5.1 Introduction

Adolescence has been characterized as a challenging stage of life. Teenagers, those who study in PUC are all the adolescents.

Pre-University students are the cream of adolescence of young adult population. They are under tremendous pressure as they are expected not only to succeed but also become toppers in their classes and courses. At the Pre-University level, there is a crazy rush to enter professional courses. Students, who fail to get into the courses of their parent’s choice, get frustrated. Though they join some courses their morale is very low. They start complaining about the parents, teachers and the society. They are less motivated and learn and complete the course. They may even dropout of the course as they fail to achieve or they are suffering from more Anxiety Proneness.

Emotional Intelligence is the unique of emotional skills that a person uses to navigate the everyday challenges of life. Learning how to recognize, manages, and harnesses one’s feelings; empathizing; and handling the feelings that arise in one’s relationship is the basics of Emotional Intelligence.

Anxiety is the most pervasive psychological phenomenon of our time. There is hardly any systematic conception of personality, specifically in relation to its development, which does not attribute anxiety, a role of great significance. Anxiety is a common psychological disorder in this age of speed and tension and it appears as one of the major mental health problems of today. The importance and pervasiveness of anxiety in the affluent cultures and its ubiquitous influence on human behavior is being increasingly recognized. Anxiety
has become the concern of not only psychologists, learning theorists, and social scientists, but the science, art, religion and literature also seem to be overpowered with its thought.

Adjustment problems related to different areas of Adjustment namely; Health Adjustment, Emotional Adjustment, Social Adjustment, Home and Educational Adjustment.

Cognitive Styles refer to learning ability of PUC students in reference to their cognitive structure and its organization which helps them to develop and foster their Academic Achievement.

Academic Achievement refers to the performance of the PUC students in a class is usually judged by their achievement score in the examination which is often considered as their academic achievement.

Achievement refers to the scholastic or Academic Achievement of the Pre-University students at the end of an educational programme.

Adolescents vary not only in their ability to learn and their level of achievement, but also in how they learn. Every adolescent involves a personal way of processing information, acquiring knowledge and learning concepts. That is, each child perceive, think and remember according to his or her own unique style.

Cognitive style affects how pupils learn and how they interact in the classroom with peers and teachers. It also influences their Emotional Intelligence, Anxiety and Adjustment, it relates to Cognitive processes modes of problem solving, attitudes, values and social interaction.

Cognitive Styles are also viewed as the typical means of problem solving, thinking, perceiving and remembering (Mesick, 1976).

The investigator hopes that the findings of the study would help the educational system in taking up measures for enhancing the academic achievement of Pre-University college students along with the
improvement of Emotional Intelligence, Adjustment and Cognitive Styles with low anxiety.

The present study has high significant importance in the improvement of Pre-University students and the total academic achievement of the students at Pre-University college level.

5.2 Statement of the Problem

The study was undertaken with an intention of making "An Exploratory Study of Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles in Relation to Academic Achievement of Pre-University Students".

5.3 Need and Significance of the Study

In the formal system of education, academic achievement at school or in college provides possibilities of access to power position. It has been gradually realized that in the case of Pre-University students academic achievement is not fully determined by the efforts made by the educand for achievement, but values places in Academic Achievement by the society.

Now-a-days, we come across more number of Adolescents studying in Pre-University College are having Anxiety Proneness, emotional problems, Adjustment problems and depression which sometimes lead them to think even about committing suicide and to get rid of all the problems.

There are so many cases of adolescent students who are consulting private counsellor and psychiatrists with their parents related to Anxiety Problems, Emotional Problems that which has lead to failures in Academic Achievement.
As far as the Indian youth are concerned, they are very much under the domination of their parents and other guardians. All important decisions of life pertaining to education, occupation and marriage are seldom left to youth. In the effect, the Indian youth generally remains prisoners of time and environment.

Achievement has always been one of the more important goals of education process. Achievement always depends on many external and internal factors. Many studies have been done to see dependence of academic achievement with other personal traits and proved that it is dependent significantly.

In the present study, the investigator has reviewed about 30 National and 50 foreign previous investigations by referring Indian Educational Journal, Educational Journals, Educational Research Survey Reports, Indian Educational Abstracts, International Dissertation Abstracts and also refer E-journals, E-book, and other websites and the details of the review studies abstracts are presented in the research reports.

Classification of Studies Reviewed

The studies conducted in the areas are reviewed as following:

- Studies related to Anxiety Proneness and Academic Achievement.
- Studies related to Emotional Intelligence and Academic Achievement.
- Studies related to Adjustment Problems and Academic Achievement.
- Studies related to Cognitive Styles and Academic Achievement.
- Studies related to Anxiety Proneness and Cognitive Styles.
- Studies related to Anxiety Proneness, Emotional Intelligence and Academic Achievement.
- Studies related to Emotional Intelligence and Cognitive Styles.

