CHAPTER – II

REVIEW OF RELATED LITERATURE

2. INTRODUCTION

Any worthwhile research study in any field of knowledge requires adequate familiarity with the work, which has been already done in the same area. A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. Hence the search for related literature is necessary for a good research work, even though it is a time consuming process.

Within the minimum time, an earnest effort was made to collect the related relevant information pertaining to the area under study. Some of the studies are reported here.

2.1 STUDIES RELATED TO MENTAL HEALTH

Anand S.P. (1989) conducted a study on mental health of high school students. The main objective of the study was to find out the mentally health and unhealthy students and to find out the relation between parental educational and occupational status. It was found that mental health of children was dependent upon education and occupational status of parents. Sound mental health was positively related to academic achievement and both of them were positively related to parental status. The degree of mental health was also related to the type of school, being the highest in convenient schools, followed by Sainik DAV and DM schools, respectively.

Bhugendranath Panda (1989) conducted a study on mental health personal adjustment and Saora Acculturation (A cross-cultural study) in secondary school students, boys and girls. The samples selected for the study were 290 students. The main objective of the study was to study the independent and interactive effects of acclimation and sex on mental health score of Oriya children. He found that, Oriya
groups possess better social adjustment than other groups; and there does not any
difference between all other group combinations in their mental health.

Rao (1979) conducted a study on mental problems of children in the age range of 13-
16 years of old boys and girls sample selected for this study was 428. He found that
18.80% boy and 22.80% girls sufferings mental health problems.

Albert and Howard (1977), examined child rearing practices, socio economic
antecedents on the group embedded figure test performance in the age range of 14-15
years old high school children of racially mixed and Negro populations. It was found
that differences between ethnic group and child rearing practices and SES factors
determined cognitive styles.

Hardeo, Ohja and Rajiv R.Singh (1988) Conducted a study on “child rearing
attitude on related to 8 insecurity and dependent proneness. The purpose of the
investigation was to determine the relationship of child rearing attitude with
personality traits of security – insecurity and dependence process 156 adolescents
(107 boys, 49 girls) were administered Ohja parent Behavior inventory. Moshin
Hindi adaptation of Maslow security insecurity test and Sinha dependence process
scale. The results indicated that fathers and mothers are restrictive, rejective;
neglecting attitude gives rise to insecurity while their permissive attitude reduces
insecurity. Projective child rearing of both parents fosters dependences proneness
while their neglecting attitudes negatively associated with it father restriction was
positively associated with dependence proneness but mother’s restriction was
associated with it.

Hema Varma (1997) conducted a study on parent’s personality; their child rearing
attitudes and they’re off spring’s personality. The purpose of the study was to inter
correlate the parent’s personality and child rearing attitudes and their children’s
personality to meet this purpose two samples were selected 100 parents and 100
students (50 boys and 50 girls) Parents (100 mothers and 100 fathers of the same
family). To determine parents’ personality aggression, authoritarianism, Anxiety
extroversion and neuroticism dimensions were selected. To determine the child
rearing attitudes restrictive – permissive, loving – rejecting protecting – neglecting
attitude dimension were included. It was assumed that parents child rearing attitudes
will be significantly related to their off springs, personality and to their own personality and parent’s personality will be significantly related to boys and girls personality. It was found that parents’ personality is very strongly associated with the children’s’ personality. There was significant relation between parent’s child rearing and children’s personality.

**Prasanna K.C.B (1989)** conducted a study on certain mental health variables associated with high and low achieving adolescents.

1) It studied that all the mental health variables studied discriminated between high and low achieves in most of the groups studies.

2) High achievers had higher mean scores than low achievers for all the 16 mental health variables studied. The findings of the study indicate the need

   A) avoid threats which caused disequilibrium in children.

   B) To provide for guidance – oriented teaching.

   C) To organize extension lectures for parents and community

   D) To form parent – teacher association and to encourage pupils to participate in extracurricular activities and institutional guidance.

**Vashishta.K.C. (1982)**, conducted a study on personality differences among family reared and institution reared boys and girls as indicated by Rorschach ink blots.

