CHAPTER – II
REVIEW OF RELATED LITERATURE

2.0 OVERVIEW

In the present study, a review of related research has yielded very rich dividends. It was possible for the research to delimit and define the present problem on the basis of the researches undertaken earlier. Above all, the review gave very clear insight into the study area, enabling the researcher to define the objectives, the scope, measurement and methodology. It was also possible to plan a new venture resulting in new relationships. Keeping in view what has already been accomplished in earlier researches, adequate care was taken to avoid duplication of established findings. Suitable extensions and modifications were made to prosecute new avenues of scope and procedure.

2.1 NEED FOR REVIEW OF RELATED LITERATURE

John W. said, “A summary of writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested”. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.
A knowledge of related literature enables the investigator to define the Frontiers of his field: an understanding of the different theories in the field will enable him to place his question in proper perspective; one learns about the procedures and instruments that have proved useful and also those which seem less promising; a thorough search through related research avoids unintentional replication of previous studies; it places the researchers in a better position to interpret the significance of his own results.

In searching related literature the researcher should note certain important elements

a) Reports of closely related studies that have been investigated.

b) Design the study, including procedures employed and data – gathering instruments used.

c) Populations that were sampled: sampling methods employed.

d) Variables that were defined.

e) Extraneous variables that could have affected the findings.

f) Recommendations for further research.

2.2 CLASSIFICATION OF THE STUDY

The collected related literatures have been reported in this chapter under the two captions namely ‘Studie Conducted Abroad’ and ‘Studies Conducted in India’. The investigator collected totally 73 related studies in the field of research. He identified 19 studies conducted in India and 54 studies conducted Abroad.
2.3 STUDIES CONDUCTED IN INDIA

In India attempts have been made since past two decades to study Social, personal and moral values, attitudes of teachers as well as students.

2.3.1 STUDIES RELATED ON SCHOLASTIC ACHIEVEMENT

Goswami, P.K. (1978) made a study over the self-concept of adolescents and its relationship with scholastic achievement and adjustment. It was found that there existed positive relationship between self-concept and achievement and the adolescents with good self-concept were likely to achieve more than those with poor self-concept. Scholastic achievement highly correlated with the concept of one’s mental health and of SES. The extent of relationship between intelligence and self concept did not change with place of residence (rural or urban) or with sex.

Barua, U. (1981) made a study on the “Influence of Capacity of Memorization on Scholastic Achievement.” Boys and Girls were not different with respect to intelligence and total scholastic achievement. If learning materials were so presented as to appeal both to intellectual and non-intellectual aspects of the educands they would engender better learning and achievement.

Saraswat R. (1982) The main objective of the study was to examine the relationship of self-concept measures with adjustment, values, academic achievement and socio-economic status of boys and girls. The hypotheses
examined in the study were: (1) There is a significant relationship between self-concept and adjustment among higher secondary students, (2) There is a significant relationship between self-concept and values among higher secondary students. (3) There is a significant relationship between self-concept and academic achievement among higher secondary students. (4) There is a significant relationship between self-concept and socio-economic status among higher secondary students. (5) There is a significant difference between the self-concept of boys and girls of higher secondary students. A quota random sample of 840 students (420 boys and 420 girls) of class IX from 14 schools under the Delhi Administration was selected. Data were collected using the Self-Concept Inventory developed by the researcher, the Vyaktitva Parakh Prashnavali by M.S.L. Saxena for measuring adjustment, the study of Values Test by R.K. Ojha, and the Socio-economic Status Scale by S.P. Kulshreshtha. The major findings were 1. The boys’ self-concept was positively and significantly related to political and religious values, while the girls’ self-concept was not related to any of these values. 2. Only intellectual self-concept was positively and significantly related to academic achievement in both the sexes. 3. Boys and girls differed significantly on total self-concept and its physical, social and moral dimensions. Girls were found to be higher on all these dimensions.

Tiwari, G.N. (1982) Analyzed the “study habits and scholastic performance at three level of education”. The analysis concluded that class X students had the
highest mean study habit score which significantly differs from the students at the other two levels. Science students in every class scores higher than the students of the other courses. Girls in all classes had better study habits than boys. Urban students had better study habits than rural students. Study habits scores were found to consistently rise of income and in the level of parent’s education. Study habits scores positively and significantly correlated with annual examination marks as well as with pooled teacher ratings.

**Deshpande M.B. (1984)** “An analytical study of cognitive – affective development and scholastic achievement of tribal secondary school students” the results of the study showed that the Mean Scores of non-tribal students were significantly higher than those of the tribal students on all cognitive tests. It also brought to notice that Tribal students were more educationally backward than non-tribal students. Boys with high SES were more intelligent than those with middle and low SES. Boys having university participation had higher scholastic achievement than those having university position. Girls having university participation, university position and inter-university position in sports has higher scholastic achievement than those having inter-university participation. Boys of inter-university positions had more scholastic mental capacity than boys from other groups.

**Dixit Mithillesh Kumari. (1985)** “A comparative study of intelligence and academic achievement of adolescent boys and girls studying in classes IX and
XI” Among class IX students, there was no difference in the academic achievement of intellectually very superior and intellectually superior boys and girls. Among class XI students, there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls. At all other intellectual levels, the academic achievement of girls was superior to that of boys. In general, the intelligence test scores of the boys were higher than those for the girls. In the case of boys, there was very high correlation between intelligence test scores and academic achievement. In the case of girls, there was an average. Correlation between intelligence test scores and academic achievement.

Devanesan. (1990) made a study on socio economic status, achievement motivation and scholastic achievement of higher secondary students in Pasumpon Thevar Thirumagan District. The objectives of this study were (i) To find out the relationship between social-economic status, achievement motivation and scholastic achievement of higher secondary students, and (ii) to find out the difference among various groups of higher secondary students in socio-economic status, achievement-motivation and scholastic achievement. The major findings were (1) There was significant and positive relationship between the achievement-motivation and scholastic achievement of higher secondary students. (2) There was significant and positive relationship between the achievement – motivation and scholastic achievement of higher secondary mathematics group students. (3)
There was a significant and positive relationship between the achievement – motivation and scholastic achievement of higher secondary science group students. (4) There was a significant relationship between socio-economic status and scholastic achievement.

**Diwan. (1991)** made a study of the predictors of academic achievement of student-teachers in terms of aptitude, attitude, participation and human values. Main objectives of this study were (i) To determine the relationship between the academic achievement and student-teacher’s aptitude, attitude, participation, co-operation, dedication, nationalism, scientific outlook, tolerance and their entry level, (ii) to compare the academic achievement of male and female student-teachers, (iii) to compare the academic achievement of rural and urban student-teachers, and (iv) to study the factors relating to the academic achievement of student-teachers. The major findings were (1) Academic achievement of student-teachers was related to teaching aptitude, attitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level. (2) Female student-teachers were found significantly higher in comparison to male student-teachers in all the eleven variables, viz, academic achievement in total, theory and practical, aptitude, co-operation, dedication, nationalism, scientific outlook, tolerance and entry level. (3) Student-teachers of urban background were found significantly better as compared to student-teachers of rural background in all the eleven variable, viz. academic achievement in total, theory and practical, aptitude,
attitude, co-operation, dedication, nationalism scientific outlook, tolerance and entry level. (4) Academic achievement, in total, of student teachers has been predicted successfully on the basis of their attitude, entry level, aptitude and co-operation.

**Kaia Laidra, Helle Pullmann, Juri Allik. (2006)** had conducted study on General intelligence and personality traits from the five factor model were studies as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary level. A total of 3618 students (1746 boys and 1872 girls) from all over Estonia attending Grades 2, 3, 4, 5, 6, 8, 10 and 12 participated in this study. Intelligence as measured by the Raven’s standard progressive matrices was found to be the best predictor of student’s grade point average (GPA) in all grades. Personality traits (measured by self-reports on the Estorian Big Five Questionnaire for children in grades 2 to 4 by the NEO Five factor Inventory in grade 6to12). **Findings:** 1. Openness, agreeableness, and conscientiousness correlated positively and Neuroticism correlated negatively with GPA in almost every grade. 2. When all measured variables were entered together into regression model, intelligence was still the strongest predictor of GPA, being followed by agreeableness in Grade 2 to 4 and conscientiousness in Grades 6 to 12. 3. Interaction between the predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.
Smita Sinha. (2006) A Study on Emotional Skills and Adjustment towards First and Second Language Learning and Academic Achievement. A comparative study of the performances of Orissa Secondary board examination results show that while many good students score good marks in science and mathematics, they perform poorly in language papers. The emotional (attitudinal) and educational (language learning) adjustment level of the students was measured in classroom setting using the adjustment inventory for school students (AISS) developed by A. K. P. Sinha and R. P. Singh (1984). Their emotional adjustment, which includes attitude and emotional skills and educational adjustment to first language (standard Oriya) learning situation and second language (English) learning situation were measured. The percentage of final marks in the previous class (9th class) was obtained from the school authorities to find out the academic level of the students. The problems of untouchability, low socio-economic status, lack of self-esteem, lack of exposure to importance of education and language learning have influenced the adjustment of backward students. Conflict, anxiety, frustration and a feeling of inferiority complex towards their own mother tongue which differ from the school languages also affect the learning process.

2.3.2 STUDIES RELATED ON SOCIAL INTELLIGENCE

Kar S.B. (1961) The main aim of the investigation was to assess the level of the concrete intelligence of the Hos (the fourth major tribe of Bihar) in order to have an idea of their intellectual potentiality both from quantitative and qualitative
aspects. A general survey was carried out for selecting villages with pure Ho population. Alexander’s Scale for Concrete Intelligence, along with Porteus Maze Test were administered to 116 Hos (47 men, 37 women and 32 school boys) selected at random from 11 Ho villages and two schools of Singhbum district. Various group comparisons were made by applying the t-test. The major conclusions were: 1. In the Block Design Test there was no significant difference between the three groups. The women were comparatively more homogeneous while the boys were the least homogeneous. 2. In the Cube Construction Test there was no difference between school boys and men, but both the groups were superior to the women. However, the women’s group was more homogeneous than the other two groups. The school boys were the least homogeneous. 3. In the Porteus Maze Test there was no significant difference between the school boys and the men, but both the groups were superior to the women. As far as homogeneity was concerned, there was no marked difference between these groups.