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• Studies related to Cognitive Styles, Anxiety Proneness and Academic Achievement.
• Studies related to Anxiety Proneness, Adjustment Problems and Academic Achievement.
• Studies related to Cognitive Styles, Emotional Intelligence and Academic Achievement.
• Studies related to Cognitive Styles, Adjustment Problems and Academic Achievement.
• Studies related to Adjustment Problems and Anxiety Proneness.

As it is evident in the review of related literature not much of the previous investigations focused on the academic achievement in relation to Cognitive Styles, Emotional Intelligence, anxiety and Adjustment of the Pre-University college students. So there is a need to find out the impact of Emotional Intelligence, Cognitive Styles, anxiety and Adjustment of Pre-University students in turn these variables help in fostering. Academic Achievement of Pre-University college student’s adolescents. It is very important that attention is make required on the part of the Pre-University college student’s Academic Achievement and their Emotional Intelligence. Hence, the present study is undertaken with a view to identify Academic Achievement of Pre-University college student in terms of their Emotional Intelligence, Anxiety, Adjustment and Cognitive Style.

It is also illuminating to consider how many of our Pre-University college students channelize their emotional potentialities, low anxiety, better Adjustment and good cognitive style towards becoming better students and to perform well academically. Moreover most of the studies in this category have attempted at replicating the earlier studies taking different samples and by including different subjects at various
levels. We cannot find a particular and suitable research conducted taking the sample of Pre-University college students from Private, Government and Bruhat Bangalore Mahanagara Palike (BBMP) Colleges, Male and Female students I and II Pre-University college classes Kannada and English medium instructions studying in Urban and Rural locality at Bangalore District in Karnataka State. So, there is a necessity to identify the association of academic achievement of Pre-University college students with Emotional Intelligence, anxiety, Adjustment and Cognitive Styles. The optimal Academic Achievement of Pre-University college students could be expected by the interaction effects of all the above variables.

The investigator hopes that the findings of the study would help the educational system in taking up measures for enhancing the Academic Achievement of Pre-University college students along with the improvement of Emotional Intelligence, Adjustment and Cognitive Styles with low anxiety.

The present study has high significant importance in the improvement of Pre-University students and the total Academic Achievement of the students at Pre-University college level.

Though there are a considerable number of psychometrically valid instruments of measuring Emotional Intelligence, both in India and abroad, no attempt has been made by psychologists (to the best knowledge of the investigator) to develop Emotional Intelligence scale suitable for adolescents' studies in Pre-University college, develop an Emotional Intelligence scale which would help in measuring the level of Emotional Quotient of Adolescent students. Doing so, investigator believes, others may be initiated to think of developing Emotional Intelligence measures which would clearly describe the constructing of Emotional Intelligence scale.
Finally, it is illuminating to consider how much of our educational effort is directed towards the transmission of knowledge and skills, and how little of it is concerned with helping the student understand and shape his own pattern of thinking and categorization. It is impossible that research into Cognitive Styles provide valuable pointing in this area keeping this in view. The present study was taken up to investigate the Emotional Intelligence, Anxiety Proneness, Adjustment Problems and Cognitive Styles of students.

5.4 Objectives of the Study

Main Objectives

The present study is undertaken with the following objectives:

i. To explore the relationship of Anxiety Proneness, Emotional Intelligence, Adjustment Problems, and Cognitive Style, in relation to Academic Achievement of Pre-University students.

ii. To study whether there is significant difference between Male and Female students of Pre-University colleges with respect to anxiety, Adjustment and its dimensions like home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment, Emotional Intelligence and Cognitive Style.

iii. To study whether there is significant difference between Arts, Science and Commerce students of Pre-University colleges with respect to their Academic Achievement.

iv. To study whether there is significant difference between Kannada and English medium students of Pre-University College with respect to Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles and its influence on their Academic Achievement.
v. To study whether there is significant difference between Private, Government and Bruhat Bangalore Mahanagara Palike (BBMP) Pre-University college students with respect to Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles in relation to Academic Achievement.

vi. To study whether there is significant difference between Rural and Urban Pre-University college students with respect to Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles in relation to their Academic Achievement.

**Specific Objectives of the Study**

1. To study whether there is significant difference between Male and Female students of Pre-University Colleges with respect to their Academic Achievement.

2. To study whether there is significant difference between Male and Female students of Pre-University Colleges with respect to Anxiety Proneness.

3. To study whether there is significant difference between Male and Female students of Pre-University Colleges with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

4. To study whether there is significant difference between Male and Female students of Pre-University Colleges with respect to total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.
5. To study whether there is significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to their Academic Achievement.

6. To study whether there is significant difference between Arts, Science and Commerce subject students of Pre-University Colleges with respect to Anxiety Proneness and Cognitive Styles.