1) He found that family – reared boys and girls were superior on the trait of emotional construction.

2) Family reared boys and girls possessed abundance of creative impulses.

3) Institution – reared boys and girls possessed marked inhibition of sexuality.

4) Family – reared boys and girls were more dependent.

5) Family reared boys and girls exhibited traits regarding relish for sexual experience.
6) Institution – reared boys felt difficulty in establishing close personal relationship.

7) Family-reared boys and girls were more interested in practical concern than in theorizing.

8) Family reared boys and institution reared girls had a high level of general anxiety.

9) Institution – reared girls had high anxiety concerning bodily function.

10) Institution – reared boys and girls were highly introspective.

11) Family reared boys and girls had high inhibition of aggression.

12) Family reared boys and institution reared girls were superior in emotional construction.

13) Family reared boys and institution reared girls had abundance of creative impulses.

14) Family – reared girls and institution – reared boy’s possessed marked inhibition of sexuality.

15) Family reared boys had a high degree of empathy.

2.2 STUDIES REPORTED RELATED TO EMOTIONAL INTELLIGENCE

Researches conducted in the domain of Emotional Intelligence clearly indicate that this aspect of personality plays a vital role in the manifestation of human behavior by which one attempts to deal with different emotive situations and meet his needs including the efforts to maintain harmonious relationship with the environment.

Aggrawal, (1992) noted that emotional intelligence and competence are affected by the levels of frustration. Regression and frustration denotes emotional competence in people of high-social economic-status.

Schutte, N et al(1998) found out that scores of emotional intelligence were significantly higher for females than males, consistent with prior finding in studies of
emotional skills: (a) were not related to cognitive ability; (b) were associated with the openers to experience trait of the big five personality dimensions.

**Bharadwaj (1993)** suggested that in comparison to cerebral palsied children; the blind ones have greater adequate expression and control of emotions. In comparison to normal children, the blind ones have greater adequate depth of feeling, adequate expression and central of emotions, ability to function with emotions and ability to cope with problem emotions.

**Ritu (1993)** concluded that the level of competence and its competencies differ significantly among both the handicapped and non-handicapped children.

**Jain (1993)** pointed out that in comparison to take adolescents having moderate anxiety, the late adolescents having high anxiety, have greater ability to cope with problem emotions, ability to function with emotions, encouragements of positive emotions and emotional competence in general. Religious affiliation also affects it. In comparisons to Muslims, Hindus, Christians have better ability to cope with problem emotions and yet a more effective emotional competence in general. In comparisons to Hindus, Christians have a greater ability to function with emotions in high anxiety group and more encouragement of positive emotions in general.

**Jain (1993)** noted that socio-economic status also affects emotional intelligence. In comparisons to high socio-economic status group, the late adolescents of low socio-economic status have more adequate depth of feeling in both Hindus and Muslims having moderate and low anxiety respectively.

**Sharma (1994)** has found out that emotional competence affects different psychogenic needs of both the handicapped and non handicapped children. She observed that emotionally competent children have more need for introspection, succorationally incompetent ones. Among visually handicapped children, the emotionally intelligent children, have a greater need for order, autonomy, interception, succorence, muturance and endurance as compared to the emotionally incompetent children.

**Bharadwaj and Chauhan, (1993)** in comparison to chemical dependent people, the non-dependents have greater emotional competence. Unlike academic intelligence,
Emotional Intelligence can be developed. In this study is on parental inducement of emotional intelligence.

Martines -Pons- Manuel (1998) reveals that 109 adolescents were surveyed to assess their perceptions of their parents influence on their emotional intelligence and thrown emotional intelligence as well as their task oriented (TO) social functioning (SF) and depression symptomatology (DS), path analysis disclosed a substantial effect of parental modeling, encouragement, facilitation and rewarding on the subjects emotional intelligence, and important effects of emotional intelligence on TO, SF and DS were found. The results are interpreted in the light of modern social cognitive theory.

Sing (2003) reveals that various professionals may require a different level of EQ of course; teaching is a profession that needs high emotional intelligence for the effective functioning.

