CHAPTER 1
INTRODUCTION
Chapter - I

INTRODUCTION

A focal concern of education is to arrive at strategies and intervention which enable learner to achieve his full potential. When human resources are utilized to the optimal degree, it impacts positively on the status which the individual is likely to achieve in future life. Realization of this potential also contributes to mental health. Therefore the phenomena of underachievement and overachievement become an issue of great concern to the educators or social scientist.

Achieving not up to the expected level has now become a menacing problem not only in India but also in the most advanced countries of the world (Writh 1977, Clark et-al 1981, Garlet et-al 1985, Dianna 1986). It is quite recently that the research workers in the field of academic achievement have come to realize the growing danger of underachievement. (Ridding1966, Saxena1972, Haq 1987) in India, where illiteracy has assumed a gigantic shape, therefore underachievement is adding a new dimension to the problem.

Though the problem of over and under-achievement among the students can be traced back to the inception of the concept of measured intelligence, it was objectively comprehend and statistically recognized with methodological accuracy by Thorndike (1963). Baffled by the failure of prediction in relation to the discrepant achievers, the workers in the field focused their attention on finding out the causal and concomitants factors of overachievement that is achieving above the expected level, and underachievement, that is achieving below the level expected on the basis of intelligence. It is necessary to define over and underachievement as

*Discrepancies of actual achievement from the predicted achievement, predicted upon the basis of the regression equation between aptitude and achievement* (Thorndike 1963)

Educators are commonly interested in knowing whether a student is working up to its ability. Here the term “ability” refers to students performance on an IQ test
suppose a student performance better relative to the average of his age or grade
group on a test of aptitude or mental ability than on achievement test in some
subject matter field. This situation is of great concern to the teacher or an educator.
Such a students termed as under achiever, similarly a student is termed as an over
achiever if his performance is better relative to the average of his age or grade
group on a test achievement than on a test of mental ability. Any child who falls
below the average of all children is thought of as an under -achiever and who falls
above the average of all children is thought of as on over- achiever. This assumes
that all children are of the same ability. We know that all six year old or all ten year
old are not the same with respect to either native endowment all life experiences.
The differences show on our measures of academic aptitude as well as on any other
measures that we can apply to the children.

Although the concept of IQ is central to the definition of over and under-
achievement, the very fact that overachievement can also be there, points to the
reality that factors other than intellectual capacities contribute to academic
achievement. Knowledge of these factors can have immense applied importance.
For underachievers, intervention and guidance based upon these factors can be very
useful, for improving the performance of students.

Psychologist and Educationist predict the achievement of student on the basis
of their intelligence. The term intelligence is used most commonly in our day to
day conversation, we often comment that a particular child is intelligent or not
intelligent on the basis of the observation of their performance and behavior
concerned in comparison to other of his group, so human intellect has fascinated
scholars for centuries, Plato, Aristotle, Etard, Esquirol have formed the foundation
for the modern exploration of intelligence for the past two hundred years. Over the
last few decades the study of intelligence has been considered as one of the most
important means for selection, training, evaluation, diagnosis in clinical defense
and educational settings.

Intelligences are universal, in that all normal people exhibit some capacity for
each, but there is considerable individual variation in initial profile of intelligence
individual begin life with a particular profile of intelligence and this starting profile will have some influence on the achievement.

Now the question arises, what intelligence is? Over the years a number of psychologists have defined intelligence and though they differ in terminology most would probably agree that it is best defined as the ability to benefit from experience to learn new ideas or new set of behavior easily.

Intelligence Quotients (I.Qs) were developed and used during the initial part of the 20th century as measures of intelligence. French psychologist Alfred Binet pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998). More modern studies linked a person's I.Q. with their potential for success in general (Weschler, 1958) as well as with elements such as leadership success (Lord, De-Vader, & Alliger, 1986). However, the validity of the general academic measure of I.Q. was soon challenged on the grounds that it did not consider situational factors such as environment or cultural setting when predicting achievement (Riggio, Murphy, Pirozzolo, 2002). Theorists began to hypothesize that perhaps cognitive intelligence as measured by I.Q. tests did not encompass intelligence in its entirety, but that perhaps several types of intelligences could coincide within one person.