7. To study whether there is significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

8. To study whether there is significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to total Adjustment Problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

9. To study whether there is significant difference between Kannada and English medium students of Pre-University Colleges with respect to their Academic Achievement.

10. To study whether there is significant difference between Kannada and English Medium students of Pre-University Colleges with respect to their Anxiety Proneness and Cognitive Styles.

11. To study whether there is significant difference between Kannada and English Medium students of Pre-University Colleges with respect to Emotional Intelligence and its
dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

12. To study whether there is significant difference between Kannada and English Medium students of Pre-University Colleges with respect to Total Adjustment Problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

13. To study whether there is significant difference between Private, Bruhat Bangalore Mahanagara Palike (BBMP) and Government Pre-University College students with respect to their Academic Achievement.

14. To study whether there is significant difference between Private, BBMP and Government Pre-University College students with respect to Anxiety Proneness and Cognitive Style.

15. To study whether there is significant difference between Private, BBMP and Government Pre-University College students with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

16. To study whether there is significant difference between Private, BBMP and Government Pre-University College students with respect to total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.
17. To study whether there is significant difference between rural and Urban Pre-University College students with respect to their Academic Achievement.

18. To study whether there is significant difference between Rural and Urban Pre-University College students with respect to their Anxiety Proneness and Cognitive Styles.

19. To study whether there is significant difference between Rural and Urban Pre-University College students with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

20. To study whether there is significant difference between Rural and Urban Pre-University College students with respect to total Adjustment Problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

21. To study whether there is significant relationship between academic achievement with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre-University Colleges.

22. To study whether there is significant Relationship between academic Achievement with total Adjustment problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

23. To study whether there is significant relationship between Academic Achievement and cognitive style of students of Pre-University Colleges.
24. To study whether there is significant relationship between Anxiety Proneness with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre University Colleges.

25. To study whether there is significant relationship between Anxiety Proneness with total Adjustment Problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

26. To study whether there is significant relationship between Anxiety Proneness and Cognitive Style of students of Pre-University Colleges.

27. To study whether there is significant relationship between Cognitive Styles with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre-University Colleges.

28. To study whether there is significant relationship between Cognitive Styles with total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

29. To study whether there is significant relationship between total Adjustment and its dimensions (i.e. home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment) with Emotional Intelligence and its dimensions (i.e. Self Awareness, Self Regulation,
Motivation; Empathy and Social Skills) of students of Pre-University Colleges.

30. To study whether Anxiety Proneness, Adjustment, Emotional Intelligence and Cognitive Styles are not a significant predictor of Academic Achievement of students of Pre-University Colleges.

31. To study whether Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment are not a significant predictor of Academic Achievement of students of Pre-University Colleges.

32. To study whether Self awareness, Self Regulation, Motivation, Empathy and Social Skills are not a significant predictor of Academic Achievement of students of Pre-University Colleges.

33. To study whether there is significant direct and indirect effect of Anxiety Proneness, Adjustment, Emotional Intelligence and Cognitive Styles on Academic Achievement of students of Pre-University Colleges.

34. To study whether there is significant direct and indirect effect of Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment on Academic Achievement of students of Pre-University Colleges.

35. To study whether there is significant direct and indirect effect of Self Awareness, Self Regulation, Motivation, Empathy and Social Skills on Academic Achievement of students of Pre-University Colleges.
5.5 Variables Considered in the Study

The following are the variables considered for the present study.

1) Independent Variables.
   a) Anxiety Proneness
   b) Emotional Intelligence
   c) Adjustment problems
   d) Cognitive Styles

2) Dependent Variables.
   a) Academic Achievement

3) Moderator Variables.
   a. Type of College
      (Government, Private and Bruhat Bangalore Mahanagara Palike (BBMP))
   b. Gender (Male and Female)
   c. Subject of Pre-University Students
      - Arts, Science and Commerce
   d. Medium of Instruction – Kannada and English
   e. Locality – Rural and Urban

The above variables were selected based on the related literature, self observation and the teaching experience of the investigator in the college of education.

5.6 Hypotheses of the Study

In pursuance of above stated objectives, following hypotheses were formulated:

$H_1$: There is no significant difference between Male and Female students of Pre-University Colleges with respect to their Academic Achievement.
H2: There is no significant difference between Male and Female students of Pre-University Colleges with respect to Anxiety Proneness.

H3: There is no significant difference between Male and Female students of Pre-University Colleges with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

H4: There is no significant difference between Male and Female students of Pre-University Colleges with respect to total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

H5: There is no significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to their Academic Achievement.

H6: There is no significant difference between Arts, Science and Commerce subject students of Pre-University Colleges with respect to Anxiety Proneness and Cognitive Styles.