Gill (2003), Ghosh (2003) have described that children with high EQ are more confident, are better learners, have higher self esteem, have been behavioral problems, are more optimistic and happier, handle their emotions better and even to be a successful entrepreneur one needs to have a high emotional intelligence.

Seema (2004) reveals that there is a significant relationship between age and emotional intelligence among elementary school teachers. But with respect to type of school there is a significant difference among elementary school teachers.

The ego-strength promotes the ability to function with emotions and ability to cope with problem emotions in general (Garg, 19)


The study revealed that, on the basis of father’s education, and occupation, family income, type of lodging, size of the family, cultural level of home, students belonging to higher occupational, educational and socio economics groups showed significantly higher mean achievement than students coming from lower categories.
Joshi A.N.


a) The study revealed that the male & students were found to be higher in such language errors as where as the female 8th graders were found to be higher in failure to use a word in relation to the pronoun and failure to use neither.

b) The growth of English language ability was found to be influenced to such factors as intelligence, socioeconomic status, locality, and personality factors.

Khare.M.


The study revealed that cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

Lohithaksha.P.M.


The major findings were

a) The educational backward was associated with one’s communal backgrounds.

b) Poor economic home conditions as well as irregular school attendance were related to educational backwardness.

Lulla.B.P., Shah G.B. and Dare D.R.

In their study on investigation into the coverage of general backwardness at the elementary stage class I – VII found that scholastic under achievement was both a social and a school problem i.e., pupil’s backwardness in school was ultimately related to their family conditions and social background.
At La Salle Academy, a private school in Providence, Rhode Island, students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called “Success for Life.” The school’s academic council voted to approve this program by 20-0 vote (Pasi, 1998). Pool the senior editor of Educational leadership; stated in an article she wrote in 1997 that emotional well-being is a predictor of success in academic achievement and job success among others. Finnegan (1998) argues that schools should help students learn the abilities underlying emotional intelligence. 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” (p.23) Students often experience failure in school, at home, with friends and on the job because they have poor communication skills, argue Cangelosi and Petersen (1998).

Cover & Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter-stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement. In September 1999, a conference on emotional intelligence was held in Chicago, IL. The conference mission was to “provide the most comprehensive learning forum on emotional intelligence and its impact in the workplace” Linkage Incorporated claims that “research shows that well-developed EI distinguishes individual “Star performers “ and plays an important role in determining which organizations will outperform the competition, due in part to higher retention rates.”

2.3. STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Jangannadhan.K. The effects of certain social psychological factors on the academic achievements of children studying in classes V to VII. Ph.D. EDV-SVD-1985. The major findings were:

a) The inter correlations between social psychological variables showed that, home environment had a positive and significant correlation with other
independent factor. The relationship of home environment with socioeconomic status and school environment was significant it 0.5 percent.

b) Home environment yielded a correlation of 0.042 with academic achievement and was found highly significant.


The major findings are:

The home variables such as educational environment, income, spatial environment, social background, provision of facilities and parent – child relationship showed a significant difference between the high achievements and low achieves at 0.01 level.


a. The influence of home environment on achievement was positive and significant.

b. The socio economic status was positively and significantly related with academic achievement.

c. The student achievement was related with SES irrespective of the home being in a village, a town or a city.

d. The academic achievement of rural and urban students was closely related with their guardian’s income.

e. There was a positive and significant correlation between SES and academic achievement in the case of boy and girl student of rural and urban area.

Chakrabarti.S A critical study of the socio-economic background of the family, education environment of the family, and the quality of schools and academic
The study revealed that there was no significant difference in the achievement of boys and girls.


Singh B.N.K. “Some non intellectual correlates of academic achievement”

The survey of research in Ed., M.B.Buch., Centre of Advanced study in Education, at Baroda 1974 P – 346. The Study revealed that

a) Academic Achievement had a significant positive correlation with father’s occupation and education.

b) Relationship between achievement and family income though positive was not stoically significant.

