CHAPTER - I

INTRODUCTION
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Dealing with social and emotional challenges is part of every day, but it can be particularly challenging for any individual with behaviour disorders. The behaviour problems or difficulties can affect many skills including listening, thinking, speaking, reading, writing, mathematics and reasoning – skills that individuals must use every day to fulfill their roles as students, family members, and citizens. Learning disabilities may occur with, and be complicated by problems in social skills. Children with learning disabilities grow up to become adults with learning disabilities.

A child's social and emotional development has significant implications for social functioning, educational, and employment success. If emotional development is fostered at a young age, children are more likely to settle well into school, work cooperatively, confidently and independently, and behave appropriately. A child with poor social and emotional development is at risk of poor relationships with peers, academic problems, later involvement in crime and developing physical health and adult mental-health problems.

Key to social and emotional development is the child's early relationship with parents or caregivers. Efforts to support parents in
understanding and fulfilling their children's emotional needs can help to provide a secure base from which children grow into well-rounded, capable adults with robust mental health.

Social and emotional factors profoundly affect student engagement and motivation as well as student perceptions of relevancy of task. All of these elements have a vital impact on learning. Researchers generally agree that learning is inherently social—it happens in the context of interactions and relationships with teachers, peers, family, experts, and others.

Social interactions provide tremendous opportunities for students to deepen learning. They find kindred spirits who fuel joint explorations and productions, reinforce understandings, and provide divergent opinions and clarification of understandings as discussions ensue. In many cases, social interactions enable levels of learning that simply wouldn't be possible for students to accomplish on their own. Successful leveraging of such opportunities requires some degree of social and emotional maturity on the part of the student—especially when interactions occur outside the school environment.

Now the question arises how a child's emotional personality does effect his/her social interactions later in life. In search of an answer an
observational study conducted by Kean (1999), investigated children's temperaments and their relation to behaviour and emotion across different contexts. Ratings of child temperament were obtained from parents and teachers of 205 children. Sixty – four hours of observation in pre-school and junior primary class rooms were undertaken with a selected sample of 32 children. It was found that children with difficult temperaments were consistently involved in more negative interactions of emotional and social behaviours with teachers and peers than the children with easy temperaments. Children with easy temperament displayed and were responded with more positive responses in emotional and social behaviors.

For example, when students lack of social and emotional connections to learning, educators, schools, and their peers, it often leads to behavior issues or disengagement, which inevitability leads to declining achievement and, in the worst cases, students dropping out of school. Having a social and emotional connection supports engagement, and on the surface, engagement as a prerequisite for learning seems obvious and straightforward. However, engagement is more complex and is typically defined in three ways: behavioral motivation (student participation in learning tasks); emotional engagement (reactions to teachers, other participants, activities in the learning task, and school as
well as student attitudes, interests, and values); and cognitive engagement (the willingness to exert the effort that the task requires).

Looking at engagement across these three areas reflects the complexity of students' experiences in the classroom. Research studies indicate that student perception of relatedness to teachers, parents, and peers uniquely contributes to emotional and behavioral engagement, as does a student's "feeling secure" with teachers and having a feeling of "belonging," as defined by an individual's sense of being accepted, valued, included, and encouraged by others. Similarly, a positive association has been established between students' need for competence and their engagement-behavioral, emotional, and cognitive.

We educate students with one main objective in mind: their success. What is the measure of success? Is it only a strong scientific mind? No! It was, in the past, but now some fundamental new theories have been introduced: The Multiple Intelligences Theory (Gardner, 1983) & The Emotional Intelligence Theory (Mayer & Salovey, 1990; Goleman, 1995). Then we can say that success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). In the present study the students who have conduct problems have chosen as one of the
main variable for the purpose of understanding whether the social and emotional problems may adversely affecting their academic performance.

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.

Emotional intelligence has been found a reliable predictor of academic achievement than general intelligence. 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 many 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 environment. Such results made the researchers think, analyze academic performance.

The results of different researches indicated that emotions, being the most significant and influential component of personality, plays an extremely important role in ones well-being. These are emotions, which help us to make important decisions of our life. Emotions facilitate our attitude and behavior towards the attainment of our goals. For instance, joy at gaining “A grade” in English class and then later deciding to pursue a Masters degree in the same subject. Therefore, it can be said that healthy emotions give clarity in perception, thinking and analyzing every day life situations.

On the other hand, emotions can negatively impact ones behavior if they are not dealt with properly or they remain unfulfilled. Unfulfilled emotions tend to adversely affect the creativity and success of pupils. Further more, unhealthy emotional state also leads to the development of different psychological problems which significantly influences one’s personal, social and occupational life.