H7: There is no significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

H8: There is no significant difference between Arts, Science and Commerce students of Pre-University Colleges with respect to total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.
H9: There is no significant difference between Kannada and English medium students of Pre-University Colleges with respect to their Academic Achievement.

H10: There is no significant difference between Kannada and English Medium students of Pre-University Colleges with respect to their Anxiety Proneness and Cognitive Styles.

H11: There is no significant difference between Kannada and English Medium students of Pre-University Colleges with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

H12: There is no significant difference between Kannada and English Medium students of Pre-University Colleges with respect to Total Adjustment Problems and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

H13: There is no significant difference between Private, Bruhat Bangalore Mahanagara Palike (BBMP) and Government Pre-University College students with respect to their Academic Achievement.

H14: There is no significant difference between Private, BBMP and Government Pre-University College students with respect to Anxiety Proneness and Cognitive Style.

H15: There is no significant difference between Private, BBMP and Government Pre-University College students with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

H16: There is no significant difference between Private, BBMP and Government Pre-University College students with respect to total Adjustment and its dimensions like Home Adjustment, Health...
Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

H17: There is no significant difference between rural and urban Pre-University College students with respect to their Academic Achievement.

H18: There is no significant difference between Rural and Urban Pre-University College students with respect to their Anxiety Proneness and Cognitive Styles.

H19: There is no significant difference between Rural and Urban Pre-University College students with respect to Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

H20: There is no significant difference between Rural and Urban Pre-University College students with respect to total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

H21: There is no significant relationship between academic achievement with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre-University Colleges.

H22: There is no significant Relationship between Academic Achievement with total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

H23: There is no significant relationship between Academic Achievement and Cognitive Styles of students of Pre-University Colleges.
H24: There is no significant relationship between Anxiety Proneness with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre University Colleges.

H25: There is no significant relationship between Anxiety Proneness with total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

H26: There is no significant relationship between Anxiety Proneness and Cognitive Style of students of Pre-University Colleges.

H27: There is no significant relationship between Cognitive Styles with Emotional Intelligence and its dimensions like Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of students of Pre-University Colleges.

H28: There is no significant relationship between Cognitive Styles with total Adjustment and its dimensions like Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of students of Pre-University Colleges.

H29: There is no significant relationship between total Adjustment and its dimensions (i.e. home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment) with Emotional Intelligence and its dimensions (i.e. Self Awareness, Self Regulation, Motivation; Empathy and Social Skills) of students of Pre-University Colleges.

H30: Anxiety Proneness, Adjustment, Emotional Intelligence and Cognitive Styles are not a significant predictor of Academic Achievement of students of Pre-University Colleges.
H31: Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment are not a significant predictor of academic achievement of students of Pre-University Colleges.

H32: Self awareness, Self Regulation, Motivation, Empathy and Social Skills are not a significant predictor of academic achievement of students of Pre-University Colleges.

H33: There is no significant direct and indirect effect of Anxiety Proneness, Adjustment, Emotional Intelligence and Cognitive Styles on Academic Achievement of students of Pre-University Colleges.

H34: There is no significant direct and indirect effect of Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment on Academic Achievement of students of Pre-University Colleges.

H35: There is no significant direct and indirect effect of Self Awareness, Self Regulation, Motivation, Empathy and Social Skills on Academic Achievement of students of Pre-University Colleges.

5.7 Delimitations of the Study

❖ The study was delimited to 500 Pre-University college students of Bangalore District from Rural and Urban locality.

❖ The study was delimited to assess some Pre-University college students of Bangalore District.

❖ The study was delimited to assess Emotional Intelligence, Anxiety Proneness, Academic Achievement and Cognitive Styles based on the self-reporting questionnaires.
The study was delimited to Pre-University college student adolescents from Arts, Science and Commerce subjects.

The study was confined to Government, Private and Bruhat Bangalore Mahanagara Palike (BBMP) Pre-University college students from Kannada and English medium of instruction.

5.8 Limitations of the Study

➢ The subject does manage to get some insight into what the purpose is. So there is always the factor of social desirability and faking.

➢ The study was limited only to 500 male and female students of some Pre-University colleges. The data from all Pre-University colleges of Bangalore district could have not only increased the sample size, but also could have strengthened certain arguments.

➢ The limitation with respect to the presentation of thesis is the lack of availability of more recent literature related to Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles of students in India.

➢ However, it can be claimed that in whatever short way, the study has brought out some of the emotional competencies, Anxiety Proneness, Adjustment areas and Cognitive Styles of Arts, Science and Commerce Pre-University students. May be the later investigators can overcome the limitation faced in the present study and advance the research in the field of emotional Intelligence and Academic Achievement of Pre-University students.
5.9 Research Design and Method

Survey method was used in the proposed study. Inferences about relation among variables are made without direct interaction, from concomitant variation of independent and dependent variables.