Sinha, R.R.P. (1964) The main purpose of the study was to compare the intelligence of tribals and non-tribals of Ranchi, coming from two different racial stocks. Four hypotheses were tested. In all 280 male tribal (non-Christian Oraons) and 280 male non-tribal (Hindu and Muslim) students, matched for age SES; rural-urban influences and educational attainments, were selected from five urban and four rural schools of Ranchi district. Alexander’s Performance Scale (Pass
along, Block Design and Cube Construction tests) was used to measure intelligence. Mean, SD, chi-square test, t-test, etc., were employed. The major findings were 1. There was no significant difference between intelligence of tribal’s and non-tribal’s. 2. There was a gradual rise in mean intelligence scores of both tribal’s and non-tribal for age ranging from 10 to 20 years. 3. Intelligence scores of rural tribals differed significantly from urban tribals. Rural non-tribal did not differ significantly in intelligence scores from urban non-tribal. 4. Rural literate tribals were superior in intelligence to rural illiterate tribals. 5. Intelligence scores of literate and illiterate non-tribal did not differ significantly. 6. The mean intelligence score of non-tribals was greater than that of tribals in rural areas. Rural literate tribals differed significantly from rural illiterate non-tribals in intelligence scores of tribals and non-tribals. Whatever differences existed were due to a difference in their environmental and cultural conditions.

**Prahallada, N.N. (1982)** The objectives of the study were (i) to investigate the level of moral judgment of students in standard XII, (ii) to investigate the relationship between (a) moral judgment and socio-economic status (SES), (b) moral judgement and intelligence, and (c) moral judgment and personality adjustment of the students, and (iii) to investigate the significant difference between science, arts and commerce students in respect of their level of moral judgment. A sample of 1000 students was drawn using the stratified disciplines – science (Boys-268, Girls -147), arts (Boys-187, Girls-212), and commerce (Boys-
130, Girls-56). Four tools used were (1) Defining Issues Test (DIT) perfected by James R. Rest (Minneapolis, USA), (2) a modified version of Kuppuswamy’s SES Scale, (3) an advanced version of Raven’s Progressive Matrices and (4) Bell’s Personality Adjustment Inventory (PAI, English and Kannada version). A try-out of the tests was conducted to know the difficulties regarding the language of the tools, conceptual understanding, fatigue, etc. To minimize the fatigue effect the data were collected in two phases, (1) SES and DIT, (2) RPM and PAI. Statistical techniques employed to analyse the data were t-test and product-moment coefficient of correlation (r). Major findings of the study were 1. There was significant difference in the moral judgment scores of junior college students in India (Mysore) and senior high school students in the United States. 2. There was significant difference between (a) science and arts students (b) science and commerce students and (c) arts and commerce students. 3. Significant difference was not reported between (a) the students belonging to four different age groups, and (b) students studying in junior colleges and composite colleges as far as their moral judgment were concerned.

**Chatterji, P.S. (1983)** The objectives of the study were (i) to compare the personality, intelligence and achievement – motivation of students studying in different academic groups at the +2 stage, (ii) to find out the academic – group differences among high scores in each of these three variables, (iii) to find out the academic – group differences among low scores in each of these three variables,
and (iv) to compare the personality, intelligence and achievement – motivation of successful and unsuccessful students in different academic groups at the +2 stage. A sample of 760 male students studying in four academic groups, arts (N=190), science (N=180), commerce (N=190) and agriculture (N=200) of class XII, was drawn from nine different recognized institutions of the Varanasi region by using the purposive incidental sampling method. Personality dimensions were measured by a Hindi version of EPI (Eysenck Personality Inventory Form A) adopted by Srivastava (1976); Jalota’s Group Test of General Mental Ability was used to measure intelligence. Achievement – motivation was measured by the test developed by Gandhi and Srivastava (1980). Academic achievement was determined on the basis of subjects’ performance at the board examination. The major findings were 1. Commerce and agriculture students obtained significantly higher extraversion scores in comparison to those in the arts and science groups. 2. Out of the four academic groups, science students were the most intelligent and arts students the least. 3. Science students achieved significantly higher verbal factor and total intelligence scores in comparison with those in all other academic groups. They were significantly superior in numerical factor of intelligence in comparison with arts and commerce students. Furthermore, they were significantly better than students in arts and agriculture groups on the reasoning factor of intelligence. 4. Scores on intelligence test in science group were significantly higher than those in all other academic groups with respect to all factors of intelligence, namely, verbal, numerical and reasoning.
Tiwari, Rita. (1984) The objectives of the study were (i) to find out the differential level of achievement motivation of the deprived students and to compare them with the advantaged class, (ii) to study and compare the intelligence of the deprived and privileged children, and (iii) to investigate as how the personality traits of the deprived children were different from those of the privileged ones. The sample of the study comprised 600 students of grades IX and X studying in different higher secondary schools of Raipur city, identified as privileged and deprived by a panel of five experts. The data were collected by employing the Achievement Motivation Inventory constructed by D.R. Bhatia, the Culture Fair Intelligence Test of Cattell and Cattell adopted in Hindi and the High School Personality Questionnaire (HSPQ) adapted by Kapoor and Mehrotra. The data were analysed by computing the measures of central tendency, percentages and t-values. The findings of the study were 1.Privileged students scored significantly higher in achievement motivation than deprived ones.2.Privileged children displayed significantly higher general mental ability than the deprived students.

Sahai, S.K. (1985) The objectives of the study were: (i) to find out the effect of sex and sex role identity on the variables of intelligence, self-esteem, locus of control, adjustment and dogmatism, (ii) to find out if an androgynous, masculine, feminine and undifferentiated male and female subjects differed significantly with regard to the variables of maternal adjustment, mother’s
education, father’s education, size of the family, socio-economic status and academic achievement. The sample of the study consisted of 408 male and female students of Panjab University, Chandigarh. They were administered the following tools: (i) The Bem Sex Role Inventory, (ii) Raven’s Standard Progressive Matrices, (iii) the Texas Social Behavior Inventory, (iv) the Rotters I-E Locus of Control Scale, (v) the Bell Adjustment Inventory, (vi) the Singh Socio-Economic Status Scale, and (vii) the Dogmatism Scale. The findings of the study were:

1. Males were found to be higher on mean intelligence as compared to females.
2. High masculine and high feminine subjects were found to have higher self-esteem scores as compared to low masculine and low feminine subjects.
3. Males were higher on self-esteem as compared to females.
4. Masculinity and femininity were not independent of each other with regard to self-esteem.
5. Females were higher on external control as compared to males.
6. High masculine and high feminine subjects were found to be better on adjustment as compared to low masculine and low feminine subjects.
7. High masculine subjects were found to be less dogmatic as compared to low masculine subjects.
8. Males were more dogmatic as compared to Females.
9. Significant differences were seen between feminine females and feminine males on internal-external control variables with feminine females being more externally controlled than feminine males.
10. High masculine subjects were also higher on academic achievement as compared to low masculine subjects.
Singh, K.K. (1985) The main purposes of the study were (i) to determine the difference and association between intelligence of boys and girls in general and faculty wise, (ii) to verify the strength for association between intelligence and personality, (iii) to examine the difference in personality factors of the high and low intelligent members of both the sexes, and (iv) to find out the relationship between intelligence and personality. In all, 460 students (275 boys and 185 girls) were drawn randomly from the arts, science, medicine and engineering faculties of four colleges and postgraduate departments of Bhagalpur University. They were matched with respect to age, years of schooling, socio-economic status, urban/rural background, etc. A Personal Data Sheet, Kuppuswamy’s Socio-Economic Status Scale, Cattell’s 16 PF Questionnaire (adapted by Kapoor), and Jalota’s Group Test of General Mental Ability were used. Mean, t-ratio, correlation, chi-square technique, etc. were employed for drawing conclusions. The major conclusions were 1. Intelligence seemed to be influenced by certain factors such as sex, faculty, cultural condition, years of schooling and increased educational opportunities. Boys were superior in intelligence to girls. 2. Personality traits were more or less independent of intelligence. 3. High intelligent boys and girls were scholastic, suspicious-skeptical and controlled. The low intelligent group was outgoing, happy-go-lucky and apprehensive. 4. Intelligence linked personality traits of high intelligent subjects showed them to be more scholastic, emotionally mature, conscientious, venturesome, tender minded, shrewd and controlled. 5. High intelligent girls were scholastic, controlled. High intelligent
girls were scholastic, controlled and shrewd. Low intelligent boys were outgoing, emotionally immature, assertive, happy-go-lucky, shrewd, imaginative, apprehensive, experimenting, self-sufficient and tense. Low intelligent girls were outgoing, less scholastic and apprehensive.

Sharma, S.K. (1986) The investigator attempted to study the qualities of adjustment and intelligence and their impact upon developing intrinsic desirable values. One thousand students reading in the first year of 20 different colleges of Rajasthan were selected by the stratified method of sampling. Factors like socio-economic status, place of living, sex, intelligence and level of adjustment were selected to serve as the basis of comparison of their attainments. The normative, comparative and correlation survey method was employed to study the values and personalities of students. For data collection value test, a group intelligence test and an adjustment inventory were adopted. The major findings were 1. The role of teachers was quite different in traditional and industrial societies. 2. In the context of rapid development in the field of science and technology, teachers faced a changed and disorganized social order, met with explosion of expectations, and had to take up the role of an agent of social change and an innovator of educational ideas. 3. The teaching experience did not affect significantly their classroom behavior. Students’ perceptions regarding female teachers’ classroom behavior were better than their perceptions regarding the classroom behavior of male teachers.
Harpreet Kaur and Ashu Kalaramna. (2004) “Study of Interrelationship between Home Environment, Social Intelligence and Socio-economic Status among Males and Females”. The present study was undertaken to assess the existing levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and two sexes. The data was collected from randomly selected four high schools in the villages of Ludhiana – I block of Ludhiana district. Home environment was assessed by using Mishra’s Home Inventory, Social Intelligence was assessed by using Chadha and Genesan’s (1986) Social Intelligence Scale and to know the socio-economic status, Kulshreshta’s Socio-Economic Status Scale (1981) was used. Results revealed that socioeconomic status has got effect on social intelligence. Home environment also showed positive impact on social intelligence. The values shows that with the increase in socioeconomic status, the level of recognition of social environment (0.324***), tactfulness (0.293***), sense of humour (0.254**) and memory (0.544***) also increased in males and the relationship was found to be significant at 1 percent level of significance. Similar was the case as far as females were concerned but there was an inverse and significant relationship between socio-economic status and patience in females (-0.247**) and there was no significant relationship of patience with socioeconomic status of males. The other dimensions i.e. cooperativeness, confidence and sensitivity was non-significantly related with socioeconomic status of both males and females. This shows that with the increase in socio-economic status, the level of patience in females decreased. Thus, overall
it can be concluded that in order to acquire better level of social intelligence, socio-economic status needs to be raised. A cursory look shows that there exists a positive and significant relationship between control and cooperativeness, control and confidence. If an increase was made in the existing level of control of males, there would be an increase in the cooperativeness and confidence of males.

