively correlated with academic achievement. Gender variable has no impact on academic procrastination tendency, but it has influence on the relationship between academic procrastination and academic achievement. However, academic major has neither influence on academic procrastination nor has relationship with academic achievement.

**Malik (2010)** analyzed the academic procrastination of 300 post graduate students who were studying in different fields at University of Sargodha, Punjab, Pakistan. The analysis of t test showed that girls (M = 64.93, SD = 8.72) exhibited procrastination behaviour at large in comparison to boys (M= 60.4, SD= 9.55) at post graduate level studies in University settings. Procrastination behaviour significantly differed by gender, with reference to their time preferences for studying courses and exams, and was negatively related to academic achievement. Implications of the findings were also discussed and some suggestions were made for the educator and counsellors in relevant field.
A study was conducted by Mojtaba et al. (2010) to examine the relationship between general self efficacy, academic procrastination and academic achievement in University students. Pearson's correlation showed that there is a meaningful and negative relationship between general self efficacy, academic procrastination and academic achievement of University students. However, the multi variables Analysis of Variance revealed no statistically meaningful relationship among these groups.

Howell (2009) studied a sample of 397 adolescents, and found that students who were flourishing reported superior grades, higher self control and lower procrastination than students who were moderately mentally healthy or languishing.

Kachgal et al. (2001) carried out a study on 68 female and 73 male students and found that academic procrastination behaviour does not show a significant difference by gender.

In another study, Milgram and Marshevsky (1995) investigated academic procrastination on 115 male and 85 female students in Israel and found that males are higher procrastinators than the female students.

2.4.2: Studies related to Procrastination and Academic Achievement conducted in India

Savithri (2014) conducted a study to examine the interactive effect of academic procrastination and academic performance on the overall satisfaction of college life among B school students (N= 167). The results found a significant relationship between procrastination and performance, procrastination and life satisfaction, performance and life satisfaction, but no interactive effect was found between procrastination, performance and life satisfaction.

A survey was conducted by Lakshminarayan et al. (2013) on second-year, third-year and fourth-year undergraduate Dental students of Bapuji Dental College and Hospital, Davangere, India, to identify the relationship between their level of procrastination and academic performance. The results revealed that a negative correlation of -0.63 with a significance level of p<0.01 (two-tailed test) exists between procrastination and academic performance indicating that students who showed high procrastination scores performed below average in their academics. In addition, analysis with the Mann-Whitney U test found a significant difference in procrastination scores between the two gender groups (p<0.05). Hence, among the Indian undergraduate Dental students evaluated in this study, it appeared that
individuals with above average and average academic performance had lower scores of procrastination and vice versa.

**George and Manikandan (2012)** in their study purported to understand the role of self-efficacy on procrastination and academic achievement of students of age ranging from 13-17 belonging to different schools of Malappuram district, Kerala. The findings of the study indicated that self-efficacy plays a significant role in academic achievement and not in procrastination.

**Gartia et al. (2011)** conducted a study to investigate the relationship between academic procrastination and academic achievement of undergraduate students of Sambalpur, University of Odisha. The findings indicated that, a significant correlation was found between academic procrastination and academic achievement of undergraduate students. It was also found that significant difference also exists in the academic achievement of students having low, moderate and high academic procrastination. Students with low procrastination performed better than the students having moderate and high procrastination. The results further revealed that the subjects procrastinate in the same way irrespective of their gender. Implications of procrastination on academic achievement of students were also suggested in the study.

The review of the related studies with respect to the relationship of the Independent variables, Home Environment, Mental Health, Emotional Intelligence and Procrastination with the Dependent Variable, Academic Achievement have been diagrammatically presented subsequently illustrating evidently the significant and insignificant relations of the variables found in studies which were so far investigated.
2.5: Diagrammatic Representation of the Research Studies depicting Significant and Insignificant Relations of Independent Variables with Dependent Variable

![Diagram](image)

**Fig.: 2.5.i:** Relationship between Home Environment (IV) and Academic Achievement (DV)

**Authors of research studies**
- Egunsoola (2014)
- Grewal (2014)
- Jansi & Lakshmi (2014)
- Borah (2013)
- Paramasivam & Mani (2013)
- Rashmi & Prasad (2013)
- Shailendra (2013)
- Yuping (2011)
- Muola (2010)
- Daulta (2008)
- Codjoe (2007)
- Philip (2007)
- Dietzman (2002)
- Seginer & Vermulst (2002)
- Jacob (1998)
- Mandlakayise (1997)
- Ginsburg & Bronstein (1994)
- Marope (1992)
- Lee (1991)
- Jagannadhan (1986)

**Authors of research studies**
- Yunus et al. (2014)
- Barmola (2013)
- Nuthana et al. (2009)
- Goel (2004)
- Heastie (2001)
- Reju (1997)
- Ajitha (1992)
- Chaman (1990)
Fig.: 2.5.ii: Relationship between Mental Health (IV) and Academic Achievement (DV)

- Doshi & Jogsan (2014)
- Kaur & Arora (2014)
- Talawar & Das (2014)
- Thilagavathy (2014)
- Barmola (2013)
- Bostani et al. (2013)
- Subramanian (2013)
- Dharanendrappa (2012)
- Tsar (2011)
- Lakshmi Rani (2011)
- Puskar & Bernardo (2007)
- Gottfried et al. (1998)
Fig. 2.5.iii: Relationship between Emotional Intelligence (IV) and Academic Achievement (DV)
Fig.: 2.5.iv: Relationship between Procrastination (IV) and Academic Achievement (DV)
2.6: Critical Appraisal

