CHAPTER – III

THE PROBLEM

3.1 Introduction

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and ability to handle feelings will determine your success and happiness in all walks of life, including family relationships. For parents, this quality of "emotional intelligence"—as many now call it—means being aware of your children's feelings, and being able to empathize, soothe, and guide them. For children, who learn most lessons about emotion from their parents, it includes the ability to control impulses, delay gratification, motivate them, read other people's social cues, and cope with life's ups and downs.

"Family life is our first school for emotional learning," writes Daniel Goleman, psychologist and author of Emotional Intelligence, a book that describes in rich detail the scientific research that has led to our growing understanding of this field. "In this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also
in the models they offer for handling their own feelings and those that pass between husband and wife. Some parents are gifted emotional teachers, others atrocious."

Several studies have demonstrated that students with high IQs do not necessarily succeed in their adolescent and adult lives. While individuals with purely high IQs possess a great range of intellectual interests and abilities, they have difficulty dealing with their own emotions and with the emotions of others. Other intangible characteristics and abilities, such as self-motivation, impulse control, the ability to regulate one's own emotions, and empathizing with others clearly have an effect on a person's accomplishments in life; these qualities have been collectively termed "emotional intelligence." People with high emotional intelligence levels excel socially, are outgoing and cheerful, are rarely fearful or worried, and are sympathetic and caring in their relationships. Emotional intelligence can be broken down into five main domains: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

3.2 Statement of the Problem

The problem taken up for the investigation is as follows A Study of Emotional Intelligence, School Adjustment and Study Habits of Secondary School Students in Relation to their Academic Achievement in Social Science.
### 3.3 General Objectives of the Study

The present study was designed with the following general objectives in view:

i. To investigate the relationship of Emotional intelligence, School adjustment and Study habits with Academic achievement in Social science in the entire sample and sub samples of secondary school students.

ii. To examine influence of the independent variables i.e., Emotional intelligence, School adjustment and Study habits and their interaction on the dependent variable i.e., Social science.

iii. To determine the relative efficiency of independent variable viz Emotional intelligence, School adjustment and Study habits in the prediction of dependent variable i.e., Academic achievement in Social science among secondary school students.

iv. To study direct and indirect effects / paths of Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science among secondary school students.
3.4 Specific Objectives of the Study

The present study was designed with the following specific objectives in view:

1. To study the difference between boys and girls in respect of their Emotional intelligence.
2. To study the difference between urban and rural students in respect of their Emotional intelligence.
3. To study the difference between government and private school students in respect of their Emotional intelligence.
4. To study the difference between boys and girls in respect of their School adjustment.
5. To study the difference between urban and rural students in respect of their School adjustment.
6. To study the difference between government and private school students in respect of their School adjustment.
7. To study the difference between boys and girls in respect of their Study habits.
8. To study the difference between urban and rural students in respect of their Study habits.
9. To study the difference between government and private school students in respect of their Study habits.
In pursuance of the General Objectives – (i), the following specific objectives were setup:

10. To investigate the relationship between Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science of Secondary school students.

11. To investigate the relationship between Emotional intelligence and Academic achievement of boys in Social science.

12. To investigate the relationship between Emotional intelligence and Academic achievement of girls in social science.

13. To investigate the relationship between Emotional intelligence and Academic achievement of urban students in Social science.

14. To investigate the relationship between Emotional intelligence and Academic achievement of rural students in Social science.

15. To investigate the relationship between Emotional intelligence and Academic achievement of government school students in social science.

16. To investigate the relationship between Emotional intelligence and Academic achievement of private school students in Social science.

17. To investigate the relationship between School adjustment and Academic achievement of boys in Social science.
18. To investigate the relationship between school Adjustment and Academic achievement of girls in Social science.

19. To investigate the relationship between School adjustment and Academic achievement of urban students in Social science.

20. To investigate the relationship between School adjustment and Academic achievement of rural students in Social science.

21. To investigate the relationship between School adjustment and Academic achievement of government school students in Social science.

22. To investigate the relationship between School adjustment and Academic achievement of private school students in Social science.

23. To investigate the relationship between Study habits and Academic achievement of boys in social Science.

24. To investigate the relationship between Study habits and Academic achievement of girls in social Science.

25. To investigate the relationship between Study habits and Academic achievement of urban students in Social science.

26. To investigate the relationship between Study habits and Academic achievement of rural students in Social science.
27. To investigate the relationship between study habits and Academic achievement of government school students in Social science.