2.4 STUDIES CONDUCTED IN ABROAD

A number of studies have been done regarding academic performance and Social Intelligence of student in foreign countries. Investigation has identified fifty four studies in this live.

2.4.1 STUDIES RELATED ON SCHOLASTIC ACHIEVEMENT

LI PRETI (1994) studied the relationship between home environment and academic achievement among Italian, Canadian preschool children in Toronto. The primary purpose of this study was to generate descriptive information on four and five year old children of Italian background in Metropolitan Toronto. Life styles, cultural experiences as well as academic, social and emotional factors were investigated through a questionnaire, which was developed by the investigator and shows distinctive features inters of content as well as population. Multivariate multiple regression analysis revealed that most composite variables are significantly related to school achievement and measured intelligence. 75 item questionnaires were administered in May 1984 at kindergarten registration in local schools and at home. The 75 items were divided into twelve composite variables.
The subjects, 150 children of Italian background (81 boys and 69 girls) from 11 different schools in Downs view and Weston were observed interacting with their parents. In a series of multiple regression analysis through the statistical package for the social sciences (SPSSX) each measure of scholastic behavior and measured intelligence was regressed on the twelve composite variables. It is concluded that a child’s academic success is related to parent/child relationships and home environments.

**HAMACHEK, DON (1995)** revealed a consistent relationship between self concept and academic ability, claiming that they are highly interactive proposes a self concept inventory, that they can help school personal identify behaviours that indicate self concept status. The instrument could guide perceptions. He finds a consistent relationship between self concept and academic ability, claiming that they are highly interactive.

**ACOSTA . (2001)** investigated whether academic self-concept and school climate predicated academic achievement. The author also studied specific structural equation models to determine whether specific areas of perception of ability mediate the influence of academic self-concept and specific areas of school climate on academic achievement. Information on academic achievement was obtained through students self-report of their last recorded grades in Maths, reading and writing. The variables (i.e school climate, academic self-concept, and academic achievement) that existed within school settings was examined. The
findings of the study provided support for the concept that the school climate and academic self-concept influence student’s perceptions of themselves as learners as well their academic achievement.

Elliot and McGregor's (2001) 2 x 2 model of achievement motivation (mastery approach, mastery-avoidance, performance-approach and performance-avoidance) was used among 143 Latino adolescents to examine how achievement motivation changes over time, and whether perception of academic climate influences eventual academic outcomes. A Repeated Measures Analysis of Variance (RM-ANOVA) also revealed that eighth graders reported an increase in mastery-approach achievement motivation and task-focused academic climate as they transitioned to high school. Findings suggest 1) that perception of a task-performance focused academic climate plays an important role in Latino adolescents' academic achievement, and 2) that Latino adolescents' achievement motivation and perception of academic climate may be influenced by their transition to high school.

Rodriguez, Carlos, M. (2007) in The Impact of Academic Self-Concept, Expectations and the Choice of Learning Strategy on Academic Achievement: The Case of Business Students Descriptors are Undergraduate Study; Academic Achievement; Learning Strategies; Path Analysis; Business Education; Self Concept; Expectation; Learner Engagement; Aptitude Treatment Interaction; Student Surveys; Measures (Individuals); Critical Thinking. This study provides
evidence of the impact of two critical self-regulation components--academic self-concept and outcome expectations--on the selection of learning strategies conducive to academic achievement in undergraduate business education. Self-concept theory is the framework for the analysis of students' motivations and learning behaviors. Path analysis suggests that high academic self-concept favors engagement in complex cognitive effort, deep learning strategies and self-reflection, as well as in the adoption of strategic learning approaches alone. However, the composite effect of deep learning through strategic approaches has the most impact on student's academic performance. High academic expectations favor students' selection of deep learning more than strategic approaches. Clearly, the use of surface approaches to learning is not conducive to academic achievement. Overall, these findings suggest that high students' academic self-concepts and unambiguous outcome expectations encourage critical thinking and reflective approaches to learning.

Lam, Bick Har; Phillipson, Shane, N. (2009) in “What Are the Affective and Social Outcomes for Low-Achieving Students within an Inclusive School in Hong Kong?” discuss about academic achievement. Descriptors are Inclusive Schools; Social Integration; Mild Disabilities; Academic Achievement; Foreign Countries; Cultural Context; Learning Experience; Educational Policy; Alienation; Teaching Methods; Educational Change; Student Diversity; Low Achievement; Holistic Approach; Elementary Education; Teacher Student Relationship; Self
Concept; Student Reaction. Four hundred and ten students across Primary 3-5 responded to four instruments measuring "academic self-concept," "alienation from school," "teacher-students relationship," and "social integration." The responses showed that, when studying the regular curriculum, students in the low-achievement group reported greater levels of alienation and lowest levels of social integration compared with students with the highest levels of achievement. On the other hand, low-achieving students who studied a differentiated curriculum reported affective and social outcomes more consistent with the responses from the high-achieving students. The results suggest that there is a mismatch between the aims and practice of the educational policy reflecting learner diversity and the cultural expectations of both parents and students.

Pekrun, Reinhard; Elliot, Andrew, J; Maier, Markus, A.(2009) in Achievement Goals and Achievement Emotions: Testing a Model of Their Joint Relations with Academic Performance Descriptors are Social Desirability; Academic Achievement; Student Motivation; Multiple Regression Analysis; Academic Ability; Models; Goal Orientation; Emotional Response; Undergraduate Students; Introductory Courses; Psychology; Mastery Learning; Performance; Predictor Variables; Personality Traits; Anxiety; Gender Differences; Questionnaires. The findings were consistent with the authors' hypotheses and supported all aspects of the proposed model. In multiple regression analysis, achievement goals (mastery, performance approach, and performance avoidance)
were shown to predict discrete achievement emotions (achievement emotions were shown to predict performance attainment, and 7 of the 8 focal emotions were documented as mediators of the relations between achievement goals and performance attainment. All of these findings were shown to be robust when controlling for gender, social desirability, positive and negative trait affectivity, and scholastic ability.

Matthews, J. S.; Ponitz, Claire Cameron; Morrison, Frederick J (2009) “Early Gender Differences in Self-Regulation and Academic Achievement” Descriptors are Academic Achievement; Child Behavior; Gender Differences; Self Control; Expressive Language; Vocabulary Development; Measures (Individuals); Rating Scales; Phoneme Grapheme Correspondence; Sex Role. Behavioral self-regulation was measured using both an objective direct measure (N = 268; Head-Toes-Knees-Shoulders task) and, for a subsample of children, a teacher report of classroom self-regulatory behavior (n = 156; Child Behavior Rating Scale). Results showed that girls outperformed boys in both assessments. Although gender differences in self-regulation were clear, no significant gender differences were found on the 5 academic achievement outcomes, as measured by the Woodcock-Johnson III Tests of Achievement.

Berkant, Hasan Guner (2009) “An Investigation of Students' Meaningful Causal Thinking Abilities in Terms of Academic Achievement, Reading Comprehension and Gender” Descriptors are Grade 9; Secondary School
The main purpose of this study is to investigate whether students' meaningful causal thinking abilities vary with their academic achievement levels, reading comprehension abilities, and gender. The sample of the study consisted of 124 ninth grade students attending a secondary school in Adana City Seyhan District during 2008-2009 academic year. The Meaningful Causal Thinking Evaluation Test, the Biology Academic Achievement Test, and the Reading Comprehension Test (IOWA) were used to collect the data. No significant difference is found between male and female students' meaningful causal thinking abilities. It is concluded that students' academic achievement levels and reading comprehension scores are significant predictors of their meaningful causal thinking ability, but their gender is not.

Asfaw, Abebech (2009) in Recalled Test Anxiety in Relation to Achievement, in “The Context of General Academic Self-Concept, Study Habits, Parental Involvement and Socio-Economic Status among Grade 6 Ethiopian Students” Descriptors are Study Habits; Socioeconomic Status; Parent Participation; Academic Achievement; Self Concept Measures; Measures (Individuals); Parent School Relationship; Grade 6; Test Anxiety; Elementary School Students; Correlation; Age Differences; Gender Differences; Foreign Countries. An adapted version of Sarason's Test Anxiety Scale (28 items), plus
the General Academic Self-Concept Scale (18 items), and Parental Involvement (10 items), Study Habits (10 items) and Socio-Economic Status (10 items) scales developed by the authors were the instruments of the study. The findings of the study indicated: (a) test anxiety correlated with achievement with a weak correlation of -0.186; and (b) perceived general academic self-concept and study habits were positively and significantly related to achievement. Test anxiety was found to be a non-predictor of achievement in the presence of other variables.