5.10 Data Gathering Tools

The researcher has used the following tools for collection of relevant and required data for the study.

1. Sinha’s Comprehensive Anxiety Test (SCAT)

2. Emotional Intelligence Scale for Adolescents (EISA)
   Developed by the investigator with the help of the research guide.

3. Adjustment Inventory for College Students (AICS)
   Developed by A.K.P. Sinha and R.P. Singh (2009)

4. Minnesota Paper Folding Test (MPFT)
   Developed by Minnesota.

5.11 Sample of the Study

The population for the present study was all those Pre-University students who were studying in Arts, Science and Commerce at Government, Private and Bruhat Bangalore Mahanagara Palike (BBMP) Pre-University colleges in Bangalore District from Rural and Urban locality studying in Kannada and English medium classes.

Stratified random sampling was selected in order to get Pre-University college representation and student representation. Thus the present study includes 269 male students and 231 female students of Pre-University colleges.
Distribution of Sample:

Table – 5.1: Showing Break up of Sample in Terms of Moderator Variables (N=500)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variable</th>
<th>Breakup</th>
<th>No. of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type of Management of Pre-University College</td>
<td>Government, Private and BBMP</td>
<td>200 138 162</td>
<td>500</td>
</tr>
<tr>
<td>2</td>
<td>Gender</td>
<td>Male Female</td>
<td>269 231</td>
<td>500</td>
</tr>
<tr>
<td>3</td>
<td>Subject studying</td>
<td>Arts Science &amp; Commerce</td>
<td>164 165 171</td>
<td>500</td>
</tr>
<tr>
<td>4</td>
<td>Medium</td>
<td>Kannada English</td>
<td>65 435</td>
<td>500</td>
</tr>
<tr>
<td>5</td>
<td>Locality</td>
<td>Rural Urban</td>
<td>75 425</td>
<td>500</td>
</tr>
</tbody>
</table>

5.12 Collection of Data

The investigator visited different Government, Private and BBMP Pre-University colleges from Rural and Urban locality from both male and female students of Kannada and English medium colleges and consulted the respective Principals and taking the permission, administered the tests by using the tools and the investigator gave the instructions to the Arts, Science and Commerce students. And after filling the questionnaires by the students, investigator collected the questionnaires.

Students were assured of confidentiality and ask to consult the investigator regarding guidance and counselling. Whenever they come across some problems.
Scoring Procedure

Tests and scales were scored for each respondent manually. Based on the student responses and with the help of manuals scores were calculated.

Data Processing

Processing, cleansing and scoring of the collected data were carried out under the following stages.

✓ The data were collected from the 269 Male students and 231 Female students of Government, Private and BBMP Pre-University Colleges.
✓ Then the data pertaining to all the four variables was scored.
✓ After scoring data was coded and inferred into the computer using MS-Excel.
✓ Analysis of data SPSS-Package, 11.0 were used to perform appropriate statistical methods to analyze and interpret the data.

5.13 Statistical Techniques Used

The data were collected from 500 students were analyzed with reference to the objective stated and hypothesis formulated.

The following statistical techniques were used for this purpose.

Descriptive Statistics – such as Mean and Standard Deviation, t-test, ANOVA were used to study the significant difference among the mean scores of the group.

Correlation Analysis – was used to investigate the relationship between independent variables and dependent variables. Karl Pearson correlation technique was applied and simple relationships were obtained.
Multiple Regression Analysis - was used to analyze the group data on variables.

Path Analysis - was used to find out the direct and indirect influence of independent variables on the dependent variables.

5.14 Findings of the Study

The major findings of the present study as follows:

1. The Female students have higher Academic Achievement as compared to Male students.
2. The male students have higher Anxiety Proneness as compared to Female students.
3. The male students have higher Adjustment as compared to Female students.
4. The male and female students of Pre-University Colleges have similar Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.
5. The Female students have higher Emotional Intelligence as compared to Male students.
6. The Female students have higher Self Awareness, Self Regulation, Motivation, Empathy and Social Skills as compared to Male students.
7. The Female students have higher Cognitive Styles as compared to Male students.
8. The Arts, Science and Commerce students of Pre-University Colleges have different level of Academic Achievement.
9. The Science students of Pre-University Colleges have higher Academic Achievement as compared to Arts and Commerce students.
10. The Commerce students of Pre-University Colleges have higher Academic Achievement as compared to Arts students.

11. The Arts students of Pre-University Colleges have higher Anxiety Proneness as compared to Science students.

12. The Arts, Science and Commerce students of Pre-University Colleges have different Adjustment.

13. The Arts, Science and Commerce students of Pre-University Colleges have similar Home Adjustment, Health Adjustment, Social Adjustment and Educational Adjustment.

