CHAPTER III

STATEMENT OF THE PROBLEM AND HYPOTHESES
STATEMENT OF THE PROBLEM AND HYPOTHESES

On the basis of review of the literature it can be stated that Intelligence Quotient (IQ) alone would not serve its purpose unless the child develops emotional intelligence along with IQ to deal effectively with academic stress.

It has been observed that parents and educators usually over emphasize the academic performance of the students where as under emphasize the social and emotional factors of their personality. They are seldom educated about the importance of developing empathy, responsibility, persistence, and different ways to delay their gratification by controlling their impulses.

It was also observed from the literature that there are some differences of opinion as to the relative value of study habits in the prediction of academic success. It was found that the successful students often studied alone, avoided distractions, did not work when tired, kept fairly complete notes and read rapidly (Wineland 1930). It was reported that students with low intelligence scores and good scholarship were found to be more interested in their work, compared to under achievers who were more distracted by outside interests and more often handicapped by mental disabilities of the anxiety type (White 1932). However, some studies found that poor achievement was related to
worry about matters not connected with school work, slow reading, inadequate preparation and lack of proper place or for study (Reinhard 1933). And some held that academic success was not related to factors like study time, extracurricular activity, social activity, vocational plan etc (Alexander and Woodruff 1940).

The students from smaller (often rural) schools achieved better compared to the students from larger schools. Other scholars have found, however, that rural-urban differences do exist (Monk and Haller 1986). One study in Kansas found that the American College Test scores of rural students were two points lower than scores of urban students in each of the categories on the ACT. Another examination of student performance in Hawaii public schools found sub-standard achievement to be a pattern in rural areas. Other research on achievement in social studies for 13-year-olds pointed out that rural students, comparatively speaking, did well on objective tests focusing on skills, but not as well on objective tests that focused on factual learning. The researcher came to know through informal discussion with different teachers during data collection that most of them due to over work load and shortage of time remain committed to fulfilling their responsibility of teaching. Therefore, they refrain from personally indulging themselves with students.

It has become imperative to conduct a comprehensive research work to study the effect of emotional intelligence, study skills on have
significant effect on academic performance of the students of both problematic and non-problematic students (Social and Emotional). In view of the above literature present study examines the effect of emotional intelligence and study skills on academic performance of pupils with social and emotional problems.

**Operational definition of variables:**

**Social and emotional problems:** Those students who have 3 and above social and emotional problems called as problematic students and those who have 2 and less problems identified as non-problematic students.

**Emotional intelligence:** Emotional intelligence was measured by an emotional intelligence scale developed for adolescents (Nutankumar Thingujam and Usha Ram, 2000). This scale has been developed based on Salovey and Mayer(1990) emotional intelligence scale which is consisted of three different categories of adaptive abilities. Firstly, appraisal and expression in the self as well as others. Secondly, regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation.

**Study skills:** The study skills inventory was developed by P.V. Ramamurthy and geethanath(1997). The questionnaire measures the
study skills in different groups. Group A includes reading and note taking skills. Group B includes concentration problems. Group C includes use of time. Group D includes problems relating to examination and Group E includes problems relating to other areas.

Gender implies whether the adolescent is boy or girl.

Locality implies whether urban and rural background of the student and management implies whether government or private school.

Academic Achievement: academic achievement as measured in the present study includes the marks of the students has obtained in the school examinations.

Objectives:

The objectives of the study are as follows.

1. To study the impact of social and emotional problems on academic performance.

2. To examine the impact of emotional intelligence on academic performance.

3. To assess the effect of study skills on academic performance.

Hypotheses:

To realize the objectives of the study the following Hypotheses are formulated.

1. There would be significant difference between problematic and non-problematic students with regard to their academic performance in Telugu, Hindi, English, Mathematics, Science and Social studies
2. There would be significant impact of emotional intelligence on academic performance in Telugu, Hindi, English, Mathematics, Science and Social studies.

3. There would be significant impact of study skills on academic performance in Telugu, Hindi, English, Mathematics, and Science & Social studies.

4. There would be significant gender difference with regard to their Academic performance.

5. There would be significant difference between Urban and Rural students with regard to their academic performance.

6. There would be significant difference between Government and Private High School students with regard to their academic performance.