An influential psychologist in the areas of learning, education, and intelligence, E.L. Thorndike proposed that humans possess several types of intelligence, one form being called social intelligence, or the ability to understand and manage men and women, boys and girls, and to act wisely in human relations (Thorndike, 1920). Even David Wechsler, the originator of the Wechsler Adult Intelligence Scale (WAIS) intelligence tests, referred to both non-intellective and intellective elements of intelligence. The non-intellective elements, which included affective, personal, and social factors, he later hypothesized were essential for predicting one's ability to succeed in life.
The aggregate or global capacity of the individual to act purposefully to think rationally, and to deal effectively with his environment (Wechsler, 1944)

Later in the 1980s, Howard Gardner again raised the notion of multiple intelligences. A Harvard-educated developmental psychologist, Gardner proposed a theory of multiple intelligences which dictated that individuals possess aptitudes in several areas, including verbal, mathematical, musical, spatial, movement oriented, environmental, intrapersonal (the examination and knowledge of one's own feelings) and interpersonal (the ability to read the moods, intentions, and desires of others) spheres (Myers, 1998). These intelligences were thought by Gardner to be as important as the type of intelligence typically measured by I.Q. tests (Gardner, 1983). These theories open doors to other theories like emotional intelligence.

It has now become an established fact that intelligence and academic achievement are so closely related to each other as it has evidenced by large number of investigations (Mc-Candles 1972, Chatterji 1974, Robert 1981, Flynn 1991) that it can be safely said the intelligence is the most important predictor of academic achievement. However the relationship between the two variables has never found to be perfect. A chunk of population has in such studies always remain unpredicted that is either the subject have fallen above or below their predicted levels. This kind of discrepant achievement was realized by the early workers in the field like (Painter 1922, Peters 1926, Burt 1937) also, but they failed to identify exactly what caused the failure of prediction in such cases. Believing the perfect relationship between intelligence and achievement they held some methodological error as responsible for the failure of prediction. However it was Burt (1937) that indicated the role of schools in contributing towards the over and under-achievement of the peoples cause by the “Pull and Push” force of the schools since that time the research worker has been trying to find out factors responsible for discrepant achievement going unpredicted by intelligence.

The term over-achievement and under-achievement which owe their origin to the genius of Burt (1937) started appearing on the horizon of achievement prediction quite early, those who achieved higher than expected on the basis of
intelligence were called by Burt over-achiever and those who achieve lower were called as under-achiever. The concept whoever took a long time to get clarified and read the methodological precision where its stands today. The pupil who is not working hard enough to achieve to the limits allowed by his abilities (Kowitz Armstrong)

For conducting any research work on over and under-achievement it is essential to have a clear understanding of the phenomena from definitive and methodological point of view. As suggested by Thorndike, it is necessary to define over and under-achievement as discrepancies of actual achievement from the predicted achievement “Predicted upon the basis of the regression equation between aptitude and achievement” (Thorndike 1963). As such overachievement would refer positive discrepancies and under-achievement to negative discrepancies of the actual achievement from the predicted value, predicted on the basis of intelligence which has been accepted as a single most important predictor of academic achievement. Thorndike further argues that “we must predict achievement from aptitude on the basis of the known correlation between the aptitude measure and achievement measure. The prediction equation or regression equation tell us the average of typical achievement score for individuals at any given aptitude level. (Thorndike 1963)

It is quite recently that the controversy surrounding the accomplishment quotient as the most reliable and precise major of potential achievement has subsided into a sort of consensus that intelligence is the most important yet an imperfect predictor of school attainment (Crane 1959, Burt 1959).

This appears to be the earliest breakthrough in the direction of recognizing the influence of a non-intellectual factor in achievement. Although these early worker had not been able to recognize the regression effect in achievement behavior which is exhibited in this downward movement of high scores and the effort movement of the low scores toward the group mean score, they accepted influence of school on achievement, thus, at least implicitly weakening the position of intelligence as a absolute determiner of achievement. The concept of intelligence as the standard
capacity of scholastic achievement, which was rather an implied denial of other possible known intellectual factors operating on achievement however continued for a long time.

In 1972, Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor which they called conscientiousness predicted achievement in all areas. What was tested under personality was among others whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence.

Research to understand the unexplainable factor associated with life begin to look up new theoretical construct and soon stumbled up on the notion of social intelligence explain back in 1920s, By E.L. Thorndike. This recent revival in the field of social intelligence has put forth ideas like multiple intelligence (Gardner 1983), Motivational intelligence (Wagner Sternberg 1985), and emotional intelligence (Mayor & Salovey 1990, Goleman 1995, Mayor & Gahar 1996, Bar-On 1997).