Many researchers are trying to identify the first developmental stage of emotions, Child Development experts believe that children are most susceptible to learning violent behavior in their first two to three
years of life. However, many are developing a keen interest in an expanding body of research that indicates the foundations of emotions may be set even during gestation.

The quality of a nation depends upon the quality of its citizens. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study habits and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study habits and study attitude of the students. Thus to enhance the quality of education, it is necessary to improve the study habits and study attitudes of the students. To improve study habits and study attitude, those factors are needed to be identified which affect these characteristics adversely. Identify factors having negative effect on study habits and study attitudes, to propose remedial measures and to employ strategies for the development of good study habits and study attitudes, well organized guidance services are needed in schools.

Effective Study Skills provides tried & tested advice and guidance on the most important academic and study skills that you will require throughout your time at university and beyond. Presented in a practical and easy-to-use style it demonstrates the immediate benefits to be gained
by developing and improving these skills during each stage of your course.

Effective Study Skills covers all of the key skills areas that will have the most impact on your performance and success on whatever course you are studying, including: Effectively managing your time and stress, Getting the most out of lectures and tutorials, Improving your revision skills and exam performance, Mastering critical thinking, argument and analysis, Developing successful reading and note-taking strategies, Essay planning and academic writing techniques, Working in groups and effective presentation of assignments and projects.

All of these skills, which are as essential in the workplace as they are on an academic course, are covered in detail, giving you invaluable practical advice and guidance on how to increase your performance, grades and abilities. Real-life examples, self-assessment exercises and end-of-chapter quizzes will help you to assess your current skills levels, develop them further and learn how to apply them in work and study. "Consistently readable and clearly accessible, this is a well-written and friendly textbook (that) encourages readers to reflect on their identity as a learner and helps motivate students when engaging with the content of their academic work and with the processes and methods involved in studying effectively."
Guidance refers to leading a person to self-actualization or helping him to develop his full potential. This objective of self-actualization is difficult to be attained if a student is difficult to be attained if a student is unaware of, or unrealistic about his potential. Bhatnagar & Gupta (1999) define guidance as a process of helping the individual find solutions to his own problems and accept them as his own. They further say that guidance is an integral part of education; a continuous service; both generalized and specialized service, for the "Whole" child and is not confined only to some specific aspects of his personality.

Several studies have concentrated on Guidance programmes for secondary school students are designed to address the physical, emotional, social and academic difficulties of adolescence. By resolving physical, emotional, social and academic difficulties of the students and by helping students understand their learning strengths and weaknesses, their study habits can be improved. Better study habits and study skills lead to better achievement scores. The guidance programmes promote academic, educational, personal, social and career development. Guidance programmes foster positive attitude towards school learning and work and hence, improve academic achievement. A study was conducted by Hudesman et al., (1986) to compare the impact of structured and non-directive counseling styles on academic performance.
of high-risk students. Results indicated that students in structured counseling condition had higher GPAs than those in non-directive counseling condition at the end of semester. Francis and others (1987) also examined the positive effects of counseling on students communication patterns, study habits and academic achievement. The secondary school guidance programme should be a part of the total school programme and complement learning in the classroom. It should be child centered, preventive and developmental. The guidance programme should aim at maximizing the student's potential by encouraging their social, emotional and personal growth at each stage of their development.

Kochhar (2000) considers guidance necessary to help the pupils with specific problems like lack of relationship between ability and achievement, deficiency in one or several school subjects, faulty study habits, defective methods of learning and poor motivation. Bhatnagar and Gupta (1999) are of the opinion that for better student achievement, it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs it is necessary to aid pupils make progress in their education by removing their difficulties and developing good study skills. Hence guidance programs must include this aspect of student aid. Guidance
plays a vital role in removing the educational, personal, social, mental, emotional and other similar problems of the students.

School students in public schools of India particularly the state of Andhra Pradesh come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. They have poor study habits hence they show poor academic performance. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

These and other questions are rarely asked and seldom answered by those who are apparently concerned about education. Educational psychologists identify several psychological and social factors contributing to the educational achievement of students. However, when factors like socio-economic status, geographical location, intelligence, personality characteristics, levels of aspiration, etc., are shared commonly by majority of the students, it is imperative to search for and analyze the individual differences among the students.

Each pupil joins an institution while being a host to certain unique experiences that cannot be easily bartered away with other students. Under such conditions any semblance of a commonality collates a
handful of students as peer-mates. Consequently, one’s feelings, thought process and perceptions are modified and strengthened within the group he or she belongs. These internal aspects have a very important role to play in the effectiveness of the student in a given environment. Hence, there is a greater need to measure and understand the student as an individual than as roll number studying in a particular course.