14. The Arts students of Pre-University Colleges have higher Emotional Adjustment as compared to Commerce and Science students.

15. The Arts, Science and Commerce students of Pre-University Colleges have different Emotional Intelligence.

16. The Arts, Science and Commerce students of Pre-University Colleges have different Self Awareness and Self regulation.

17. The Arts, Science and Commerce students of Pre-University Colleges have similar Motivation and Empathy.

18. The Arts, Science and Commerce students of Pre-University Colleges have different Social Skills.

19. The Science students of Pre-University Colleges have higher Emotional Intelligence as compared to Arts and Commerce students.

20. The Science students of Pre-University Colleges have higher Self Awareness as compared to Arts and Commerce students.

21. The Science students of Pre-University Colleges have higher Self Regulation as compared to Arts and Commerce students.

22. The Science students of Pre-University Colleges have higher Self Regulation as compared to Commerce students.
23. The Science students of Pre-University Colleges have higher Social Skills as compared to Commerce students.

24. The Arts, Science and Commerce students of Pre-University Colleges have different Cognitive Styles.

25. The Kannada and English medium students have similar Anxiety Proneness, Total Adjustment and Total Emotional Intelligence.

26. The Kannada and English medium students of Pre-University Colleges have similar self awareness, Self Regulation, Motivation, Empathy and Social Skills.

27. English medium students have higher Cognitive Styles as compared to Kannada medium students.

28. The students of private Pre-University Colleges have higher Academic Achievement as compared to students of Government and BBMP Pre-University Colleges.

29. The Private, Bruhat Bangalore Mahanagara Palike (BBMP) and Government Pre-University College students have similar Anxiety Proneness, Adjustment, Emotional Intelligence and Cognitive Styles.

30. The Private, Bruhat Bangalore Mahanagara Palike (BBMP) and Government Pre-University College students have similar Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

31. The Private, Bruhat Bangalore Mahanagara Palike (BBMP) and government Pre-University College students have similar Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.
32. The Urban Pre-University College students have higher Academic Achievement as compared to Rural Pre-University College students.

33. The Rural and Urban Pre-University College students have similar Anxiety Proneness and Cognitive Styles.

34. The Rural of Urban Pre-University College students have similar Self Awareness, Self Regulation, Motivation, Empathy and Social Skills.

35. The Rural Pre-University College students have higher Adjustment.

36. The Rural and Urban Pre-University College students have similar Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

37. The Anxiety Proneness and Cognitive Styles of Pre-University College students are decreases or increases with increase or decrease in their Academic Achievement.

38. The Adjustment of Pre-University College students are decreases or increases with increase or decrease in their Academic Achievement.

39. The Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of Pre-University College students are decreases or increases with increase or decrease in their Academic Achievement.

40. The Emotional Intelligence of Pre-University College students are increases or decreases with increase or decrease in their Academic Achievement.
41. The Self Awareness, Self Regulation, Motivation and Social Skills of Pre-University College students are increases or decreases with increase or decrease in their Academic Achievement.

42. The Adjustment of Pre-University College students are increases or decreases with increase or decrease in Anxiety Proneness.

43. The home Adjustment, health Adjustment, social Adjustment, emotional Adjustment and educational Adjustment of Pre-University College students are increases or decreases with increase or decrease in Anxiety Proneness.

44. The Emotional Intelligence of Pre-University College students is decreases or increases with increase or decrease in Anxiety Proneness.

45. The Self Awareness, Self Regulation, Motivation, Empathy and Social Skills of Pre-University College students are decreases or increases with increase or decrease in Anxiety Proneness.

46. The cognitive style of Pre-University College students are decreases or increases with increase or decrease in Anxiety Proneness.

47. The Adjustment of Pre-University College students are increases or decreases with decrease or increase in Cognitive Styles.

48. The home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment, Educational Adjustment of Pre-University College students are increases or decreases with decrease or increase in Cognitive Styles.
49. The Emotional Intelligence of Pre-University College students are increases or decreases with increase or decrease in Total Adjustment.

50. The self awareness, self regulation, social skills, Emotional Intelligence and total Adjustment of Pre-University College students are increases or decreases with increase or decrease in Cognitive Styles.

51. The impact or influence of Anxiety Proneness and Adjustment on Academic Achievement of students of Pre-University College is negative.

52. The impact or influence of Emotional Intelligence and Cognitive Styles on Academic Achievement of students of Pre-University Colleges is positive.

53. The impact or influence of health Adjustment and emotional Adjustment on Academic Achievement of students of Pre-University Colleges is negative.

54. That home Adjustment, health Adjustment, social Adjustment, emotional Adjustment and educational Adjustment can be used to prediction of Academic Achievement of students of Pre-University Colleges.

55. The chances are predicted achievement will not miss the actual Academic Achievement of students of Pre-University Colleges by more that ±12.100.