Emotional intelligence refers to an ability to perceive and recognize emotions, to assimilate emotions, to understand the massage and meaning of the emotions. Emotional intelligence is the ability of managing and regulating emotions (Mayer and Salovey, 1997; Salovey and Mayer, 1990). According to Mayer and Salovey, emotional intelligence reflects not a single trait or ability but, rather, a composite of distinct emotional reasoning abilities: perceiving, understanding, and regulating emotions. Perceiving emotions consists of recognizing and interpreting the meaning of various emotional states, as well as their relations to other sensory experiences. Understanding emotions involves comprehension of how basic
emotions are blended to form complex emotions, how emotions are affected by events surrounding experiences, and whether various emotional reactions are likely in given social settings. Regulating emotions encompasses the control of emotions in oneself and in others. An individual’s emotional intelligence is an indication of how he or she perceives, understands, and regulates emotions. In sum, emotional intelligence is a form of intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (Salovey & Mayer. 1990).

Emotional intelligence is a type of social intelligence that involves the ability to monitor own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action. (Salovey & Mayer 1990)

To say that a person is more intelligent than another can only means that he or she act more intelligently most of the time, research has continually shows that grade school or high IQ cannot predict unerringly who will be successful and who will not, in day to day word not intelligence is more important than the interpersonal, high IQ offers little to explain the different destines of people with roughly equal promises schooling and opportunity practical skills and the ability to handle people that include a part of the art of managing emotion contribute a lot for any success. Dr. Daniel Goleman called it emotional intelligence. Emotional intelligence at the most general level differs to the ability to recognize and regulate emotion in oneself and in others.

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, trust, creativity and influence. (Daniel Goleman 1995)

The most distant roots of Emotional intelligence can be traced back to Darwin’s early work on the importance of emotional expression for survival and adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance
of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike at Columbia University used the term social intelligence to describe the skill of understanding and managing other people as given before.

Similarly, in 1940 David Wechsler described the influence of non-intellective factor on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea of Multiple Intelligences which included eight area of intelligence.

In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Various theories of intelligence gave different concept of intelligence according to need and time. Charles spearmen 1927 gave G-Factor Theory (L.L. Thurstone 1928), Multi Factor Theory (J.P. Guilford 1967), 3-D Theory (Howard Gardner 1983), Multiple Intelligence Theory (Robert Sternberg 1984), Triarchic Theory, Emotional Intelligence Theory (Goleman 1995) etc.

The term EI was used for the first time in 1966 by German psychologist Leuner. Later in 1985 Wayne Leon Payne uses the term emotional intelligence in doctoral Dissertation at an alternative liberal art college this seems to be the first academic use of the term Emotional Intelligence.

Green’s Pans (1989) also put forward an EI model followed by Peter Salovey and Mayor 1990. In 1990 the work of two American University Professor John Mayor and Peter Salovey was published in two academic journal articles, Mayor University of New Hampshire and Salovey (Yale) were trying to develop a way up scientifically measuring the different between the people ability in the area of emotion. They found that some people were better than others at thing like identify there own feeling, identifying the feeling of other and solving problem involving emotional issues.

Daniel Goleman, a New York Times writer was a person most commonly associated with the term emotional intelligence whose beat was brain and behavior
research. Goleman had been writing article for the magazine Popular Psychology and than later for the New York Times newspaper.

The scope of emotional intelligence includes the verbal and non-verbal appraisal and expression of emotion the regulation of emotion in the self and others and the utilization of emotional content in problem solving. Many intellectual problems contain emotional information that must be processed. This processing may proceed differently then processing of known emotional information

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence (Downey et-al 2008, Katyal 1999, Rouhini 20008, Goleman 1995)

A large amount of research work done in the previous century concluded that the higher the intelligence the better the academic performance. Later observations made in other studies revealed that adolescent boys and girls in spite of having good IQ levels were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problems in managing relationships, and insufficient coping mechanism to deal effectively with the environment. Such results made the researchers think, analyze and explore the missing elements, which have profound effect on student’s academic performance.

Emotional intelligence is a relatively new concept in the second wave of the post IQ thinking which had its origin in the early 80s Howard Gardner multiple intelligence. It reflects a set of abilities such as being able to motivate one-self persists in the face of frustration. It enables us to control impulsive and delay gratification to regulate once mood and thought to empathize and to hope.