Lalithamma K.A. “A Study of relationship of socioeconomic factors with the achievement of students in secondary school” PhD. Thesis in edn., in Kerala City – Kerala – 1964. The study revealed that:

a) There was a significant difference in the performance of boys and girls in achievement, the difference being in favour of boys.

b) Achievement of low SES students was lower than that of the total sample.


A survey research in Ed. M.B.Buch 3rd Ediction 197883 P – 671
The major findings were:

a) Socio economics status did not affect academic performance in the city, town, and village areas.

b) The number of siblings seemed to effect performance.

c) The exposure to mass media did not effect school achievement.


The major findings were the three independent variables school attitude, study habits, and intelligence was significantly related to the prediction of scholastic achievement while socioeconomic status was not.


a) A study revealed that there was no significant relationship between achievement in science and SES.

b) Social economic status seemed to have no relationship with school achievement.

**Kapoor Rita** A study of factors replaceable for high and low achievement at the high school level “Ph.D. Education, Avadh – Uty 1984.


a) Among both boys and girls and high achievers seemed to show a higher level of intelligence as compared to average and low achievers.

b) A majority of high achievers belonged to higher SES groups and a large number of low achievers belong to lower SES groups.

c) The high achievers had better home health, social, compilation and school adjustment.
d) Among boys and girls, the high achievers had better study habits as compared to the average and low achievers.


**Problem:** This study is a comparison of self concept attitude, adjustment and achievement between male and female Scheduled Castes/ Scheduled Tribes student-teachers. The study, also attempts to find out whether there is a relationship between these psychological variables and the achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers.

**Objectives:** (i) To study the difference between Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes student teachers with regard to self-concept. Attitude, adjustment and achievement, (ii) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes male and female student-teachers with regard to various areas of self-concept. Attitude, adjustment, and achievement (Hi) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers of two age-groups. i.e. 25 years and below and above 25 years, (iv) to study the relationship of self-concept, attitude and adjustment with the achievement of Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes male and female student-teachers. and (v) to study the predictive efficiency of self-concept, attitude and adjustment with regard to the achievement of Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes student teachers.
Methodology: A sample of 324 Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers from various teacher training colleges in Madhya Pradesh was selected for the study. The two groups of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers were further classified according to sex and age. M.R. Rastogi's Self teachers to a significant level. (9) Achievement of all student-teachers could be predicted through their home adjustment worthiness and educational adjustment. [MSG 11651].


Problem: The study is about the influence of family relationship on adjustment and achievement of students.

Objectives: To compare the students having different family relationship with respect to (a) adjustment (b) anxiety. (c) Achievement motivation (d) self-concept and (e) achievement.

Methodology: The sample comprised 300 boys and 300 girls of Class XI of Agra City. The tools used were Parental Acceptance- Rejection Questionnaire of Jai Prakash and Bharga. Adjustment Inventory for School Students of Sinha and Singh. Indian adaptation of Sarason's General Anxiety Scale of A. Kumar. Achievement Motivation Test of R.P. Bhargava. Self-Concept Test of RP. Bhatnagar and academic achievement was considered using high school marks.

Major Findings: (1) Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total. Emotional, social, and educational adjustment of (2) Boys had better educational adjustment than girls. (3) Anxiety and achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. (4) No significant difference was observed between dimensions of self-concept and family relationship. (5) In academic
achievement accepted and average students did not differ from rejected students. [SS 0834].

**Sati, B. D. (1991).** Comparative study of needs, values, aspirations and adjustments in relation to academic achievements of Scheduled Castes and other students of secondary schools of Kumaun. Ph.D., Edu. KumauT1 Univ.

**Problem:** The study compares the needs values aspirations. and adjustments of Scheduled Castes (SC) and Non-Scheduled . Castes' (NSC) secondary school students in relation to their academic achievements.

**Objectives:** (i) To find out the distribution of value pattern, level of educational aspiration. Level of adjustment, need pattern and academic achievement, of Scheduled and Non-Scheduled Castes students. (ii) To compare the value pattern level of educational aspiration, level of adjustment, need pattern and academic achievement of Scheduled and Non-Scheduled Castes boys and girls, and (iii) to compare Scheduled Castes students on values, educational aspirations, adjustment and need pattern when differentiated on the basis of academic achievement and sex.