Sothy, Mulsow, Miriam, Cleveland, Harrington, Hart, Sybil, L. (2009) in Academic Achievement among Adolescents in Cambodia: Does Caregiver Trauma Matter?” Descriptors are Posttraumatic Stress Disorder; Academic Achievement; Public Health; Adolescents; Foreign Countries; Parent Influence; Violence; Parent Child Relationship; Symptoms (Individual Disorders); Caregivers; Educational Attainment; Predictor Variables; Brain; Gender Differences; Fathers; Mothers; War; High School Students .Fourteen percent of caregivers met criteria for posttraumatic stress disorder (PTSD). Overall, caregiver trauma predicted caregiver education, which then predicted caregiver warmth, but not adolescents' academic achievement. Adolescents' academic achievement was predicted by caregivers' brain-related trauma, child gender, hours taking extra classes, and father's education. Implications for community health professionals are offered.
Chong, Wan Har; Klassen, Robert M.; Huan, Vivien S.; Wong, Isabella; Kates, Allison Diane (2009) in The Relationships among School Types, Teacher Efficacy Beliefs, and Academic Climate: Perspective from Asian Middle Schools. Descriptors are Middle Schools; Teacher Effectiveness; Self Efficacy; Academic Achievement; Foreign Countries; Middle School Teachers; Organizational Climate; Prior Learning; Questionnaires; Predictor Variables; Beliefs; Teacher Attitudes; Teacher Distribution; Schematic Studies. The authors explored how prior student achievement, through school types, predicted teacher self- and collective efficacy and perceived academic climate of 222 middle school teachers in Singapore. Further analyses revealed that the teacher collective efficacy partially mediated the relationship between teacher self-efficacy and academic climate. These findings were discussed with respect to the sociocognitive perspective.

Goddard, Roger D.; Salloum, Serena J.; Berebitsky, Dan (2009) in “Trust as a Mediator of the Relationships between Poverty, Racial Composition, and Academic Achievement: Evidence from Michigan's Public Elementary Schools” Descriptors are Relationship; Trust (Psychology); Academic Achievement; Mathematics Achievement; Reading Achievement; Socioeconomic Status; Racial Composition; Public Education; Elementary Schools; Path Analysis; Poverty; Disadvantaged; Organizations (Groups). Purpose: Research shows that trust is significantly related to academic achievement. This study expands
knowledge of this connection in two ways. First, because a stratified, random sample of elementary schools from an entire state was used, the results have considerable generalizability. Second, this study tested the relationship between trust and achievement and assessed whether links between academic achievement, socioeconomic status (SES), and racial composition are mediated by the levels of trust teachers report in students and parents. Findings: Using path analysis and controlling for measures of school context, greater trust was associated with increased school achievement in mathematics and reading on state assessments used for accountability purposes. Also, school SES, racial composition, and size were indirectly related to achievement through their associations with trust.

Black, Alison Rebeck; Somers, Marie-Andree; Doolittle, Fred; Unterman, Rebecca; Grossman, Jean Baldwin. (2009) the Evaluation of Enhanced Academic Instruction in After-School Programs. Descriptors are Academic Achievement; Elementary School Students; Program Effectiveness; Program Evaluation; Program Implementation; Instructional Effectiveness; Mathematics Instruction; Reading Instruction; Comparative Analysis; Student Behavior; Mathematics Achievement; Reading Achievement; Outcomes of Education; Teacher Characteristics; Effect Size; Measures (Individuals); Models. This report includes two parallel impact studies, a math program study ("Mathletics" developed by Harcourt School Publishers) and a reading program study ("Adventure Island" developed by the Success for All Foundation) in which
students attending an afterschool program are assigned by lottery to either receive the structured academic programming or the afterschool programming regularly offered. (1) Findings after the First Implementation Year and Differences between Centers that Participated in Both Years of the Study and Centers that Participated Only in the First Year; (2) Statistical Precision and Minimum Detectable Effect Size; (3) Creation of the Analysis Sample (Math Centers); (4) Creation of the Analysis Sample (Reading Centers); (5) Implementation Measures from Structured Protocol Observations and Class Record Forms; (6) Outcome Measures; (7) Statistical Model and Sensitivity Analyses (Impact of Offering One Year of Service); (8) Statistical Model and Sensitivity Analyses (Impact of Offering Two Years of Service); (9) Exploratory Analysis: The Association Between Receiving Two Years of Enhanced After-School Academic Instruction and Student Achievement; and (10) Exploratory Analysis: Linking the Impact of One Year of Enhanced Services on Student Achievement with School and Program Characteristics.

Baker-Henningham, Helen; Meeks-Gardner, Julie; Chang, Susan; Walker, Susan (2009) In Experiences of Violence and Deficits in Academic Achievement among Urban Primary School Children in Jamaica discuss about the relationship between children's experiences of three different types of violence and academic achievement among primary school children in Kingston, Jamaica. Descriptors are Intervention; Classroom Techniques; Urban Schools; Emotional
Development; Social Development; Prevention; Academic Achievement; Foreign Countries; Grade 5; Violence; Low Achievement; Elementary School Students; At Risk Students; Reading Achievement; Spelling; Mathematics Achievement; Aggression; Punishment; Neighborhoods; Gender Differences; Peer Relationship.

Methods: A cross-sectional study of 1300 children in grade 5 [mean (S.D.) age: 11 (0.5) years] from 29 government primary schools in urban areas of Kingston and St. Andrew, Jamaica, was conducted. Academic achievement (mathematics, reading, and spelling) was assessed using the Wide Range Achievement Test. Children's experiences of three types of violence--exposure to aggression among peers at school, physical punishment at school, and exposure to community violence--were assessed by self-report using an interviewer administered questionnaire. Results: Fifty-eight percent of the children experienced moderate or high levels of all three types of violence. Boys had poorer academic achievement and experienced higher levels of aggression among peers and physical punishment at school than girls. In this study, we demonstrate a dose-response relationship between primary school children's experiences of three different types of violence and their academic achievement. The study points to the need for validated violence prevention programs to be introduced in Jamaican primary schools. Such programs need to train teachers in appropriate classroom management and discipline strategies and to promote children's social and emotional competence and prevent aggression.
Carroll, Annemaree; Houghton, Stephen; Wood, Robert; Unsworth, Kerrie; Hattie, John; Gordon, Lisa; Bower, Julie (2009) in their Self-Efficacy and Academic Achievement in Australian High School Students: The Mediating Effects of Academic Aspirations and Delinquency” discuss on self-efficacy, aspirational, and other psychosocial influences account for considerable variance in academic achievement. Descriptors are Delinquency; Structural Equation Models; Self Efficacy; Models; Academic Achievement; Academic Aspiration; Measures (Individuals); High School Students; Foreign Countries; Grades (Scholastic); Metacognition; Self Concept. The "Children's Self-Efficacy Scale, Adapted Self-Report Delinquency Scale (Revised)", and "Children's Academic Aspirations Scale" were administered to participants prior to academic achievement being assessed using mid-year school grades. Structural equation modeling was employed to test three alternative models for the relationships from academic, social, and self-regulatory efficacy on academic achievement. Academic and social self-efficacy had positive and negative relationships, respectively, with academic aspiration and academic achievement; however, the relationship between academic aspiration and academic achievement was not significant in the final model.

Zhang, Baoshan; Zhao, Jun-Yan; Yu, Guoliang. (2010) in their “The Influence of Concealing Academic Achievement Information on Self-Monitoring by Adolescents with Low Achievement “ states the influences of concealing
academic achievement on self-monitoring in an academically-relevant social interaction. During social interactions people self-monitor their behavior at least partially to conceal socially devalued characteristics. This study examined the influences of concealing academic achievement on self-monitoring in an academically-relevant social interaction. An interview paradigm called for school-aged adolescent participants (total N = 86) who either did or did not have low (academic) achievement to play the role of someone who did or did not have low achievement while answering academically-relevant questions. The data suggest that adolescents with low achievement (low achievers) were more likely to tailor their behaviors according to the situational cues than did those without low achievement (non-low achievers). On the other hand, low achievers who played the role of good students were most likely to regulate their behaviors according to their inner cues.

Rudasill, Kathleen Moritz; Gallagher, Kathleen Cranley; White, Jamie, M. (2010) In “Temperamental Attention and Activity, Classroom Emotional Support, and Academic Achievement in Third Grade” state that children's temperament and classroom emotional support may work together to promote or inhibit children's academic achievement. Descriptors are Mathematics Achievement; Reading Achievement; Academic Achievement; Personality; Grade 3; Emotional Development; Regression (Statistics); Child Behavior; Personality Traits; Classroom Techniques; Attention; Preschool Children. The purpose of this
study is to examine the interplay of children's temperamental attention and activity (assessed when children were 4-and-a-half years old) and classroom emotional support as they relate to children's academic achievement in third grade. Particular focus is placed on the moderating role of classroom emotional support on the relationship between temperament (attention and activity level) and academic achievement. In addition, classroom emotional support moderated the relation between children's attention and reading and mathematics achievement, such that attention mattered most for reading and mathematics achievement for children in classrooms with lower emotional support. Findings point to the importance of understanding how children's temperament and classroom emotional support may work together to promote or inhibit children's academic achievement.

**Heck, Ronald, H ; Mahoe, Rochelle. (2010)** Student Course Taking and Teacher Quality: Their Effects on Achievement and Growth. Descriptors are Teacher Effectiveness; Mathematics Achievement; Science Achievement; Academic Achievement; Profiles; Educational Experience; Teaching Methods; High School Students; Student Attitudes; Longitudinal Studies; Outcomes of Education; Student Characteristics. The purpose is to examine the relationship between high school students' curricular positions, their perceptions of the quality of their teachers, and school academic process variables on students' growth rates and ending achievement in mathematics and science. Design / methodology / approach: Multilevel latent curve modeling is used to examine students' growth
trajectories using the National Longitudinal Educational Study data. Findings: Within schools, both student curricular positions and perceptions of teacher quality affect growth and achievement. More positive student perceptions of their teachers ascending across course profiles are found. The effects of perceived teacher quality on growth rates and ending achievement, however, are more consequential for students in weaker academic profiles than in stronger profiles.

Nakamoto, Jonathan; Schwartz, David. (2010) “Is Peer Victimization Associated with Academic Achievement? A Meta-Analytic Review,” Pub Type(s): Information Analyses; Journal Articles; Reports - Research Descriptors are Academic Achievement; Correlation; Meta Analysis; Gender Differences; Bullying; Models. This paper presents a meta-analytic review of 33 studies, with a total of 29,552 participants, that examined the concurrent association between peer victimization and academic achievement. The results revealed a small but significant negative correlation between peer victimization and academic achievement under both the random-effects model ($r = -0.12$, $p$ less than 0.001) and the fixed-effects model ($r = -0.10$, $p$ less than 0.001). Factors that moderated the strength of this association across studies include the peer victimization informant, the indicator of academic achievement, whether there was shared method variance, and the national setting of the study. An exploratory analysis revealed that the strength of the correlations did not differ for boys and girls. The results help resolve the conflicting findings in the existing literature and suggest
the need for further investigation into the association between peer victimization and academic achievement.