Educator can point also source of data to support this new direction. Students who are depress and angry literally cannot learn children who have trouble being accepted by their classmate are two to eight times as well likely to drop out. An ability to distinguish distressing feeling or handle frustration has been linked to eating disorder in girl.
Research evidence suggests that emotional intelligence can be more powerful than IQ. Eminent writer and author have published more than 100 of articles in different journal and magazine. Still it requires a systematic examination to test the significance of the concept of EQ, studies show that IQ is inherent but EQ can be develop and nurtured, even in adulthood and prove beneficial to once health relationship and performance, it only helps to understand and control yourself better but also others.

Early theorists such as Thorndike and Gardner paved the way for the current experts in the field of emotional intelligence. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives, ability or mixed model. Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Currently, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed, each within a somewhat different conception.

Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

Peter Salovey and John Mayer first coined the term "Emotional Intelligence" in 1990 (Salovey & Mayer, 1990) and have since continued to conduct research on the significance of the construct. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning. From emotion research came the notion that emotions are signals that convey regular and discernable meanings about relationships and that at a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002). They propose
that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviors (Mayer, Salovey, & Caruso, 2000).

Mayer and Salovey's conception of emotional intelligence is based within a model of intelligence, that is, it strives to define emotional intelligence within the confines of the standard criteria for a new intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003). It proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each area is further divided into two branches that range from basic psychological processes to more complex processes integrating emotion and cognition. The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third branch, emotional understanding, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other.

Lastly, the fourth branch, emotion management, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997).

Reuven Bar-On developed one of the first measures of emotional intelligence that used the term "Emotion Quotient". Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware
of, understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Within these components are sub-components, all of which are outlined in Table 1. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2002).

Table I: Bar-On's Model Of Emotional Intelligence

<table>
<thead>
<tr>
<th>Components</th>
<th>Sub-Components</th>
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<tbody>
<tr>
<td>Intrapersonal</td>
<td>Self-Regard, Emotional Self-Awareness Assertiveness Independence Self-Actualization</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Empathy, Social Responsibility, Interpersonal Relationship</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Reality Testing, Flexibility, Problem Solving</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Stress Tolerance, Impulse Control</td>
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<tr>
<td>General Mood Components</td>
<td>Optimism, Happiness</td>
</tr>
</tbody>
</table>

Bar-On hypothesizes that those individuals with higher than average E.Q’s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one’s environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002).
Daniel Goleman, a psychologist and science writer who has previously written on brain and behavior research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, Rhee 1999). Table 2 illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.
Table II: Goleman's (2001) Emotional Intelligence Competencies

<table>
<thead>
<tr>
<th>RECOGNITION</th>
<th>SELF Personal Competence</th>
<th>OTHER Social Competence</th>
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<tbody>
<tr>
<td></td>
<td>Self Awareness</td>
<td>Self-Awareness</td>
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<tr>
<td></td>
<td>- Emotional Self-Awareness</td>
<td>- Empathy</td>
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<tr>
<td></td>
<td>- Accurate Self-Assessment</td>
<td>- Service Orientation</td>
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<td></td>
<td>- Self-Confidence</td>
<td>- Organizational Awareness</td>
</tr>
<tr>
<td>REGULATION</td>
<td>Self-Management</td>
<td>Relationship Management</td>
</tr>
<tr>
<td></td>
<td>- Self-Control</td>
<td>- Developing Others</td>
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<tr>
<td></td>
<td>- Trustworthiness</td>
<td>- Influence</td>
</tr>
<tr>
<td></td>
<td>- Conscientiousness</td>
<td>- Communication</td>
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<tr>
<td></td>
<td>- Adaptability</td>
<td>- Conflict Management</td>
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<tr>
<td></td>
<td>- Achievement Drive</td>
<td>- Leadership</td>
</tr>
<tr>
<td></td>
<td>Initiative</td>
<td>- Change Catalyst</td>
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<tr>
<td></td>
<td></td>
<td>- Building Bonds</td>
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|             |                          | - Teamwork and Collabora-
|             |                          | tion                    |

Petrides et al. (2007) proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI (or ‘Trait Emotional Self-efficiency’) refers to

*A constellation of behavioral dispositions and self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information* (Petrides et al. 2007)

This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities as they express themselves in performance based measures. Trait EI should be investigated within a personality framework.

The conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalization of the construct and the theories and hypotheses that are formulated about it.
According to Mayer, there is evidence that emotions are a motor activity as well. Emotions, then, bridge thought, feeling, and action — they operate in every part of a person, they affect many aspects of the person, and the person affects many aspects of the emotions.