**Methodology:** The descriptive method was employed in the study. Three-stage stratified random sampling procedure was used to select the sample of 200 SC and 200 NSC students from Kumaun region. The tools used were Values Test by R.K. Ojha. Educational Aspiration Scale (Form P) by V.P. Sharma and Anuradha Gupta. Adjustment Inventory by Sinha and Sinha. Tripathi’s Personal Preference Schedule for Needs, and academic achievement of students was taken from school records. The data collected were analysed using mean, SD and ‘t’ test.

**Major Findings:** (1) Scheduled Castes boys had more defence, succorrance, emotional. Educational and total adjustment than 'Scheduled Castes girls. (2) Scheduled Castes boys and girls did not differ in their values and educational aspirations. (3) High achieving Scheduled Castes boys had higher theoretical value than low achieving boys though low achieving boys had higher economic value. (4) High achieving Scheduled Castes boys had higher change need than high achieving girls and low achieving boys had more affiliation need than low achieving girls. (5) Low achieving girls had more autonomous and dominance needs than low achieving boys and more dominance than high achieving boys. (6) The NSC boys had higher
theoretical value and more endurance need than NSC girls and girls of this category were at a higher level in social values educational aspiration deference. Succorance and aggression than the boys. (7) In Non-Scheduled Castes group (a) high achieving girls had higher economic values than low achieving girls; (b) low achieving girls had higher religious values than high achieving girls and boys. (c) High achieving boys had higher succorance and heterosexuality needs than low achieving boys and higher nurturance needs than low achieving girls, (d) high achieving girls had more abasement and nurturance needs than low achieving girls, (e) low achieving boys had more endurance than high achieving boys and more nurturance and endurance than high achieving girls.

**Objectives:** (i) To identify the problems of high schools under different managements, (ii) to study the educational facilities available in the high schools under different managements, (iii) to study the views of headmasters and teachers working in different managements, (iv) to study the effect of these problems on competency of teachers. and (v) to analyze the relationship between problems of teachers" their competency and standard of achievement of students in SSC public examination.

**Methodology:** The study is a descriptive survey' based on empirical data. Collected from the heads of an institutions and teachers. Relevant data were collected using questionnaires and observations. Data were also collected from documents of different offices.

**Major Findings:** (1) There were marked differences in the infrastructure facilities in the schools under different managements. (2) Private schools were in a much better condition followed by Z.P. schools and government schools took the third position. (3) Mode of selection for the recruitment of teachers varied in different managements. Government school teachers were found to have certain advantages like good financial support, good salaries. Leave facilities and retirement benefits. Government and Z.P. schools also had job security. Private school teachers were answerable to the management for the performance of the students. With the revision of syllabus in mathematics, physical sciences and social studies, teachers felt the need for orientation programmes.
Huguenard and Terri Layne (1992) focused on the relationship between teacher efficacy, certification and student achievement.

The objectives of the study were: (i) to examine whether teacher certification and subject area teaching responsibilities have impact on teacher efficacy, (ii) to validate the correlation between teacher efficacy and student achievement at the middle school level. The sample consisted of 144 teachers. The tools used were: Gibson and Dembo teacher efficacy and professional employment survey. The ANOVA and ANCOVA were used to analyze data. The major variables were: Teacher efficacy and student achievement.

The major findings of the study were: (i) there is no significant difference between elementary and secondary certified teachers on teaching efficacy scores, (ii) there is no statistical significant difference between the test scores of students whose teachers possess high and low teaching efficacy scores, (iii) Approximately half of the teacher’s plans for improving instruction were based on student outcomes.

Chhaganlal and Mansukhabhai (1992) studied the value, adjustment, attitude towards the teaching profession and academic achievement of teachers’ children as compared to non-teachers’ children.