28. To investigate the relationship between Study habits and Academic achievement of private school students in Social science.

In pursuance of the General Objectives – (ii), the following specific objectives were setup:

i) **Entire sample**

29. To study the effect of Students Emotional intelligence on Academic achievement in Social science.

30. To study the effect of Students School adjustment on Academic achievement in Social science.

31. To study the effect of Students Study habits on Academic achievement in Social science.

32. To study the interaction effect of Students Emotional intelligence and School adjustment on Academic achievement in Social science.

33. To study the interaction effect of Students Emotional intelligence and Study habits on Academic achievement in Social science.

34. To study the interaction effect of Students School adjustment and Study habits on Academic achievement in Social science.
35. To study the interaction effect of Students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

**ii) Boys**

36. To study the effect of Boys Emotional intelligence on Academic achievement in Social science.

37. To study the effect of Boys School adjustment on Academic achievement in Social science.

38. To study the effect of Boys Study habits on Academic achievement in Social science.

39. To study the interaction effect of Boys Emotional intelligence and School adjustment on Academic achievement in Social science.

40. To study the interaction effect of Boys Emotional intelligence and Study habits on Academic achievement in Social science.

41. To study the interaction effect of Boys School adjustment and Study habits on Academic achievement in Social science.

42. To study the interaction effect of Boys Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.
iii) **Girls**

43. To study the effect of Girls Emotional intelligence on Academic achievement in Social science.

44. To study the effect of Girls School adjustment on Academic achievement in Social science.

45. To study the effect of Girls Study habits on Academic achievement in Social science.

46. To study the interaction effect of Girls Emotional intelligence and School adjustment on Academic achievement in Social science.

47. To study the interaction effect of Girls Emotional intelligence and Study habits on Academic achievement in Social science.

48. To study the interaction effect of Girls School adjustment and Study habits on Academic achievement in Social science.

49. To study the interaction effect of Girls Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

iv) **Urban students**

50. To study the effect of Urban students Emotional intelligence on Academic achievement in Social science.

51. To study the effect of Urban students School adjustment on Academic achievement in Social science.
52. To study the effect of Urban students Study habits on Academic achievement in Social science.

53. To study the interaction effect of Urban students Emotional intelligence and School adjustment on Academic achievement in Social science.

54. To study the interaction effect of Urban students Emotional intelligence and Study habits on Academic achievement in Social science.

55. To study the interaction effect of Urban students School adjustment and Study habits on Academic achievement in Social science.

56. To study the interaction effect of Urban students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

v) Rural students

57. To study the effect of Rural students Emotional intelligence on Academic achievement in Social science.

58. To study the effect of Rural students School adjustment on Academic achievement in Social science.

59. To study the effect of Rural students Study habits on Academic achievement in Social science.
60. To study the interaction effect of Rural students Emotional intelligence and School adjustment on Academic achievement in Social science.

61. To study the interaction effect of Rural students Emotional intelligence and Study habits on Academic achievement in Social science.

62. To study the interaction effect of Rural students School adjustment and Study habits on Academic achievement in Social science.

63. To study the interaction effect of Rural students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

**vi) Government school students**

64. To study the effect of Government school students Emotional intelligence on Academic achievement in Social science.

65. To study the effect of Government school students School adjustment on Academic achievement in Social science.

66. To study the effect of Government school students Study habits on Academic achievement in Social science.

67. To study the interaction effect of Government school students Emotional intelligence and School adjustment on Academic achievement in Social science.
68. To study the interaction effect of Government school students Emotional intelligence and Study habits on Academic achievement in Social science.

69. To study the interaction effect of Government school students School adjustment and Study habits on Academic achievement in Social science.

70. To study the interaction effect of Government school students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

71. To study the effect of Private school students Emotional intelligence on Academic achievement in Social science.

72. To study the effect of Private school students School adjustment on Academic achievement in Social science.

73. To study the effect of Private school students Study habits on Academic achievement in Social science.

74. To study the interaction effect of Private school students Emotional intelligence and School adjustment on Academic achievement in Social science.

vii) Private school students

71. To study the effect of Private school students Emotional intelligence on Academic achievement in Social science.

72. To study the effect of Private school students School adjustment on Academic achievement in Social science.

73. To study the effect of Private school students Study habits on Academic achievement in Social science.

74. To study the interaction effect of Private school students Emotional intelligence and School adjustment on Academic achievement in Social science.
75. To study the interaction effect of Private school students Emotional intelligence and Study habits on Academic achievement in Social science.