As researchers work to identify the core emotions, the lists vary depending on the researcher's area of focus. Some lists focus on chemicals, some on facial expressions, some on cross-cultural similarities, some on behaviors. In general, researchers agree that there are different kinds of emotions/feelings, according to Mayer: “There are emotions which are more biologically oriented and then there are complex emotions which are saturated with thoughts and cognition. From an educator's viewpoint, this interaction between cognition and emotion opens a portal to a new learning potential.

Effective management of emotions is an important aspect of human behavior. Recent investigations in the field of personality indicate that emotional maturity and social skills, along with intelligence, bring adjustment and success in one's life. An emotionally intelligent person can manage his/her feelings in a better way and cope with stresses, with the effective ability to solve problems. It is said that an emotionally intelligent person is the one who is capable of managing ones feelings and emotions in various aspects of one life. Such a person, consequently, is well adjusted and more successful in various areas of educational and other professional fields.

Our emotions are more than our minds. They enter our human system as a source of energy that radiates and resonate. So on the basis of IQ we cannot predict who is successful in life and who is not. According to Goleman 1995 at best IQ contributes about 20% to the factor that determine life success which leaves 80% to other forces. Psychologist challenged the narrow view of intelligence and proposed an expanded model in which instead of cognitive faculties emotion were placed at the center, the view that was substantiated by the Neuro Psychologist as well, recognition of relational existence of emotions led toward the progress of the
contemporary view of intelligence that emotion and cognition can work hand in hand.

An understanding of these neurological substrates has critical implications for how people can best learn to develop strengths in the EI range of competencies. Emotional intelligence encompasses the behavioral manifestations of underlying neurological circuitry that primary key components of this circuitry include the Dorsolateral, Ventro-Medial, and orbit frontal sectors of the prefrontal cortex (with important functional differences between left and right sides in each sector) and the amygdale and hippocampus (Davidson, Jackson, & Kalin, 2000). This circuitry is essential for the development of skills in each of the four main domains of emotional intelligence. Lesions in these areas produce deficits in the hallmark abilities of EI, Self-Awareness, Self-Management (including Motivation), Social Awareness skills such as Empathy, and Relationship Management, just as lesions in discrete areas of the neo-cortex selectively impair aspects of purely cognitive abilities such as verbal fluency or spatial reasoning (Damasio, 1994, 1999).

The first component of emotional intelligence is Emotional Self-Awareness, knowing what one feels. Patients with lesions that disconnect the amygdale from the prefrontal cortex, he finds, are loss to give words to feelings, a hallmark of the disorder alexithymia. (Taylor, Parker, & Bagby 1999)

The second component of EI, Emotional Self-Management, is the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity. In humans, the greater the activity level in the left medial prefrontal cortex, the more positive the person's emotional state. Thus a major locus of the ability to regulate negative affect appears to be the circuit between the amygdale and the left prefrontal cortex.

Social Awareness, the third EI component, which encompasses the competency of Empathy, also involves the amygdela. Studies of patients with discrete lesions to the amygdale show impairment of their ability to read nonverbal cues for
negative emotions, particularly anger and fear, and to judge the trustworthiness of other people (Davidson, Jackson, & Kalin, 2000).

Finally, Relationship Management or social-skill the fourth EI component poses a more complex picture. If we cannot control our emotional outbursts or impulses and lack Empathy, there is less chance we will be effective in our relationships. So there is a relationship between all the components of emotional intelligence and deficiency of any of these leads to impairment of these skills. However as we know that emotional intelligence is very much required in day to day world, so higher the EQ, higher the chances of success in any field. The word EQ is used most commonly in place of emotional intelligence.

Emotional Quotient (EQ) is one Intelligence Quotient of the ways to measure a person’s ability to be successful in life. The phrase was first developed in the 1980s and asserts that emotional quotient or emotional intelligence is as valuable as Intellectual Quotient (IQ).

According to theories of brain function, a high emotional quotient means someone is self-confident, self-aware, and able to navigate through trying emotional times. EQ is often tied directly to the degree of success one may have in the workplace and in personal relationships. Intelligence quotient measurement has existed for much longer than EQ measuring. While the IQ can measure concepts like logical reasoning, word knowledge and math skills, many feel it is not adequate in measuring creative abilities or emotional abilities. In fact, some with high IQs do not seem to be particularly adept at maintaining relationships or seem socially awkward at best. For example IQ measurements on most children with autism are typically very high, yet it is well known that these children are burdened by their inability to communicate in other forums. Thus other tests may be administered to evaluate such a child’s ability according to other standardized testing methods.