Stratified purposive sampling technique was followed in the study. In the sampling purpose first of all three districts of Saurashtra region were selected. Then four taluks were selected randomly from the three districts. It was decided to select high schools situated at districts and taluks. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus, twenty-four schools were selected. From these schools 591 teachers’ children (266 boys and 325 girls) were selected. Correspondingly same number of non-teachers’ children were taken from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included Value Scale constructed by the researcher, Adjustment Inventory of K.G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement.
Among other things, the study revealed that: (i) Non-teachers’ children were significantly better than teachers’ children in social value, whereas, teachers’ children and non-teachers’ children were found equal in power value, religious value, aesthetic value, theoretical value and economic value; (ii) Primary teachers’ children were at a higher level than college teachers’ children in theoretical and social values; (iii) Teachers’ children were better adjusted than non-teachers’ children; (iv) Primary, secondary and college teachers’ children did not differ significantly in adjustment. (v) Teachers’ children and non-teachers’ children did not differ significantly in their attitude toward teaching profession.


Miller found the relationship between attitudes toward reading and achievement in reading in first grade. A reading attitude inventory was constructed and administered to ninety seven pupils of first grade. Then Gates-MacGintie Reading Test, Primary A, was administered. Employing the test as the criterion, a subject’s reading achievement was assessed according to the Bond and Tiuker Reading expectancy formula: Years in school x IQ +10. If a subject achieved a grade equivalent score equal to or greater than his reading expectancy score, he was considered to be successful in learning to read.

Statistical procedures employed were: Pearson’s Product –moment coefficient of correlation, Fisher’s t-test, and multiple regression equations.

Findings of this research has shown a significant relationship between reading achievement and change in attitude towards reading successful achievement in reading and positively correlated with a change from less to more positive attitude toward reading.

**Gausneder, Bruce Michel (1971).** “Relationships among Teachers Attitudes, Students Attitudes and students Achievement” Dissertation Abstracts International. Vol. 31(9).
**Gausender** in his research found out the relationships among teachers’ attitudes, students’ attitudes and students’ achievement. Here considered the relationship between students’ attitudes towards school and their achievement.

The population was sixth grade children from one hundred and sixteen schools. Student attitude and student achievement data were analyzed. Analysis of variance was carried out on comprehensive tests of Basic skills Scores. There were no significant effects for students attitudes nor were there any significant interaction effects.


**Gausender** in his research found out the relationships among teachers’ attitudes, students’ attitudes and students’ achievement. Here considered the relationship between students’ attitudes toward school and their achievement.

The population was sixth grade children from one hundred and sixteen schools. Student attitude and student achievement data were analyzed. Analysis of variance was carried out on comprehensive tests of Basic Skills Scores. There were no significant effects for student attitudes nor were there any significant interaction effects.

**Evans:** conducted a study in which he analyzed the relationship of academic achievement and educational attitudes of student in a senior high school.

An attitude Scale was developed in which there were items covering three components of attitude i.e., (1) affect; (2) cognition; and (3) behaviour. Along with the attitude scale, the IOWA test of Basic skills and sequential tests of Educational Progress test results, school records were used to indicate the students’ academic achievement.

Two statistical tests, chi-square and Kendall’s Rank Correlation Co-efficient were employed.
The findings of the study indicated that the Student’s expressed attitudes toward education and his academic progress were congruous. On the attitude survey, high performing students expressed more positive attitudes towards education than low performing students. Again, implied that the high-performing students in the sample were able to adjust and succeed in the educational program.


Oas: revealed the relationship between the attitude of student toward school and achievement of the students. To measure the achievement, Iowla tests of educational subtests and composite scores were used. Pearson’s Product moment correlation was used. The F-test of significance was applied. Analysis of co-variance was used.

The results showed a positive relationship existed between achievement as measured by a grade point average and attitude toward school.


Belle: considered eight-hundred and eighty-two fifth grade students. Semantic differential was administered. Ninety-three way analysis of variance tests were run. The findings of the research was that high achievers do not necessarily perceive school related concepts more positively, potently and actively than do middle and low achievers.