Gender is one of the personal variables that have been related to differences found in motivational functioning and in self-regulated learning. Different research has demonstrated the existence of different attribution patterns in boys and girls, so that while girls tend to give more emphasis to effort when explaining their performance (Light body et al., 1996; Georgiou, 1999; Power & Wagner, 1984), boys appeal more to ability and luck as causes of their academic achievement (Burguer & Hewstone, 1993). Different research has also pointed out that girls usually make external attributions for successes and failure, and that when they make internal attributions, these refer not so much effort, but to ability (Wiegars & Friere, 1977; Postigo et al., 1999). However boys usually attribute success to stable internal cause like effort, thus showing attributional pattern which enable them to enhance their own image of themselves (Smith, Sinclair & Chapman, 2002)
A comparison of the performance on standardized achievement tests of students from small, usually rural, schools with that from larger, often urban, institutions has not produced definitive results. Several studies have not found any significant differences between the two groups. In research completed in the state of New York, Monk and Haller (1986) found that students from smaller (often rural) schools achieved as well as students from larger schools. Kleinsfeld and others (1985), in their Alaska study, did not find that high school size determined the quality of a student's education, experience, or achievement on standardized tests. Moreover, in one New Mexico study, which looked at factors affecting performance of selected high school students, those attending schools in rural areas performed as well as those in urban locales (Ward and Murray, 1985). Other scholars have found, however, that rural-urban differences do exist. One study in Kansas found that the ACT scores of rural students were two points lower than scores of urban students in each of the categories on the ACT (Downey, 1980). Another examination of student performance in Hawaii public schools found sub-standard achievement to be a pattern in rural areas (McCleery, 1979). 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 (Easton and Ellerbruch, 1985).
School students in public schools of Andhra Pradesh in India, particularly urban and rural areas of Tirupati come from economically poor and average income families. These families face various problems causing emotional disturbance among their children. In contrary to that the private schools adopting different methods of teaching and the students studying in these schools presumed to have better socio-economic background with good study skills which lead to better academic achievement. The students from government have poor study habits and skills hence they show poor academic performance. A great deal of evidence is present to show the positive correlation between study habits and academic achievement.

Rationale of the study:

What skills are the best predictors of academic and life success? Why is it that some children grow up to be full filled adults in challenging careers and satisfy relationship, while other children from apparently similar backgrounds and academic performance struggle in relationship dead-end careers and depression? A growing number of educators recognize that students who receive an exclusively academic education may be ill – equipped for future challenger – both as individual and member in the society. Therefore, there is a need to understand the
factors i.e., social emotional problem, emotional intelligence and study skills affecting academic performance of the students.

Experts in psychology and education have long viewed thinking and feeling as polar opposites reason on the one hand, and passion on the other. And emotion, often labeled as chaotic, haphazard, and immature, has not traditionally been seen as assisting reason. All that changed in 1990, when Peter Salovey and John D. Mayer coined the term emotional intelligence as a challenge to the belief that intelligence is not based on processing emotion-laden information. Salovey and Mayer defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use motivated scientists, educators, parents, and many others to consider the ways in which emotions themselves comprise an intelligent system.

Schools are increasingly concerned with violence, classroom disruption, challenging behaviors, discipline problems, disrespectful conduct, bullying, etc. (Scott, Nelson & Liaupsin, 2001; Snell, Mackenzie, & Frey, 2002; O' Donoghue, 1995; Watkins, Mauthner, Hewitt, Epstein, & Leonard, 2007).

In India there are no systematic data on levels of social and emotional problems and its impact on academic performance in schools. 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. The quality of citizens depends on the quality of their education and quality of education besides other factors depends upon study skills and study attitude of the learners. Quality of education is reflected through academic achievement which is a function of study skills and study attitude of the students. Research on social and emotional problems and academic deficits did not converge until recently (Lane, 2004). However, as Kauffman (1997) states "low achievement and behavior problems go hand in hand". Therefore the present study designed to investigate the influence of social and emotional problems, emotional intelligence and study skills on academic performance.

The results of the study, it is hoped, would throw more light on the psychological status of normal pupils and pupils with social and emotional problems both male and female who enrolled in 10th class of various high schools. The students with high and low emotional intelligence and good and poor study skills and the impact of these variables on academic achievement is also main focus of the study. The study also includes the gender, management(government and private) and
locality (urban and rural). This would have some important implication for those concern with the management of educational institutions and the parents in improving the emotional intelligence and the study skills, which leads to better academic performance of the students.