The results of the previous researches and past studies reviewed in the preceding discussion convincingly indicated the significance of the study of Home Environment, Mental Health, Emotional Intelligence and Procrastination in the various levels of education and their important influence on the Academic Achievement of the students. The notable studies of the researchers like Egunsola (2014), Obeta (2014), Grewal (2014), Soni (2013), Williams (2011) and many others confirmed that Home Environment plays a vital role in the children’s Academic Achievement. Again, Doshi and Jogsan (2014), Thilagavathy (2014), Bostasni (2013), Dhaendrappa (2012), Tsar (2011) and others found positive and significant association between Mental Health and Academic Achievement. On a similar note, Malik and Shujja (2014), Mohd. Mohzan et al. (2013), Chamundeswari (2013), Yohgyan et al. (2007), Gakhar and Manhas (2005) and many others established in their studies, the positive and significant relation between Emotional Intelligence and Academic Achievement. Similarly, the studies of Bezcí and Vural (2013), Lakshminarayanan et al. (2013), Balkis et al. (2012), Liu (2010) and many others confirmed the significant contribution and negative relation of Procrastination with Academic Achievement. Hence, on the basis of the above studies reviewed, it can be considered that it is worthwhile and beneficial for the students and the society at large to conduct a study examining the relationship of the Independent Variables (Home Environment, Mental Health, Emotional Intelligence and Procrastination) with the Dependent Variable (Academic Achievement).

It was further revealed from the review that among the past studies conducted to examine the relationship of the Independent Variables with the Dependent Variable, some studies confirmed that significant relationship existed among the variables, whereas some other studies found no significant relationship of the Independent Variables with the Dependent Variable. Therefore to establish whether or not any significant relation exists between the Independent Variables and the Dependent Variable, the present study has been conducted.

In the current study, the higher secondary stage of education has been considered for investigation because at this level of education, multifarious innovative methods of teaching learning and evaluation are used now days. As compared to lower levels (primary and secondary schools), student life at higher education level is dynamic. Furthermore, comparatively, at the Higher Secondary level, students who are at the verge of adolescence and beginning of adulthood gradually become
independent and indulge themselves in self learning and self-directing and also learn to monitor their actions. Due to such reasons their behaviour tend to influence their learning and academic achievement. Furthermore, though the influences of the independent variables on the academic achievement of students have widely been investigated, especially, at primary and secondary levels, but studies considering the above variables at the Higher Secondary level especially in West Bengal were hardly found.

In addition, a related gap in the literature reviewed was found, since, a large number of studies delineating the relationship of positive Mental Health and Academic Achievement were scarcely found as most of the existing studies focused chiefly on mental health problems and not positive Mental Health that the present study intends to examine. Hence, in the present research, the relationship between Mental Health (on a positive note) and Academic Achievement has been examined.

Another inadequacy that was evident after a thorough review of literature was that sufficient researches investigating the relation of all the variables together, viz., the Home Environment, Mental Health, Emotional Intelligence and Procrastination with Academic Achievement were also barely found.

In the light of the review of literature and past studies, the present study has been conducted since, studies examining the relationship of the Independent Variables with the Dependent Variables with respect to the culture and perspective of West Bengal and India was hardly available.

Further the study may throw light on the kind of home environment of the higher secondary students, their state of mental health, level of emotional intelligence and their tendency of procrastination and their effect on the academic achievement of students in West Bengal, India with respect to the gap found in the past studies.

The examination of the significant relationship of home environment, mental health, emotional intelligence, and procrastination with academic achievement in the present study could also help to provide useful knowledge to parents & teachers and necessary support to students according to the gap being observed in the previous studies.

The present survey of related literature has been undeniably helpful in designing the study and interpretation of the results which will emerge in the following chapters. A humble attempt has been made to fill up the research gap by undertaking the present study.
Chapter II / Review Of Related Literature

2.7: Diagrammatic Representation of the Research Work

Fig.: 2.7.i: Analysis of the Status of Dependent Variables [Home Environment (HE), Mental Health (MH), Emotional Intelligence (EI), Procrastination (PRO) and Academic Achievement (AA)] with respect to the Categorical Variables (Gender and Habitat)
Fig.: 2.7.ii: Analysis of the Relationship of Independent Variables (Home Environment, Mental Health, Emotional Intelligence and Procrastination) with Dependent Variable (Academic Achievement)
Development of Regression Equation with Predictor and Criterion Variables

Fig.: 2.7.iii: Analysis of the Effect of Predictor Variables (Home Environment, Mental Health, Emotional Intelligence and Procrastination) on the Criterion Variable (Academic Achievement)
2.8: Conclusion

In this chapter the literature published in journals, books, e-journals and e-books were reviewed in order to find out the studies that were conducted so far to investigate and reveal about the relationship of Academic Achievement with Home Environment, Mental Health, Emotional Intelligence and Procrastination. The past studies reviewed in this section enabled to recognize the need to further explore the relationship of aforementioned independent variables with the dependent variable to meet the research gaps. The review of the studies further facilitated in identifying the research gap to support the methodology that would be followed for the present study and to be discussed in the following chapter.
Chapter References


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In much of society, research means to investigate something you do not know or understand.

— Neil Armstrong