Nomi, Takako. (2010) “The Effects of Within-Class Ability Grouping on Academic Achievement in Early Elementary Years “Descriptors are Private Schools; Reading Achievement; Ability Grouping; Reading Ability; Academic Achievement; Elementary School Students; Institutional Characteristics; Longitudinal Studies; Student Diversity; Public Schools; Socioeconomic Status; Low Achievement; Achievement Gap; Minority Groups; Measures (Individuals); Scores; Statistical Data. Findings support an argument that ability grouping is an organizational response to problems of diversity in the student body. Schools that use ability grouping are likely to have heterogeneous ability compositions. They are also public, low-performing, low socioeconomic status, and high-minority schools. In these schools, ability grouping has no effects or negative effects, particularly for low-ability students. In contrast, ability grouping may improve achievement for all students in schools with advantageous characteristics, mostly private schools, and may reduce achievement inequalities, because low-ability students benefit the most from this practice.

Montoya, Silvia. (2010) in “Exploring Family, Neighborhood and School Factors in Racial Achievement Gap Dissertation” Descriptors are Neighborhoods; Family Income; Educational Objectives; Achievement Gains; Outcomes of Education; Racial Differences; Raw Scores; Achievement Gap; Family Influence;
Educational Environment; Intervention; Socioeconomic Influences; Educational Attainment; Poverty; Whites; African Americans; Hispanic Americans; Algebra; Secondary School Mathematics; Effect Size; Scores; Social Influences; Parent Influence; Peer Influence; Grade 8; Grade 9; Reading Achievement; Mathematics Achievement. In August 2009 results from the SAT scores confirm a widening in the racial achievement gap, thus questioning the success of some policy initiatives. The findings show that the fraction of college-educated adults and median household income in the neighborhood are positively associated with students' achievement. High levels of poverty have a negative and significant effect only when a threshold of 30% of poor households in the area has been reached. Using a propensity score matching method, this study estimates the average treatment effect on the math section of the tenth-grade North Carolina's High School Comprehensive Test. Results show that low-achieving, low SES, Black students are more likely to take Algebra 1 in ninth-grade than their White peers. Students who had low test scores prior to 8th grade did not improve at the same rate or not improve at all, though we cannot affirm they are harmed by such policy.

Brown, Keffrelyn D. (2010) in “Is This What We Want Them to Say? Examining the Tensions in What U.S. Preservice Teachers Say about Risk and Academic Achievement “Descriptors are Preservice Teacher Education; Preservice Teachers; Teacher Education Curriculum; Teacher Education Programs; Academic Achievement; School Effectiveness; Knowledge Base for
Teaching; At Risk Students; Teacher Attitudes; Educational Environment; Discourse Analysis; Multicultural Education. This article examines how a group of preservice teachers--enrolled in a teacher education program that challenges deficit thinking--understand and talk about academic achievement, paying particular attention to the extent to which the candidates account for academic achievement and recognize potential academic risk. Based on the paradoxical stability and tentativeness of teacher candidates' talk about risk, academic achievement and the deployment of the "at-risk" category, I suggest the need to illuminate the complex body of knowledge that informs teacher candidates' understanding, particularly the knowledge deployed in teacher education curriculum.

Kaplan, Avi; Flum, Hanoch. (2010) in “Achievement Goal Orientations and Identity Formation Styles” Descriptors are Goal Orientation; Adolescents; Academic Achievement; Student Motivation; Individual Development; Self Concept; Coping; Achievement Need; Context Effect. The review highlights the shared definition of achievement goal orientations and identity formation styles as mental frames that guide interpretation of situations, define standards for action, and direct coping with challenges. Despite differences in unit-of-analysis and general focus, both perspectives emphasize the qualitative differences between mental frames that are oriented towards self-development and those that are oriented towards self-worth validation and enhancement. The article concludes
with research questions concerning the potential reciprocal relations between adolescents' academic achievement goal orientations and identity formation styles.

**Ghazarian, Sharon. R; Buehler, Cheryl. (2010)** in “Interparental Conflict and Academic Achievement: An Examination of Mediating and Moderating Factors” describes the intrapersonal conflicts. Descriptors are Conflict; Academic Achievement; Grade 6; Parent Influence; Marital Instability; At Risk Persons; Low Achievement; Family Environment; Self Concept; Mothers; Correlation; Child Development. Using a risk and resiliency theoretical framework, the association between interparental conflict and academic achievement was examined. The sample consisted of 2,297 6th grade youth with a mean age of 11.92. Participants were mostly European American (81.8%) and 52% were girls. Results demonstrated that interparental conflict is a risk factor for lower academic achievement, suggesting that family interactions play a significant role in how youth perform in the academic setting. Youth self-blame acted as a significant mediator, providing some explanation for how interparental conflict affects academic achievement. Results from this study underscore the need for continued focus on the link between family and school environments with respect to youth developmental outcomes.

**Konishi, Chiaki; Hymel, Shelley; Zumbo, Bruno, D; Li, Zhen. (2010)** in “Do School Bullying and Student-Teacher Relationships Matter for Academic Achievement? A Multilevel Analysis” Descriptors are Bullying; Reading
In extending our understanding of how the social climate of schools can affect academic outcomes, this study examined the relationship between school bullying, student-teacher (S-T) connectedness, and academic performance. Using data collected in Canada as part of a larger international study conducted by the Organisation for Economic Co-operation and Development, participants included 27,217 students aged 15 years and 1,087 school principals. Results of multilevel analyses revealed that math achievement was negatively related to school bullying and positively related to S-T connectedness. For boys, there was a significant interaction between bullying and S-T connectedness, suggesting a buffering effect of S-T connectedness on the relationship between school bullying and math achievement. Similar results were evident for reading achievement.

Ahmed, Wondimu; Minnaert, Alexander; van der Werf, Greetje; Kuyper, Hans. (2010) in “Perceived Social Support and Early Adolescents' Achievement: The Mediation Roles of Motivational Beliefs and Emotions” Descriptors are Mathematics Achievement; Grade 7; Social Support Groups; Student Attitudes; Emotional Response; Self Esteem; Competence; Anxiety; Correlation; Parent Influence; Peer Influence; Teacher Influence; Motivation; Academic Achievement; Foreign Countries. The participants of the study were
238 grade 7 students (average age = 13.2 years, girls = 54%, predominantly native Dutch middle class socioeconomic status). A bootstrap analysis (a relatively new technique for testing multiple mediation) revealed that the motivational beliefs and the emotions, jointly, partially mediated the effect of PSS on achievement. The proportion of the effects mediated, however, varied across the support sources from 55% to 75%. The findings lend support to the theoretical assumptions in the literature that supportive social relationships influence achievement through motivational and affective pathways.

**Chudowsky, Naomi; Chudowsky, Victor. (2010)** “State Test Score Trends through 2007-08, Part 5: Are There Differences in Achievement between Boys and Girls? “ Descriptors are Females; Federal Legislation; Reading Achievement; Mathematics Tests; Reading Tests; Scores; Grade 4; Gender Differences; Standardized Tests; Trend Analysis; Age Differences; Elementary School Students; Middle School Students; High School Students. The data for these analyses were drawn from an extensive set of test data that has been collected from all 50 states by CEP with technical support from the Human Resources Research Organization (HRRO). This research revealed several specific main findings: (1) In math, there was no consistent gender gap in 2008. Rather, there was rough parity in the percentages of boys and girls reaching proficiency at all three grade levels; (2) In grade 4 math, states tended to have greater shares of girls reaching the basic level and greater shares of boys reaching the advanced
level; (3) In grade 4 reading, higher percentages of girls than boys reached the basic, proficient, and advanced achievement levels in 2008; (4) In a majority of the states with sufficient data, both boys and girls in grade 4 have made progress in reading and math since 2002 at the basic, proficient, and advanced achievement levels.

Snyder, Frank; Flay, Brian; Vuchinich, Samuel; Acock, Alan; Washburn, Isaac; Beets, Michael; Li, Kin-Kit. (2010) “Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster-Randomized, Controlled Trial”. Descriptors are Student Behavior; Intervention; Academic Achievement; Effect Size; Values Education; Reading Tests; Mathematics Tests; Models; Federal Legislation; Scores; Pretests Posttests. The "Positive Action" Hawai'i trial included 20 racially/ethnically diverse schools (M enrollment = 544) and was conducted from the 2002-03 through the 2005-06 academic years. Using school-level archival data, analyses comparing change from baseline (2002) to 1-year post trial (2007) revealed that intervention schools scored 9.8% better on the Terra Nova (2nd ed.) test for reading and 8.8% on math, that 20.7% better in Hawai'i Content and Performance Standards scores for reading and 51.4% better in math, and that intervention schools reported 15.2% lower absenteeism and fewer suspensions (72.6%) and retentions (72.7%). Overall, effect sizes were moderate to large (range = 0.5-1.1) for all of the
examined outcomes. The results provide evidence that a comprehensive school-based program, specifically developed to target student behavior and character, can positively influence school-level achievement, attendance, and disciplinary outcomes concurrently.

2.4.2 STUDIES RELATED ON SOCIAL INTELLIGENCE

FANNIN. (2001) examined the relationship between emotional and analytic intelligence upon academic achievement and academic production. 115 children aged 13 to 14 were administered adolescent multi factor intelligence test. Previously administered academic test scores from the Terra Nova achievement test and scores from the Otis-Lennon school ability test were also used. The study also examined to what extent analysis intelligence and emotional intelligence contribute to academic achievement and academic production. Analytic intelligence as measured in the present study was found to be a better predictor of grade point averages and academic achievement test scores than emotional intelligence.