As from the above discussion, it is concluded that EQ is a very powerful force in achieving success, but other forces or factors also thought to play a role in
enhancing achievement i.e., motivation, need achievement, and others personality dimensions. Motivation refers to the forces that energies and direct behavior that helps us individually and in group to achieve our goal. We need to be sufficiently self aware in order to appreciate what it is that drive us to achieve from time to time, and in different situation. Similarly we have to be able to control and regulate our emotional energies in order to perform to the best of our ability specially when under pressure. We also need to be sensitive to what it is that motivate others if we are to influence their behavior as individual and as groups.

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.
One of the oldest notions in the study of achievement is that individuals differ in the extent to which they strive for success and that this differential striving which can be measured independently of sheer ability helps to account for different degrees of actual achievement. Two students may both score 100 on an intelligence test, but if one student simply tries much harder than the other to do well in school, their actual grades may differ. The extent to which an individual strives for success is referred to as his or her need for achievement. Need for achievement is an intrinsically motivated desire to perform well that operates even in the absence of external rewards for success. A student who works very hard on an assignment that is not going to be graded probably has a very strong need for achievement. All other factors being equal, a student who tries hard to succeed in school is, in fact, more likely to succeed than one who tries less.

Over the years behavioral scientists have observed that some people have an intense need to achieve; others, perhaps the majority, do not seem to be as concerned about achievement. This phenomenon has fascinated David C. McClelland. For over twenty years he and his associates at Harvard University studied this urge to achieve.

Achievement motivation is basic to a good life. Achievers, as a whole, enjoy life and feel in control. Being motivated keeps us productive and gives us self-respect. Where and how achievement needs are learned are complex, intriguing, and important questions. David McClelland, et al. (1953) and John Atkinson (1981) have contributed greatly to this area of study. They began by developing a measure of the need to achieve. Using the TAT, a test which asks you to make up stories about pictures, they found that persons with high achievement needs can be identified by the stories they tell, namely more stories about striving for excellence, overcoming obstacles, or accomplishing some difficult go. Achievement need is powerful in enhancing achievement but this happens when all the necessary needs become fulfilled. As far as this concept is concerned, the name of Abraham Maslow is most commonly associated with the hierarchy of needs.
Abraham Maslow (1943) gave a theory of Human Motivation in which he attempted to formulate a needs-based framework of human motivation, the basis of Maslow's theory is that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be satisfied. According to him there are general needs (Physiological, Safety, Love, and Esteem) which have to be fulfilled before a person is able to act unselfishly. These needs were dubbed "deficiency needs". While a person is motivated to fulfill these basal desires, they continue to move toward growth, and eventually self-actualization. The satisfactions of needs are quite healthy. While preventing their gratification makes us ill or act evilly.

This self actualization is one of basic characteristics of achievement motivated people. Self actualized people have high need for achievement but this occurs when the deficiency needs become fulfilled.

David McClelland is most noted for describing three types of motivational need, which he identified in his 1988 book, Human Motivation:

a). Achievement motivation (n-ach)

b). Authority/power motivation (n-pow)

c). Affiliation motivation (n-affil)

The need for achievement (n-ach) - The n-achievement person is 'achievement motivated' and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.

The need for authority and power (n-pow) - The n-power person is "authority motivated". This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.
The need for affiliation (n-affil) - The n-affiliation person is 'affiliation motivated', and has a need for friendly relationships and is motivated towards interaction with other people. The affiliation driver produces motivation and need to be liked and held in popular regard. These people are team players.

Characteristic of achievement motivated people.

- Achievement is more important than material or financial reward.
- Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
- Financial reward is regarded as a measurement of success, not an end in itself.
- Security is not prime motivator, nor is status.
- Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).
- Achievement-motivated people constantly seek improvements and ways of doing things better.
- Achievement-motivated people will logically favour jobs and responsibilities that naturally satisfy their needs, i.e. offer flexibility and opportunity to set and achieve goals, e.g. sales and business management, and entrepreneurial roles.

One psychological factor that interacts with an adolescent's need for achievement is a related and, in some senses, complementary motive “fear of failure”. Fear of failure, which is often manifested in feelings of anxiety during tests or in other evaluative situations, can interfere with successful performance.