56. The Health Adjustment (X2) is the first best predictor of Academic Achievement of students of Pre-University Colleges and Emotional Adjustment (X4) is second best predictor of Academic Achievement of students of Pre-University Colleges.
57. The impact or influence of Self Awareness, Self Regulation and Social Skill on Academic Achievement of students of Pre-University Colleges is positive.

58. The impact or influence of empathy on Academic Achievement of students of Pre-University Colleges is negative.

59. Each time the regression equation for the sample is used to predict a Academic Achievement, the chances are predicted achievement will not miss the actual Academic Achievement of students of Pre-University Colleges by more that ±10.989.

60. The Social Skills (X5) is the first best predictor of Academic Achievement of students of Pre-University Colleges and Self awareness (X1) is second best predictor of Academic Achievement of students of Pre-University Colleges.

61. The Anxiety Proneness (X1) of students of Pre-University Colleges has significant direct effect on their Academic Achievement.

62. The cognitive style (X4) of students of Pre-University Colleges has significant direct effect on their Academic Achievement.

63. The Health Adjustment (X2) of students of Pre-University Colleges has significant direct effect on their Academic Achievement.

64. The Emotional Adjustment (X4) of students of Pre-University Colleges has significant direct effect on their Academic Achievement.

65. The Self-Awareness (X1) the self regulation (X2), the empathy (X4) and the Social Skills (X5) of students of Pre-University Colleges has significant direct effect on their Academic Achievement.
5.15 Results and Implications of the Study

It would be recalled that the present study sought to examine the allocation of Anxiety Proneness, Emotional Intelligence, Adjustment Problems and Cognitive Styles with Academic Achievement of Pre-University students of Government, Private and Bruhat Bangalore Mahanagara Palike (BBMP) Pre-University students from rural and urban locality in Bangalore District. The results of the study revealed that the different dimensions of all the variables such as Anxiety Proneness, Emotional Intelligence, Adjustment and Cognitive styles were found to be significantly associated with Academic Achievement in general.

The investigator has made an attempt to put the summary of the results of the entire study in a nutshell as follows:

❖ The Female students have higher Academic Achievement, Emotional Intelligence and Cognitive Styles as compared to Male students.

❖ The Male students have higher Anxiety Proneness and higher Adjustment as compared to Female students.

❖ Female students have higher Self-Awareness, Self-Regulation, Motivation, Empathy and Social skills as compared to male students.

❖ Male and female students of Arts, Science and Commerce subjects have similar Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment.

❖ The Arts, Science and Commerce students of Pre-University Colleges from different management and locality have different Academic Achievement and different adjustment.
❖ The Science students of Pre-University Colleges have higher Academic Achievement and Emotional Intelligence as compared to Arts and Commerce students.
❖ The Commerce students of Pre-University Colleges have higher Academic Achievement compared to Arts students.
❖ The Arts students of Pre-University Colleges have Emotional Adjustment as compared to Commerce and Science students.
❖ Arts, Science and Commerce students have different Emotional Intelligence and Cognitive Styles.
❖ Kannada and English medium students have similar Anxiety Proneness, total Adjustment and total Emotional Intelligence.
❖ English medium students have higher Cognitive Styles as compared to Kannada medium students.
❖ The students of Private Pre-University Colleges have higher Academic Achievement as compared to Government and BBMP Pre-University College.
❖ The Government, Private and BBMP College students have similar Anxiety Proneness, Emotional Intelligence, Adjustment and Cognitive Styles and also have similar total Adjustment.
❖ The Urban and Rural Pre-University College students have similar Anxiety Proneness, Cognitive Styles and Emotional Intelligence and total Adjustment.
❖ The Rural Pre-University college students have higher Adjustment compare to Urban Pre-University College students.
❖ The impact or influence of Anxiety Proneness, and Adjustment, Academic Achievement of Pre-University College is negative where as Emotional Intelligence and Cognitive Styles on Academic Achievement of Pre-University college students in positive.
The impact of influence of Health Adjustment and Emotional Adjustment on Academic Achievement of students of Pre-University Colleges is negative.

That total Adjustment can be used for prediction of Academic Achievement of Pre-University college students.

The impact or influence of Self-Awareness, Self-Regulation and Social Skill on Academic Achievement of students of Pre-University College is positive however, the impact or influence of Empathy on Academic Achievement of students of Pre-University College is negative.

The Social Skills is the first best predictor and Self Awareness in the second best predictor of Academic Achievement of student of Pre-University Colleges.

The Anxiety Proneness, the cognitive Styles, the Health Adjustment, the Emotional Intelligence, Adjustment, the Self-Awareness, the Self-Regulation, the Empathy and the Social Skills of Pre-University College students has statistically significant direct effect on their Academic Achievement.