76. To study the interaction effect of Private school students School adjustment and Study habits on Academic achievement in Social science.

77. To study the interaction effect of Private school students Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

In pursuance of the General Objectives – (iii), the following specific objectives were setup:

78. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of Secondary school students in predicting Academic achievement.

79. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of boys and girl students in predicting Academic achievement.

80. To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of urban and rural students in predicting Academic achievement.
To determine the relative efficiency of Emotional intelligence, School adjustment and Study habits of government and private school students in predicting Academic achievement.

In pursuance of the General Objectives – (iv), the following specific objectives were setup:

82. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of Secondary school students.

83. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of boys and girls.

84. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of urban and rural students.

85. To determine the direct and indirect effect of Emotional intelligence, School adjustment and Study habits on Academic achievement of government and private school students.

3.5 Hypotheses of the Study

Keeping in view the above specific objectives, the following hypotheses were framed:

1) There is no significant difference between boys and girls in respect of their Emotional intelligence.
2) There is no significant difference between urban and rural students in respect of their Emotional intelligence.

3) There is no significant difference between government and private school students in respect of their Emotional intelligence.

4) There is no significant difference between boys and girls in respect of their School adjustment.

5) There is no significant difference between urban and rural students in respect of their School adjustment.

6) There is no significant difference between government and private school students in respect of their School adjustment.

7) There is no significant difference between boys and girls in respect of their Study habits.

8) There is no significant difference between urban and rural students in respect of their Study habits.

9) There is no significant difference between government and private school students in respect of their Study habits.

10) There is no significant relationship between Emotional intelligence and Academic achievement of boys in Social science.

11) There is no significant relationship between Emotional intelligence and Academic achievement of girls in Social science.
12) There is no significant relationship between Emotional intelligence and Academic achievement of urban students in Social science.

13) There is no significant relationship between Emotional intelligence and Academic achievement of rural students in Social science.

14) There is no significant relationship between Emotional intelligence and Academic achievement of government school students in Social science.

15) There is no significant relationship between Emotional intelligence and Academic achievement of private school students in Social science.

16) There is no significant relationship between School adjustment and Academic achievement of boys in Social science.

17) There is no significant relationship between School adjustment and Academic achievement of girls in Social science.

18) There is no significant relationship between School adjustment and Academic achievement of urban students in Social science.

19) There is no significant relationship between School adjustment and Academic achievement of rural students in Social science.

20) There is no significant relationship between School adjustment and Academic achievement of government school students in Social science.
21) There is no significant relationship between School adjustment and Academic achievement of private school students in Social science.

22) There is no significant relationship between Study habits and Academic achievement of boys in Social science.

23) There is no significant relationship between Study habits and Academic achievement of girls in Social science.

24) There is no significant relationship between Study habits and Academic achievement of urban students in Social science.

25) There is no significant relationship between Study habits and Academic achievement of rural students in Social science.

26) There is no significant relationship between Study habits and Academic achievement of government school students in Social science.

27) There is no significant relationship between Study habits and Academic achievement of private school students in Social science.

3.6 Variables Considered in the Study

3.6.1 Independent Variables

The independent variables considered in the present study were as follows:

i. Emotional Intelligence

ii. School Adjustment

iii. Study Habits
3.6.2 Dependent Variable

Academic Achievement in Social Science

3.6.3 Moderator Variables

i. Gender (boys and girls)

ii. Locality (urban and rural)

iii. Types of Management (government and private)

3.7 Rationale for the Study – Empirical Evidences for the Selected Variables

The rationale for the study is briefly presented in the following headings:

The research studies conducted so far in the area of students Emotional intelligence, School adjustment, Study habits and Academic achievement in Social science form the basis for setting objectives and hypotheses for the present study. Thus, the critical appraisal of the related studies is presented below;

i. Emotional Intelligence

**Gyanai T. C. and Kushwha, Shymaundar (2001)** Explained Emotional intelligence and its development. Emotional intelligence is a type of Social intelligence which refers to the ability to set a goal in life. Work towards achieving the negotiate it and feel emphatic towards others. A key set of characteristics makes up Emotional intelligence. Such as self
awareness, self-regulations, motivation, empathy and Social skills. Academic intelligence has little to do with Emotional life. Emotional intelligence is more important IQ contributes above 20% to the factors the determine the success in life. The remaining 80% is contributed by emotional intelligence. Studies have shown that IQ is inherent but Emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to once health, relationship and performance. In order to survive in a fast changing and competitive world, every person needs to develop and nurture Emotional intelligence.