Kanazawa, Satoshi; Kovar, Jody L (2004) “Why Beautiful People Are More Intelligent” Descriptors are Correlation; Aesthetics; Social Cognition; Intelligence; Interpersonal Attraction; Heredity; Stereotypes; Social Status; Males. Empirical studies demonstrate that individuals perceive physically attractive others to be more intelligent than physically unattractive others. The conclusion that beautiful people are more intelligent follows from four assumptions. The
conclusion that beautiful people are more intelligent is "logically" true, making it a proven theorem. We present empirical evidence for each of the four assumptions. While we concentrate on the relationship between beauty and intelligence in this paper, our evolutionary psychological explanation can account for a correlation between physical attractiveness and "any other" heritable trait that helps men attain higher status (such as aggression and social skills).

Terry, Mark (2005) "Intelligent Design" Descriptors are Creationism; Evolution; Science Education; Religion; Science Teachers; Curriculum Development; Religious Factors. Science and religion are two contradicting aspects when it comes to tracing evolution and creationism. Considering that these are two important things, revising statewide science or eliminating evolution and changing it to Intelligent Design (ID) may be the best thing to be done to create a curriculum that has a better science teaching. In this article, the author points out that ID is not about Biblical literalism. In public battles, ID proponents try to shift the entire discussion away from religion, claiming that science has discovered evidence of the work of a "designer" and that they have mathematical formulae and scientific-sounding "concepts" to back this up. Not only is ID not about Biblical literalism, but almost all talk of God has been removed from it. Among other things, he presents a few possibilities on what an educator or concerned citizen can do regarding the Intelligent Design.
Laureano-Cruces, Ana Lilia; Ramirez-Rodriguez, Javier; de Arriaga, Fernando; Escarela-Perez, Rafael. (2006) “Agents Control in Intelligent Learning Systems: The Case of Reactive Characteristics” Descriptors are Artificial Intelligence; Intelligent Tutoring Systems; Conflict Resolution; Cognitive Style; Logical Thinking; Models; Computer Software; Virtual Classrooms. Intelligent learning systems (ILSs) have evolved in the last few years basically because of influences received from multi-agent architectures (MAs). Conflict resolution among agents has been a very important problem for multi-agent systems, with specific features in the case of ILSs. The literature shows that ILSs with cognitive or pedagogical agents are prone to arbitration methods, where as ILSs with reactive agents are much in favor of control mechanisms. For these kind of systems, different control types are proposed based on the different stimuli that these agents will receive. These stimuli are aspects to be evaluated during the teaching/learning process such as: (1) error analysis, (2) learning styles, (3) analogies, (4) social aspects, etc. The paper reviews several ILSs, related to our work; different control mechanisms are proposed to solve the agents' intervention conflicts. Finally, the use of several mechanisms is exemplified by the results of a specific ILS.

Goleman, Daniel (2006) “The Socially Intelligent Leader” Descriptors are Neuropsychology; Administrators; Affective Behavior; Emotional Intelligence; Social Cognition; Brain; Interaction; Leadership Styles; Leadership
Effectiveness. An essential task of school leadership is helping bring students and faculty into the state that will facilitate their working at their best. Positive emotional states help a brain learn efficiently, whereas excess stress and negative emotions shrink the brain's capacity to learn. Goleman describes new findings in neuroscience that reveal how people respond to one another’s emotional states as they interact. The neural mechanisms for this automatic attunement are called "mirror neurons." The emotional state of the most powerful person in any organization has a ripple effect on the emotions of everyone else. School leaders, therefore, have a significant effect on the social-emotional climate of the school as a whole, and have a responsibility to develop a socially intelligent leadership style that will engender a culture conducive to peak learning. Goleman delineates positive and negative leadership styles--in terms of social intelligence--and cites research showing that students achieve at higher levels in schools in which leaders adopt the positive styles.

Grover, Sonja (2006), “The Right of the Child to Be Heard in Education Litigation: An Analysis of the "Intelligent Design" Pennsylvania Case on the Separation of Church and State in the Public Schools.” Descriptors are State Church Separation; Public Schools; Children’s Rights; School Districts; Court Litigation; School Law; Science Education; Creationism; Evolution; Secondary School Science; High Schools. This paper examines a seminal case in US education law regarding the separation of Church and State in the public schools.
The issue decided was whether it is constitutional under American law for a school district to mandate reference to "intelligent design" (ID) as an alternative to the theory of evolution whilst instructing students only in the latter. ID theory postulates an unspecified "master intelligence" as being responsible for the origins of life. A Pennsylvania court found that ID was a religious theory and held the school district had officially endorsed ID contrary to constitutional requirements. The reasons for this failure to allow students to be heard in the judicial proceedings are explored as are the implications for how the notion of children's rights is understood in North America.

Ryvkina, R. V. (2007) in “The Expiration of the Intelligentsia's Social Role in Post-Soviet Russia” Descriptors are Social Stratification; Foreign Countries; Humanities; Social Change; Intellectual History; Intellectual Experience; Social History; Social Theories; Political Attitudes; Political Influences; Political Issues; Historical Interpretation. Many people in Russia feel that the intelligentsia is on its way out. This is something that writers sense more keenly than anyone else. Symptomatic of this is the headline of an article by Daniil Granin published in the newspaper "Izvestia" on 5 November 1997: "The Russian Intellectual Is Going Away" [Russkii intelligent ukhodit]. There are two interpretations of the term "intelligentsia"--an intelligentsia that consists of individual people who think, and an intelligentsia as a social stratum of the population that is a part of "social stratification," meaning the aggregation of social strata that form Russian society.
as a whole. The former is the commonplace interpretation; the latter is the scientific meaning. In Russia today, the fate of these two meanings is different: although there are still "intellectual people" around, there is no longer an intelligentsia as a specific social stratum as it used to exist in the Soviet Union and prior to the Revolution of 1917. Certainly there are individuals who are intellectuals. But in the same way that "one swallow does not make a summer," the existence of even sizable numbers of intellectuals ["intellectually"] (politicians, writers, actors, artists, scientists, doctors, schoolteachers, etc.) does not mean that they make up a particular social stratum in the structure of society.

Yang, Fan; Wang, Minjuan; Shen, Ruimin; Han, Peng. (2007)

“Community-Organizing Agent: An Artificial Intelligent System for Building Learning Communities among Large Numbers of Learners “Descriptors are Student Interests; Artificial Intelligence; Distance Education; Educational Environment; Foreign Countries; Simulation; Higher Education; Pilot Projects; Interpersonal Relationship; Social Networks; Web Based Instruction; Online Courses; Virtual Classrooms; Computer Mediated Communication; Educational Technology; Computer Software. Web-based (or online) learning provides an unprecedented flexibility and convenience to both learners and instructors. However, large online classes relying on instructor-centered presentations could tend to isolate many learners. The size of these classes and the wide dispersion of the learners make it challenging for instructors to interact with individual learners
or to facilitate learner collaborations. Through effective award and exchange algorithms, learners with similar interests and experiences will form a community to support each others' learning. Simulated experimental results indicate that these algorithms can improve the speed and efficiency in identifying and grouping homogeneous learners. Here, we will describe this system in detail and present its mechanism for organizing learning communities. We will conduct human experimentations in the near future to further perfect the system.

**Hand, Michael (2007)** in “The Concept of Intelligence” Descriptors are Intelligence; Interpersonal Competence; Theories. Analyses of the ordinary concept of intelligence are few and far between in philosophical literature. Such analyses as there have been in recent years are heavily influenced by Ryle's suggestion that to act intelligently is to act "well" or "competently" in a particular domain. Here I show that there are serious problems with Ryle's account and try to offer a more adequate analysis. I argue that to be intelligent is to have "an aptitude for theory-intensive activities." I go on to explain why I think the ordinary concept of intelligence is a useful one for those professionally involved in the practice of education.

**Rose, Raduan Che. (2008)** "The Bond between Intelligences: Cultural, Emotional, and Social” Descriptors are Social Development; Emotional Intelligence; Intelligence; Cultural Awareness; Interpersonal Competence; Success; Individual Differences. Increasing interest in multiple forms of
nonacademic intelligences in addition to the well-established intelligent quotient (IQ) to explain individual success has triggered a need for clear establishment of the theoretical and empirical connection among these constructs. As such, this article explores the interrelationship that exists among three forms of nonacademic intelligences: cultural, emotional, and social. Theoretical and practical implications are also discussed.

**Moral Clarken, Rodney H. (2009)** “Intelligence in the Schools” Descriptors are Ethical Instruction; Altruism; Integrity; Ethics; Multiple Intelligences; Moral Development; Moral Values; Leadership Responsibility; Citizenship Education; Student Characteristics; Cognitive Processes; Affective Behavior; Classification. Moral intelligence is newer and less studied than the more established cognitive, emotional and social intelligences, but has great potential to improve our understanding of learning and behavior. Moral intelligence refers to the ability to apply ethical principles to personal goals, values and actions. The construct of moral intelligence consists of four competencies related to integrity, three to responsibility, two to forgiveness, and one to compassion. Morally intelligent leaders and teachers in schools will be supporting, respecting and caring, and engendering those qualities in their students. Its relationship to character and ethical behavior, as well as the other intelligences will be discussed. By developing greater moral intelligence, benefits to the schools and the society will result in organizations that are more positive, improved
relationships and students who are both smart and good and value universal human principles and rights.

Meijs, Noortje; Cillessen, Antonius H. N; Scholte, Ron, H. J; Segers, Eliane; Spijkerman, Renske (2010) in “Social Intelligence and Academic Achievement as Predictors of Adolescent Popularity” Descriptors are Intelligence; Academic Achievement; Foreign Countries; Peer Acceptance; College Bound Students; Comparative Analysis; Interpersonal Competence; Cognitive Ability; Peer Relationship; Sociometric Techniques; Adolescents; Vocational Education; College Preparation; Interaction; Educational Environment; Context Effect. Participants were 512, 14-15 year-old adolescents (56% girls, 44% boys) in vocational and college preparatory schools in Northwestern Europe. Perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. Sociometric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by school context. Whereas college bound students gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination. The implications of these findings were discussed.

2.4.3 STUDIES RELATED ON EMOTIONAL INTELLIGENCE

Yoder, Debra Marie (2005) in “Organizational Climate and Emotional Intelligence: An Appreciative Inquiry into a "Leaderful" Community
Descriptors are Organizational Climate; Leadership; Leadership Effectiveness; Constructivism (Learning); Community Colleges; Action Research; Emotional Intelligence. This qualitative study was based on interpretive research using appreciative inquiry (AI). Both emotional intelligence (EI) and appreciative inquiry are evolving constructs. This study addresses potentially useful questions about the characteristics of emotional intelligence and its possible implications for affecting organizational climate.