Generally speaking, when the achievement situation involves an easy task, and when a little anxiety helps to focus attention, a moderate amount of “fear of failure” may improve performance by increasing one's concentration. Usually however, the anxiety generated by a strong fear of failure interferes with successful performance. This is often the case in situations in which the task involves learning
something new or solving a complex problem like many tasks faced by adolescents in school settings. Individuals with a high fear of failure often come from family environments in which parents have set unrealistically high standards for their children's achievement and react very negatively to failure (rather than simply reacting positively to success).

An adolescent's need for achievement and his or her fear of failure work simultaneously to pull the individual toward, and repel the individual from, achievement situations. Individuals with a relatively strong need for achievement and a relatively weak fear of failure are more likely to actively approach challenging achievement situations by taking more difficult classes, for example and to look forward to them. In contrast, those whose fear of failure is relatively intense and whose need for achievement is relatively weak will dread challenging situations and will do what they can to avoid them. Many students who have trouble persisting at tasks and who fear failure become underachievers, student's whose grades are far lower than one would expect, based on their intellectual ability as Thorndike said.

Another pioneering effort in the area of motivation and intelligence was identified by Dweck (2007) in his theory of intelligence he identified two implicit theories of intelligence. Students who have an “entity” theory view their intelligence as an unchangeable internal characteristic. Students with an “incremental” theory believe that their intelligence is malleable and can be increased through effort. Students who hold an entity theory of intelligence are less likely to attempt challenging tasks and are at risk for academic underachievement. Dweck Theory provides evidence that praising students for their intelligence has the potential to limit their intellectual growth.

Since they believe their intelligence is fixed, these students place high value on success. They worry that failure—or even having to work very hard at something will be perceived as evidence of their low intelligence. Therefore, they make academic choices that maximize the possibility that they will perform well. For example, a student may opt to take a lower-level course because it will be easier to
earn an A grade. In contrast, students who have an “incremental” theory of intelligence are not threatened by failure. Because they believe that their intelligence can be increased through effort and persistence, these students set mastery goals and seek academic challenges that they believe will help them to grow intellectually (Dweck, 1999).

According to Dweck, people's self-theories about intelligence have a profound influence on their motivation to learn. Students who hold a "fixed" theory are mainly concerned with how smart they are; they prefer tasks they can already do well and avoid ones on which they may make mistakes and not look smart. In contrast, she said, people who believe in an "expandable" or "growth" theory of intelligence want growth mindsets, has attracted attention from teachers trying to help underperforming students, parents to challenge themselves to increase their abilities, even if they fail at first.

Mindset has given them new insight into their children and students. "One very common thing is that often very brilliant children stop working because they are praised so often that it is what they want to live as brilliant not as someone who ever makes mistakes, the point is to praise children's efforts, not their intelligence, it really stunts their motivation. She said:

Parents and teachers say they now understand how to prevent that how to work with low-achieving students to motivate them and high-achieving students to maximize their efforts (Dweck. 1999).

Individuals may not necessarily be aware of their own mindset, but their mindset can still be discerned based on their behavior. It is especially evident in their reaction to failure. Fixed-mindset individuals dread failure because it is a negative statement on their basic abilities, while growth mindset individuals don't mind failure as much because they realize their performance can be improved. These two mindsets play an important role in all aspects of a person's life. Dweck argues that the growth mindset will allow a person to live a less stressful and more successful life.
It has been found from this concept that parents and teachers play an important role to make him or her aware about his potentialities and weaknesses and try not to label the child as highly intelligent or lower intelligent.

Learn to have a high or low need for achievement come from our childhood. Weiner (1980) says a high achieving male tends to have rejecting parents who expect him to become independent early, make high demands on him, reward his success, and or punish unsatisfactory behavior which increases the fear of failure.

McClelland's research led him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs. More important, the achievement motive can be isolated and assessed in any group.

Johnson (1984) says achievers are produced by parents who let them go on their own, let them set their own goals, and make their own mistakes. These parents encourage high but appropriate goals, respect the child's abilities, take and show great pleasure from the child's successes, and give lots of praise. They let the child try hard on their own before giving suggestions or help, but they give help before the child gives up. They don't do the task for the child nor insist that it be done my way.