**Gokhar S.S. (2003)** Studied the Emotional maturity of students at secondary level (self concept and academic achievement) and found that i)high achievers are high in their Emotional maturity, ii) negative correlation between Intelligence and Emotional maturity.  

**Drago and Judy (2004)** Studied the relationship between Emotional intelligence and Academic achievement of students in non-traditional college and revealed that, Academic achievement is related to students ability to recognize, use and manage their emotions.  

**Parker (2004)** Studied the relationship between Emotional intelligence and Academic achievement and revealed that i) Academic success was strongly associated with several dimensions of Emotional intelligence.  

**Umadevi (2009)** Studied the relationship between Emotional intelligence, Achievement motivation and Academic achievement and revealed that, i)There was positive relationship between Emotional intelligence and Academic achievement
of Primary school student teachers. ii) There was a positive relationship between Academic motivation and Academic achievement of Primary school student teachers. **Chamundeswari (2013)** Studied Emotional intelligence and Academic achievement among students at the higher secondary level and found that, i) A positive significant co-relation between Emotional intelligence and Academic achievement among the students. **Upadhyaya (2013)** Studied the relationship between Emotional intelligence and Academic achievement among student teachers and revealed that, i) Emotional intelligence is positively related to Academic achievement (theory and practice) and student teachers with high Emotional intelligence score better in theory and practical examination then the student teachers with low Emotional intelligence.

**ii. School Adjustment**

**Saroja Gudadur (2010)** Studied an effect of mental health, social adjustment and socio-economic status on academic achievement of secondary school students and revealed that i) Interaction effect of high and low mental health, high and low school social adjustment and high and low socio-economic status of IX standard students are not found significantly on total academic achievement and in school subjects; and ii) The girl students have high mental health and high school social adjustment than the boys students of IX standard. **George (1966)** studied comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala state and found that, the pupils
with high intelligence were identified as better adjusted and higher achievers in all the groups studied. **Reddy (1978)** studied that related academic adjustment of scholastic achievement of secondary school pupils and found that; academic adjustment was significantly related scholastic performance. **Walgerg et.al. (1986)** collected data from national sample and found that; academic achievement was related to ability, motivation, amount of home work, school and class environment, home environment, sex and race. **Ramachandra (1990)** in his study of relationship between performance and some of the psychological variables found that, adjustment problems have been found to be negatively associated with achievement. **Tiwari (1996)** studied the degree of adjustment of high and low achieving adolescents in different areas and found that: home, social and emotional adjustments of high achieving adolescents were better than the low-achieving adolescents. **Jyoti (2000)** studied to explore the extent of relationship between scholastic achievement and academic adjustment and found that academic achievement was higher among those having higher academic adjustment and academic adjustment positively influenced academic achievement.

**iii. Study Habits**

**Singh (2011)** examined academic achievement and study habits of higher secondary students and revealed that; i) The results indicates that girls and boys differs significantly in their study habits and
academic achievement; and ii) It also clears that good co-relation in study habits and academic achievement. **Bhan and Gupta (2010)** studied that study habits and academic achievement among the students belonging to scheduled caste and non-scheduled caste group and revealed that; i) Sex has no significant impact on the study habits and academic achievement of students; and ii) Caste has significant impact on the study habits and academic achievement of students. **Raj and Sreethi (2000)** Studied academic achievement as related to procrastination behaviour and study habits and found that; Procrastination behaviour lead to improper study habits which further leads to lower academic achievement. **Sen, Barat Kalpana (1992)** Studied an investigation into the personality make-up, intelligence and study habits of high and low achievers and revealed that; Study habit-achievement and intelligence-achievement were positively correlated. **Ramaswamy (1988)** Studied an enquiry into the correlates of achievement and revealed that; academic achievement was positively related to personality, achievement motivation, self-concept, study habits and SES among high and low achieving boys and girls. **Nagailiankim, Caroline (1988)** Studied an investigation into the attitude and study habits related to achievement in mathematics of class IXth standard and revealed that; i) No significant difference were found in the study habits scores of high, average and low achievers in mathematics; and ii) Male and Female students belonging to high, average and low scores on
mathematics achievement did not show significant difference in their attitude as well as study habits scores. **Ghalsasi (1988)** Studied a descriptive and experimental study in the field of study habits / skills of students in secondary schools and revealed that; i) significant difference were not noticed between the study habits scores and the achievement scores. **Chopra (1982)** Studied some non-intellectual correlates of academic achievement revealed that i) Study habits were positively related to academic achievement; and ii) Home adjustment was more closely related to academic achievement than emotional health and social adjustment. **Shivappa (1980)** Studied factors affecting the academic achievement of high school pupils revealed that; i) Study habits, emotional aspiration, socio-economic status and intelligence quotient were significant positive correlates.