Swanson (1991), conducted a study on the Academic achievement programmes in Settle public schools. The main objectives o the study was to evaluate the public schools office of academic achievement, early childhood model schools and academic achievement projects. The major findings at the study were (A) there were no measurable effects on achievement gains (B) There were substation correlations between the level of implementation and achievement gains increased.
Kitty. (1995) conducted a study on the relationship of school climate to academic achievement in Alabama. A survey questionnaire was administered to 241 High school students. The findings showed that there was a relationship between school climate and academic achievement. The findings indicate that student’s motivation showed no significant effect on the relationship between ability and academic achievement.

Shui Fong. (1997) conducted a study on family influence and children’s academic achievement in the sample consisted of 181 eight graders from two inner-city schools. Using questionnaire has done the data collection. The findings revealed that children’s academic achievement has been shown to be influenced by many family factors. Including family structure, socio-economic status and parenting styles. It indicates that authoritative parenting and children’s academic achievement were significantly correlated.

Afhan. (1988) conducted on variables affecting university academic achievement of Palestine Open University students. The aim of this was to investigate some of the learns variables that may have an influence on university academic achievement in a distance versus a conventional education setting. The findings showed that university achievement in both types of education have not been affected significantly by the variables of at control, Work, Responsibility or the university academic level. The gender factor has significantly affected the university academic achievement in a distance education setting.

Chan and Cole (1986), “The relationship between Socio-Economic Status and Academic Achievement of the High School Students”, Established that, the students with high Socio-Economic Status achieved best and the students with middle Socio-Economic Status achieved better and students with low to very low Socio-Economic Status achieved very less. The study also established by improving the Social and Educational Status of the Parents. There was improvement in the academic motivation of the students.

Page and Thomas (1971), Studied the Socio-Economic Status as the factor for deciding the adjustment and academic achievement of the students at secondary level.
The study revealed that, the Socio-Economic Status is the main factor for high or low adjustment and high or low achievement of the students.

Rao R. G (1965) found that habits and school attitudes were significantly related to the scholastic achievement but socio-economic status did not show much influence.

Pandey. R. P. (1974) (1) The upper achievement group of adolescent students differed significantly from the lower achieving group with regard to the personality factors. The personality factors were significantly related to academic achievement (2) Academic achievement was significantly related to rural and urban backgrounds.

Singh B. N. K (1975) concluded that academic achievement had significant positive correlation with father’s education and occupation. Though family income had positive relationship statistically it was not significant.

Prasad. B. (1977) found that the experimental group scored significantly higher than the control group. The difference between pre and post test scores of the experimental group was also significant. Thus the steady established social reinforcement on academic achievement.

Agarwal R (1982) concluded that there was no significant caste difference with regard to academic achievement. There was a positive relationship between a self disclosure and academic achievement. There was a positive relationship between academic achievement and parental acceptance and negative relationship between academic achievement and parental rejection.

Jasuja S. K (1983) concluded that (1) frustration and academic achievement were negatively and significantly related (2) girls achieved higher in the academic filed and were less frustrated as compared to boys.

Ghosh G. P (1985) found that (1) Urban students did not show better performance in science achievement than rural students (2) Boys did not show superiority over girls (3) There was a positive correlation between the scores in science achievement and academic motivation test.
Panwar, P. S (1986) concluded in his study on class XI students that the academic achievement had significant affect on self concept. Academic achievement had no significant relationship with feeling of inferiority.

Ved prakash & Saroj Pandey (1996) found that out of the three demographic variable mainly gender, area and category, it is only the category; it is only the category (caste) appears to have little influence on the performance of the students.

Sharma S (2002) in his study of intellectual factors and academic achievement in arts, science and commerce course socio-economic status at higher secondary stage found that the high as well as low achievers are both the science and commerce streams were superior to literary stream.

2.4 CONCLUSION

Review of related studies clearly reveals that a number of researches are done in the area of mental health, Emotional intelligence and academic achievement separately. But no such status that correlated mental health, emotional intelligence and academic achievement has been reported so for and that too in Karnataka. So the investigator made an attempt to find out whether there is any correlation between mental health, emotional intelligence and academic achievement.