Pellitteri, John; Dealy, Michael; Fasano, Charles; Kugler, John. (2006) “Emotionally Intelligent Interventions for Students with Reading Disabilities” Descriptors are Reading Difficulties; Educational Environment; Social Adjustment; Reading Processes; Emotional Intelligence; Emotional Response; Affective Behavior; Cognitive Processes; Student Motivation; Peer Relationship; Teacher Student Relationship. The construct of emotional intelligence provides a framework for understanding emotional processes in students with reading disabilities. The components of emotional intelligence include the perception of emotions, emotional facilitation of thinking, emotional knowledge, and emotional regulation. Consideration is given to the emotional factors in the school environment, the interpersonal interactions of peer groups, opportunities for facilitating emotional learning, and dynamic affective-aesthetic responses of the individual during the reading process.
Cheong, France (2008) in “Using a Problem-Based Learning Approach to Teach an Intelligent Systems Course” Descriptors are Foreign Countries; Problem Based Learning; Metacognition; Graduate Study; Artificial Intelligence; Course Organization; Instructional Effectiveness; Information Technology; Computer Science Education; College Instruction. PBL is a revolutionary and radical teaching approach. It is completely different from the traditional lecture-tutorial approach as there is a shift of power from the "expert teacher" to the "student learner". In the traditional teacher-centered approach, the teacher is knowledgeable in the subject matter and the focus of teaching is on the transmission of knowledge from the expert teacher to the novice student. In contrast, the PBL approach is a student-centered approach in which the focus is on student's learning and what they do to achieve this. In such an environment, the role of the teacher is more of a facilitator than an instructor. Findings from cognitive psychology suggest that learning is a constructive and not a receptive process. Learning must be contextualized in order to be effective and social factors also affect learning since students evolve their problem-solving methods and conceptual knowledge when working in small groups. When using the PBL approach, it is necessary for students to follow a carefully planned process to guide them through the complex tasks of brainstorming, identifying useful knowledge, formulating appropriate research questions, and working out strategies for finding solutions. The PBL process used was adapted from the literature. Furthermore using a PBL approach in one part of the course would enable comparison with the traditional method
used in another part of the course. The re-designed course was offered in semester 1, 2006, and the first part of the course ran smoothly without any apprehension about programming from students (this was a concern in the previous version of the course). The PBL approach was evaluated using a questionnaire survey at the end of the course. Although 88% of students enjoyed the PBL experience, their preferences leaned towards a combined traditional and PBL approach.

**Kelly, Declan. (2008)** in “Adaptive versus Learner Control in a Multiple Intelligence Learning Environment” Descriptors are Multiple Intelligences; Computer Assisted Instruction; Educational Environment; Learner Controlled Instruction; Educational Technology; Cognitive Style; Learning Strategies; Educational Strategies; Instructional Design; Computer Software; Elementary Secondary Education; Intelligent Tutoring Systems; Instructional Effectiveness; Instructional Material Evaluation; Web Based Instruction. However, there are some unresolved issues in building adaptive educational systems that adapt to individual traits. For example in what way should the learning environment support users with different learning characteristic and what advantage does adaptive control have over learner control. Results suggest that students who do not explore alternative resources beyond the first presented resource have most to benefit from adaptive presentation strategies and that surprisingly learning gain increases when they are provided with resources not normally preferred.
Van Velsor, Patricia (2009) “Task Groups in the School Setting: Promoting Children's Social and Emotional Learning” Descriptors are Emotional Development; Emotional Intelligence; Interpersonal Competence; Developmental Tasks; Group Activities; Educational Environment; Teamwork; School Counselors; Counselor Teacher Cooperation. Through social and emotional learning (SEL), individuals develop skill in negotiating relationships successfully and expressing emotions appropriately. In the task group, students can learn and practice crucial skills in vivo while they work together to complete a task. The counselor's strategic attention to promoting task completion while facilitating SEL can serve to highlight the benefits of group work in the school learning environment.

Fowlie, Julie; Wood, Matthew. (2009) in “The Emotional Impact of Leaders' Behaviours” Descriptors are Emotional Intelligence; Management Development; Competence; Administrator Behavior; Emotional Response; Student Experience; Affective Behavior; Leadership Effectiveness; Organizational Change; Questionnaires; Student Attitudes; Business Administration Education. The purpose is to analyse MBA students' actual experiences of both good and bad leadership and the resulting emotional responses; to determine which emotionally intelligent competencies, if any, have greater importance in times of change. Findings: The findings suggest that bad leadership equates to a lack of self-management and relationship management competencies; however good
leadership is not the exact opposite. If a person has developed self-management competencies it does not follow that he/she will be considered a good leader. Leaders should aim to have a clear focus on their followers; in other words, highly developed relationship management competencies. It also appears that face-to-face communication is relevant.

Afolabi, Olukayode Ayooluwa; Ogunmwonyi, Edosa; Okediji, Abayomi. (2009) in “Influence of Emotional Intelligence and Need for Achievement on Interpersonal Relations and Academic Achievement of Undergraduates “ discuss influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. Descriptors are Foreign Countries; Undergraduate Students; Emotional Intelligence; Achievement Need; Interpersonal Relationship; Academic Achievement; Statistical Analysis. This study examined influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. Questionnaires were administered to one hundred and ten (110) subjects. The independent variables are emotional intelligence and need for achievement, while the dependent variables are interpersonal relations and academic achievement. Independent t-test and analysis of variance was used to analyze the data. Results of hypothesis 1 confirmed that emotional intelligence has a significant influence on interpersonal relations (t = 1.83; df = 108, p less than 0.05). It was also confirmed (hypothesis 2) that emotional intelligence has
significant influence on need for achievement among undergraduates \( t = 1.51; \text{df } = 108, \text{p < 0.05} \). Hypothesis 3 was partially supported as emotional intelligence \( F(1, 106) = 4.61; \text{p < 0.05} \) and need for achievement \( F(1, 106) = 5.03 \) had significant influence on academic achievement. However, the interaction effect of emotional intelligence and need for achievement was not significant \( F(1, 106) = 2.15; \text{N.S.} \) The practical implications of these findings are discussed and necessary recommendations made.

### 2.4.4 STUDIES RELATED ON MULTIPLE INTELLIGENCE

**Kremenitzer, Janet Pickard (2005)** “The Emotionally Intelligent Early Childhood Educator: Self-Reflective Journaling” Descriptors are Emotional Intelligence; Reflective Teaching; Journal Writing; Early Childhood Education; Teacher Evaluation. A current interest in education is the growing awareness that the development of social and emotional skills in children is critical for the foundation of academic knowledge in the classroom. The early childhood educator is in a position to be a powerful nurturer of the social emotional development in young children. It is important, therefore, to challenge early childhood teachers, particularly veteran teachers, to take a closer look at their own social and emotional skills and to systematically reassess these skills through an emotionally intelligent "lens". The field of emotional intelligence is a new and exciting area of academic research that looks at emotional abilities within the following four domains: (1) perception skills; (2) accessing skills; (3) understanding skills; and
Pellitteri, John; Dealy, Michael; Fasano, Charles; Kugler, John (2006) “Emotionally Intelligent Interventions for Students with Reading Disabilities” Descriptors are Reading Difficulties; Educational Environment; Social Adjustment; Reading Processes; Emotional Intelligence; Emotional Response; Affective Behavior; Cognitive Processes; Student Motivation; Peer Relationship; Teacher Student Relationship. The construct of emotional intelligence provides a framework for understanding emotional processes in students with reading disabilities. The components of emotional intelligence include the perception of emotions, emotional facilitation of thinking, emotional knowledge, and emotional regulation. This article examines underlying affective processes as they relate to cognition, motivation, and social functioning. Ecological and individual interventions for influencing learning and social adjustment are described. Consideration is given to the emotional factors in the school environment, the interpersonal interactions of peer groups, opportunities for facilitating emotional learning, and dynamic affective-aesthetic responses of the individual during the reading process.

Hess, Diana E. (2006) “Should Intelligent Design Be Taught in Social Studies Courses? Descriptors are Social Studies; Science Curriculum; Democracy;
Creationism; Public Schools; Board of Education Policy; Religion; Religious Factors”. In this article, the author examines whether the very reasons that explain why intelligent design is controversial in the science curriculum also apply to social studies. She reports what teachers at a recent democratic education conference said about four different lessons on intelligent design that could fit into social studies courses. She asked them whether they would teach the lessons and why. Then she generalizes from these lessons and explains reasons in favor of and against including intelligent design in the social studies curriculum before examining the intelligent design controversy as a type of problem that social studies teachers face frequently.

Dimitriades, Zoe, S. (2007) “Managing Emotionally Intelligent Service Workers: Personal and Positional Effects in the Greek Context”. Descriptors are Demography; Employment Level; Predictor Variables; Emotional Intelligence; Service Occupations; Employees; Foreign Countries; Career Choice; Data Analysis; Gender Differences. The purpose of this research is to investigate the relative importance of personal-demographic and positional factors in predicting emotional intelligence (EI) among service workers in the Greek context. Design/methodology/approach: The study involved administering Schutte et al.’s SREIT test to employees engaged in retailing, insurance, banking, tourism, entertainment, professional and public services. Altogether data were collected from a total of 330 survey responses. Findings: The overall results of the data
analysis suggest that twenty two percent of the variance in EI may be explained by the combined effect of personal (occupational choice) and positional factors (managerial level). Contrary to expectations, female gender and boundary-spanning role responsibilities were not statistically significant in the sample studied. Practical implications: These findings endorse the validity of incorporating EI interventions alongside the recruitment, selection, and training and development process both of supervisory and non-supervisory employees who choose to pursue a career in services.