### 3.8 Delimitations of the Study

The aim of the investigation was to study the impact of the students’ components, namely, Emotional intelligence, School adjustment and Study habits on Academic achievement in Social science.

The study was thus confined to recognized Government and Private secondary schools located in Haveri district. Students studying in IX standard during academic year 2014-2015 were involved in the study.
While measuring Academic achievement, the study was confined only to the performance of the students in a school subject, that is, social science. In particular, Academic achievement test in Social science was constructed with a focus mainly on the topics pertaining to History, Political science, Sociology, Geography, Economics and Business studies alone.

3.9 Definitions of the Technical Terms

A few terms appear frequently in the report of the investigation and they have been used with specific meaning. These are as follows:

i. Emotional Intelligence

Emotional intelligence motivates employees to pursue their unique potential and purpose, and activates innermost potential values and aspirations, transforming them from things they think about, to what they do. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.

Emotional intelligence is being able to monitor our own and others’ feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1993).
Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing emotions, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

However in the present study Emotional intelligence is the total score obtained by each students in ten factors of Emotional intelligence that is self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, and self development, value orientation, commitment and altruistic behaviour.

**ii. School Adjustment**

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment and when used in the sense it carries clear positive connotations, i.e., well adjusted. The implication is that
the individual is involved in a rich, ongoing process of developing his or her potential, reacting to and in turn changing the environment in a healthy, effective manner.

In other words adjustment is a state of compute equilibrium between an organism and its environment, a state where in all needs are satisfied and all organism functions are being carried out smoothly.

According to L. S. Shaffer, Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.

Gates, Jerslid and Others, Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.

However, in the present study School adjustment is refers to various aspects of life (Emotional, Social Education) in terms of their characteristic behaviour and feeling in and about the school.

iii. Study Habits

In school, high academic performance has been attributed to students’ effective study habits. This is the reason why the teacher tries to adopt many techniques to help the students to learn.

The learner’s Dictionary has defined study as a “mental effort to obtain knowledge”. This means that studying is an art of learning which helps the
individual not only to acquire knowledge but also the skill and habits to study.

Narramore (1974) defined habit as a Pattern of activity which, through repetition, has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect. Effective study habits refers to a situation in which a learner studies regularly to achieve maximum success in his social work.

Study habits, therefore, refers to learning which leads to the achievement of a learner’s goal, through a prescribed pattern of steady behaviour.

"Effective method of study consists basically in applying those fundamental principles, which underline efficiency".

Study Habits as basic application of the mind to a problem or subject.

The study habits is characteristic pattern, which an individual follows in learning about things and people".

In the present study, Study habits is the process of learning habitual ways of exercising and practicing their abilities for learning.

iv. Academic Achievement

“Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it
is not related to a single instance, but occurs across time and levels, through a student’s life in public school and on into post secondary years and working life.” (Steinberger, 1993) Merriam Webster defines achievement as “the quality and quantity of a student’s work.” This second definitions is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students’ work; we need to calculate the mean of their overall grades during the first semester of the current year.

The factors which influence on Academic achievement of students are many that are students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, Socio-economic status etc., are some of the factors which affect the Academic achievement of students. In the present study Emotional intelligence, School adjustment and Study habits of students are the factors, which are conceived to influence on Academic achievement. The Academic achievement in social science, which is considered as dependent variable that is the performance of the IX standard students in social science subject.