5.16 Educational Implications

Any research effort becomes worthwhile only when it specifies some of the important educational implications. The findings of the present study have certain significant and meaningful educational implications for psychologist’s parents, school guidance workers and counselors and educational administrators. It is scientifically proved that the success of individual’s work is 80 percent depend on Emotional Intelligence and only 20 percent on general Intelligence Quotient.

1. Measures should be taken up to improve and sustain the level of Emotional Intelligence Adjustment and Cognitive Styles of
Pre-University students by providing congenial and conducive atmosphere for learning and to participate in both curricular and co-curricular activities equally.

2. There must be provision for appointing guidance workers and counsellors in Pre-University colleges to strengthen students Emotional Intelligence, Adjustment and Cognitive Styles.

3. Measure to be taken up to reduce the level of Anxiety among Pre-University students and to make them to be sportive always and to accept to be responsible for shaping their good future.

4. Short-term Teachers Training Programme must be organized for Pre-University College Lecturers to be aware of different methods of teachings and to enrich with the knowledge of Educational Psychology, Adolescents Psychology and to maintain students mental health and mental hygiene students must be engaged in some interesting and useful activities like NCC, NSS and other kinds of social work.

5. Provision of good Library facility, Laboratories, Sports materials and other extra co-curricular activities and Health competitions must be arranged in all Pre-University College.

6. Parent-Teacher, Association must be there in all Pre-University Colleges to promote better adjustment, emotional intelligence and cognitive styles among the adolescents.

5.17 Suggestions for Improving Pre-University Students' Level of Emotional Intelligence, Better Adjustment, Cognitive Styles and to Reduce the Level of Anxiety

1. Mental health professionals like Psychiatrists, Clinical Psychologists, counselling Psychologists and other non-professional consultants like social workers and priests of
various religions must be invited to all Pre-University Colleges as the resource persons to give lecture in workshops on “Mental Health and Mental Hygiene” must be provided to Pre-University students regularly at least once in a year and to counsel and guide students.

2. Personality development programmes must be organized in all Pre-University Colleges by Pre-University Board compulsorily.

3. Career Conference must be organized compulsorily once in a year for 3-5 days duration by inviting experts, experienced and specialists, professionals from different careers to give students and parents a clear understanding about different career which will help students to go for proper decision making and to choose their career and to shape their future based on their interests and to lead a very successful life.

4. Regular medical check-up once or twice in a year must be arranged by Principals of Pre-University College and to follow-up the suggestions given by experienced Doctors, Psychiatrists, Counsellors and Psychologists if any cases are there to be referred to a Doctor for free treatment.

5. Karate, Yogasana and other co-curricular activities must be provided to all Pre-University students to motivate to get concentration on learning and to achieve academically and to reach their goal in life.

6. Provision of guidance and counselling must be there in all Pre-University Colleges. It will make the decision-making process very easy on the part of adolescent students, parents teaching faculty and administrator.
7. Compulsory field trips and local visits to different Hospitals, Industries, Educational Institutions of higher education and conducting tour programme once in a year which may bring sound adjustment.

8. Scientists must be invited to institutions as guest lecturers once in a year at least and must try to inculcate scientific attitude 'proper reasoning ability', 'critical thinking' and to follow 'scientific method' among adolescent students and to train up students how to live in practical world.

9. Guidance and counselling training should be provided to all Pre-University College Lecturers compulsorily through In-Service Education Programmes which enable lecturers to take the role of guidance workers and counsellors to take their adolescent students problems easily.

10. Guidance workers and counsellors must be appointed compulsorily in all schools and colleges.

11. School teachers and college lecturers must be resourceful with the knowledge of child Psychology and Educational Psychology.

12. Parent-Teachers association must be formed and parents should be educated in such a way by arranging some awareness programme which may also help to solve most of the adolescents problems easily and to understand their children's capability.

13. Parents should not force their children to study as parents wishes always and students must be allowed to choose their subjects as they wish to do and to shape their future.

14. Teachers and parents must train students to face the life courageously.
5.18 Suggestions for Further Research

The following suggestions are given on the basis of investigator’s observations, field work, review of related studies and gaps in the present study.

✓ Emotional Intelligence Scale for Adolescents (EISA) should be standardized on the Indian population, which can be used for further research.

✓ A norm table on Emotional Intelligence can be created which can be further used to compare the individual performance of the adolescent students, which may help students to solve most of their problems through study.

✓ Case studies can be undertaken in order to provide a concrete examples of potential uses of being Emotionally Intelligent.

✓ An intervention for improving Emotional Intelligence and Adjustment and also to reduce Anxiety Proneness may be suggested.

✓ A study may be undertaken for larger sample like Pre-University students, Diploma Engineering students, Nursery school teacher trainees, ITI students and X standard students from different Districts of Karnataka and States of India.