**Pierce, Clayton (2007)** in *Designing Intelligent Knowledge: Epistemological Faith and the Democratization of Science*. Descriptors are Science Education; Science and Society; Epistemology; Evolution; Creationism; Scientific Principles; Educational Principles; Educational Philosophy; Controversial Issues (Course Content); Technology; Educational Environment. In this essay, Clayton Pierce examines the epistemological standpoints of Intelligent Design (ID) and evolutionary science education, focusing specifically on the pedagogical question of how ID and modern science-based education fail to promote democratic relations in how students learn, think, and associate with science and technology in society. Pierce explores the debate in education between ID and traditional science education that centers on the epistemological assumptions embodied in the modern scientific model. Turning to Bruno Latour's recent work in the field of science studies, Pierce develops his argument that both
expressions of knowledge fail to deliver an adequate theoretical and practical democratic framework for teaching and learning about knowledge systems and technologies in their social, political, and cultural environments.

Nutankumar S. Thingujam (2008) “Emotional Intelligence: Does it Make Sense in Clinical Psychology?” Descriptors are Emotion, Intelligence, Emotional Intelligence, Clinical Psychology, Culture and Measurement. The present study attempts to point out a promising model of emotional intelligence and its measure for identifying usefulness in clinical psychology research and practice. The place of emotional intelligence in clinical psychologists examined in relation to existing concepts, that is, alexithymia, neuroticism, general mental ability, social intelligence, and empathy. The psychometric status of emotional intelligence test is also discussed across the Western and Eastern cultures. Finally, it is concluded that it makes sense to talk about ability model of emotional intelligence in clinical psychology in the Western culture and it is believed that the ability model is a promising candidate in the Eastern culture too.

2.4 ANALOGY

The investigator identified 73 studies which were conducted in the organizational climate of the educational institutes. Then they were analysed according to 1) Scholastic achievement (39) out of which 29 were Foreign and 10 were Indian studies; 2) Social intelligence (21) out of which 12 were Foreign and
9 were Indian; 3) Emotional intelligence which 7 were Foreign studies and finally 4) Multiple intelligence which 6 were Foreign studies.

I) SOCIAL INTELLIGENCE

Out of 9 Indian Studies made in social intelligence, 6 opined that science students possessed a higher level of intelligence than the arts students. Two of the investigators have extreme contradictions regarding the level of superiority between boys and girls with respect to intelligence. Harpreet Kaur and Ashu Kalaramma (2004) in Relationship between Home environment, Social intelligence and Socio Economic Status among Males and Females” have stated their conclusion that there is a Positive Impact of Home Environment on Social Intelligence. Tripathy, A.N., (1986) has arrived at the same conclusion for the Tribal and Non Tribal Groups. Sahais.K (1985) has stated High Masculine Subjects were found to be less dogmatic as compared to low Masculine Subjects. High Masculine Subjects were also higher on Academic Achievement as compared to Low Masculine Subjects. Singh K.K (1985) “The difference and Association between Intelligence of Boys and Girls” has inferred that Boys were Superior in Intelligence to Girls. High Intelligent Boys and Girls were Scholastic. Whereas Low Intelligent were less Scholastic and Apprehensive.

Tiwari Rita (1984) specified that Privileged Children displayed Higher General Mental ability than the deprived students. Chaltergi P.S (1983) arrived at a Conclusion that Science Students achieved Significantly Higher Level of total
Intelligence in Comparison with those in all other Academic Groups. Saraswat.R (1982) stated that only Intellectual Self-Concept was Positively and Significantly related to Academic Achievement in both the Sexes. Tiware G.N (1982) analysed and concluded that Girls in had better level of Intelligence than Boys. The score of Science Students was higher than that of other Students. Kumari Sudha (1982) analysed and declared that there existed a Positive Relationship between Intelligence and Achievement for all Socio metric Groups. Barua.U (1981) stated that Boys and Girls were not different with respect to Intelligence and total Scholastic Achievement. Mishra S.L (1968) had Investigated and Concluded that Males obtained Higher Scores in the tests Conducted. Urban Students obtained Higher Average Scores.

Out of 12 foreign studies, most of the investigators revealed that the strength of the correlations did not differ for boys and girls. These perspectives emphasize the qualitative differences between mental frames that are oriented towards self-development and those that are oriented towards self-worth validation and enhancement.

Cillessen, Scholte Ron, (2010) in “Social Intelligence and Academic Achievement as Predicators of Adolescent Popularity” has specified that the College Level Students exceed in their level of Popularity due to Social intelligence. Van Velsor, Patricia (2009) in “Task Groups in Social Setting: Promoting Children’s Social and Emotional Learning” Stated that, individuals
develop skill in negotiating relationships successfully and expressing emotions appropriately.

**Goleman, Daniel (2006)** in his “The Socially Intelligent Leader” infers that the Students Achieve at Higher Levels in Schools in which Leaders adopt the Positive Styles. **Kanazawa, Satoshi; Kovar Jodyl (2004)** in “Why Beautiful People are more intelligent? Arrives at a Conclusion that evolutionary Psychological Explanation can account for Correlation between Physical attractiveness and any other heritable trait that helps Men attain Higher Status and Social Skills.

**II) SCHOLASTIC ACHIEVEMENT**

From the review of 10 Indian studies, it is inferred that there was a positive relationship between any variable and scholastic achievement. It is also cited that Boys and Girls were not different with respect to intelligence and total scholastic achievement. Further it is also found that Science students in every class scores higher than the students of the other courses.

**Divan (1991)** made a study of predictors of Academic Achievement of student Teachers in which be conducted that there is a relationship between teaching aptitude, Co-operation, Scientific outlook, tolerance and achievement. The level of achievement of female students was considerably higher than male students. **Devasesan (1990)** inferred that there was a positive relationship between
the achievement motivation and scholastic achievement of higher secondary students. Dixit mithilesh kumari (1985) was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls. Tiwari G.N.(1982) analysed and concluded that the urban students had better study habits than rural students. Goswami P.K. (1978) analysed and concluded that there existed positive relationship between self concept and achievement. Scholastic achievement highly correlated with the concept of one’s mental health and of SES.

Out of 29 studies conducted in abroad, it is surmised that Academic achievement of student-teachers was related to attitude, co-operation, adaptability, confidence etc., The investigator have also concluded that the Science Degree Students have scored more than the Arts Degree students.

Zhang, Baoshan, Zhao, Jun – Yan; Yu, Giohang (2010) Concluded that the low achievers were likely to regulate their behavior according to their real feelings. Heck, Ronald, H (2010) analysed Teacher Quality and concluded that students who chose maths and science as their subjects of study have significantly higher growth rates than other individuals.

Nomì, Takako (2010) inferred that ability grouping would improve achievement for all students in schools with advantageous characteristics, as low ability students benefit from such method. Lam, Bick Har; Philipson, Shane, N.
Goddard, Roger D (2009) concluded that racial and economic disadvantage were related to achievement only indirectly through their negative associations with trust, trust relations appear to mediate the relationship between school disadvantage and academic achievement. Baker Henningham, Helen (2009) analysed and concluded that violence prevention programmes would promote children's social and emotional competence. There was a close relationship between children's experience of violence and academic achievement.

Carroll Annemaree (2009) concluded that Academic and self regulatory efficacy had an indirect negative effect through delinquency and a direct positive effect on academic achievement. Academic and aspiration and the relationship between academic achievement was not significant.

III) EMOTIONAL INTELLIGENCE

Dimitriades, Zoe S. (2007) “Managing Emotionally Intelligent Service Workers: Personal and Positional Effects in the Greek Context”. He analysed the relative importance of personal-demographic and positional factors in predicting emotional intelligence. The overall results of the data analysis suggest that twenty
two percent of the variance in EI may be explained by the combined effect of personal (occupational choice) and positional factors (managerial level).

Hess, Diana E. (2006) “Should Intelligent Design Be Taught in Social Studies Courses? Concluded reasons in favor of and against including intelligent design in the social studies curriculum before examining the intelligent design controversy as a type of problem that social studies teachers face frequently.

Pellitteri, John; Dealy, Michael; Fasano, Charles; Kugler, John (2006) “Emotionally Intelligent Interventions for Students with Reading Disabilities”. Ecological and individual interventions for influencing learning and social adjustment are described. Consideration is given to the emotional factors in the school environment, the interpersonal interactions of peer groups, opportunities for facilitating emotional learning, and dynamic affective-aesthetic responses of the individual during the reading process.

Kremenitzer, Janet Pickard (2005) “The Emotionally Intelligent Early Childhood Educator: Self-Reflective Journaling” concluded that education is the growing awareness that the development of social and emotional skills in children is critical for the foundation of academic knowledge in the classroom.

Afolabi, Olukayode Ayooluwa; Ogunmwonyi, Edosa; Okediji, Abayomi (2009) in “Influence of Emotional Intelligence and Need for Achievement on Interpersonal Relations and Academic Achievement of
Undergraduates, and concluded that the interaction effect of emotional intelligence and need for achievement was not significant.

**IV) MULTIPLE INTELLIGENCE**

*Nutankumar, S. Thingujam (2008)* in his “Emotional Intelligence: Does it Make Sense in Clinical Psychology?” concluded that it makes sense to talk about ability model of emotional intelligence in clinical psychology in the Western culture and it is believed that the ability model is a promising candidate in the Eastern culture too.

*Pierce, Clayton (2007)* in Designing Intelligent Knowledge: Epistemological Faith and the Democratization of Science. Pierce develops his argument that both expressions of knowledge fail to deliver an adequate theoretical and practical democratic framework for teaching and learning about knowledge systems and technologies in their social, political, and cultural environments.

*Kelly, Declan, (2008)* in “Adaptive versus Learner Control in a Multiple Intelligence Learning Environment”. In the conclusion the author has suggested that students who do not explore alternative resources beyond the first presented resource have most to benefit from adaptive presentation strategies and that surprisingly learning gain increases when they are provided with resources not normally preferred.
The salient findings of the studies are given below:

- It was found that in many studies that there was a close association between Social intelligence and academic achievement of the students.
- Personality, intelligence, achievement, socio-economic status, self-esteem, locus of control, adjustment, dogmatism, achievement - motivation self concept were some of the factors determining social intelligence and academic achievement of the students.
- It was found by some studies that relatively strong correlations existed between intelligence and performance.
- A few studies have found that Masculinity and femininity were not independent of each other with regard to self-esteem.
- Most of the studies have shown that there was a positive relationship between intelligence and some factors of personality.

The subsequent chapter deals with the methodology of the study.