In general, educators believe that high achievers have respectful, praising, optimistic, supportive, hard working parents who are themselves learning and success oriented. A large number of competing motives or needs are striving for expression at the same time, such as the need for achievement, the need for close relationships, the need for power, and the need to be cared for by others. Besides the conflict among many motives, the theory assumes there is a conflict between the hope of success and the fear of failure, i.e. an approach-avoidance conflict over each goal. The fear of failure can keep us from trying in school, just as the fear of rejection can keep us from getting emotionally involved with someone. The strength of the approach and avoidance tendencies is determined by the relative strength of the needs to achieve and the needs to avoid failure (or success) a highly motivated achiever may utilize complex optimistic or pessimistic cognitive strategies (Cantor,
This is called "illusory glow" optimism because such a person nurtures and protects his/her self-esteem and confidence. They expect to do very well, they work very hard, and they enjoy their successes.

On the other hand, Cantor describes the high achieving "defensive pessimist" as defending his/her self-esteem before the test, not afterwards. Such a student expects to do poorly or, at least, anticipates a variety of possible stumbling blocks. He/she works very hard, preparing especially well for the anticipated difficulties. He/she uses the high test anxiety and stress as a motivator, not as something to avoid.

Both the "illusory glow" optimist and the "defensive" pessimist are challenged by hard tasks; achieving is important, gratifying, and absorbing for them; they see themselves as having considerable control over the situation and stick with the task, even though it is hard and occasionally disappointing.

Parents and teachers train children to be independent and achievers (Winterbottom, 1958) and to fear failure (Teevan & McGhee, 1972). Being rewarded for striving increases our achievement motive; being punished for unsatisfactory behavior and having our successes disregarded leads to a fear of failure. To the extent we are self-reinforcing, we could presumably increase our achievement motivation by emphasizing our successes and simply using our failures as cues for us to try harder.

A high need to achieve is correlated with higher grades (Schultz & Pomerantz, 1974) motivational researchers share the view that achievement behavior is an interaction between situational variables and the individual subject's motivation to achieve. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms.
These two motives often work together to determine the behavior of the individual in direction and passion (Brunstein & Maier, 2005).

Explicit and implicit motivations have a compelling impact on behavior. A person with a strong implicit drive will feel pleasure from achieving a goal in the most efficient way. However, the explicit motives are built around a person's self. Many theorists still can not agree whether achievement is based on mastering one's skills or striving to promote a better self-image (Brunstein & Maier, 2005). Most research is still unable to determine whether these different types of motivation would result in different behaviors in the same environment.

A number of studies indicate that students, beliefs about their abilities exert a strong influence on their motivation and effort, which in turn influences their scholastic performance (Dweck 1999). In order to understand this process, it is necessary to draw a distinction between intrinsic motivation and extrinsic motivation. Individuals who are intrinsically motivated strive to achieve because of the pleasure they get out of learning and mastering the material. Individuals, who are extrinsically motivated, receive pleasure by external sources that is for praise positions etc.

Matina Horner (1970) has proposed one of the more ingenious explanations for the failure of most women to achieve high level goals. The motive to avoid success is stable personality disposition acquired early in life in conjunction with sex role standards and acts as an inhibiting factor in achievement motivation. Horner postulates that many women experience anxiety in competitive situation and learn to fear success because of its incongruence with the traditional female role. The present study has the following objectives.
Objective:

The main objectives of the purposed research are as follows.

- EQ is a significant predictor of academic achievement.
- To determine correlation between EQ and IQ.
- To investigate the gender difference in various dimensions emotional intelligence.
- To explore the effect of achievement motivation on over and under-achievement.
- To determine the effect of emotional intelligence and its dimensions on over and under-achievements.
- To find out the gender difference in emotional intelligence and need achievement.

Hypotheses

1. EQ is the significant predictor of academic achievement than IQ.
2. There is a positive relation between EQ and IQ.
3. There is a significant difference in self-awareness between over and Under Achievers.
4. There is a significant difference in self-regulation between over and Under Achievers.
5. There is a significant difference in motivation between over and Under Achievers.
6. There is a significant difference in empathy between over and Under Achievers.
7. There is a significant difference in social-skills between over and Under Achievers.
8. There is a significant difference in emotional intelligence between over and Under Achievers.
9. There is a significant difference in need achievement between over and Under Achievers.
10. There is a significant difference in self-awareness between Boys and Girls.

11. There is a significant difference in self-regulation between Boys and Girls.

12. There is a significant difference in motivation between Boys and Girls.

13. There is a significant difference in empathy between Boys and Girls.

14. There is a significant difference in social-skills between Boys and Girls.

15. There is a significant difference in emotional intelligence between Boys and Girls.

16. There is a significant difference in need achievement between Boys and Girls.