CHAPTER - II
REVIEW OF RELATED LITERATURE

INTRODUCTION

Review of related literature is one of the major steps in any research study. It allows the researcher to acquaint himself/herself with current knowledge in the field or area in which he/she is going to conduct his/her research. John W. Best (1995) pointed out that review of related literature is “A brief summary of previous research and writing of recognized experts provide the researchers familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge this step helps to eliminate the duplication of what has been done already and provides useful hypothesis and helpful suggestions for significant investigation”.

The review of related literature paves a clear way for the investigator to present in a proper way to solve the prominent problem. It helps the investigator to form proper objective and hypothesis for the study. It avoids unnecessary duplicity of work.

The purpose of the literature review was to comprehensively investigate ideas, issues and themes related to the influence of multiple intelligence and self-efficacy of the secondary teacher education students on their teaching competency. For that the investigator collected as many studies as possible related to different aspects of the problem under investigation. The studies collected are divided into following subheadings.

1. Studies Abroad
2. Indian Studies

1. STUDIES ABROAD

(a) STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Krastek and Robert (2008) conducted a study on critical analysis of the role of the principal in transforming the culture of a middle school through the use of emotional intelligence.
The objectives of the study was to find out the role of the principal of a middle school with a toxic culture who used his growing awareness and practice of emotional intelligence transform the culture of the school over a six years period. The time period was broken into three cycles. The first included his work under the superintendent present when he was here’d into the district, a second cycle was during a time period when the district was headed by an interior-super-indention, and the third cycle was the time period, when he was appointed as the superintendent while serving as the middle school principal.

For each of these cycles, Kottkamp’s frame work for reflective practice was applied to evaluate the principal’s leadership theory in use for noting changes three evaluation instruments were also used. Six seconds emotional intelligence-leadership report was taken only by the principal that evaluated the principal’s capacity for emotional intelligence. The last two instruments were taken by members of the staff who had been in the district since the principal’s first year. A written survey was also given to the teachers who served as the unit leaders in the school during the principal’s first year.

The result indicated that change in the school culture had occurred. The data also suggested that the principal had the capacity for emotional intelligence and has developed his use of E.I. There was an evidence to suggest growth in his ability to develop positive relationship with the staff although there appeared to be some resentment among sub-groups in the school. There also appeared to be a different perception between the principal and the staff regarding their views of the principal’s emotional intelligence performance.

Piel and Michael (2008) conducted a study on emotional intelligence and critical thinking relationships to transformational leadership.

The objective of the study was to find out the relationship between emotional intelligence, critical thinking, and transformational leadership. A total of 82 Project Management Professionals (PMP) leaders and 352 raters from across North America participated. The quantitative measurement occurred through the Emotional and Social Competency Inventory (ESCC.3.0) (Wolft, 2006) for emotional intelligence. The Watson Glaser Critical Thinking Appraisal (WGCTA-SF) (Watson& Glaser, 2006) for critical thinking and the Multifactor Leadership Questionnaire (MLQ-5X) (Avolia and Bass,
2004) for transformational leadership. Were used to find out the relationship between EI critical thinking and transformational leadership.

The findings of the study revealed that there was statistically significant positive correlations between emotional intelligence and transformational leadership. While emotional intelligence was highly correlated with transformational leadership, critical thinking was not. There was not a strong linear model for transformational leadership qualities involving the interaction of critical thinking and emotional intelligence. Relationship management must be a predictor to transformational leadership. Organizations must increase occurrences of transformational leadership by improving the relationship management skill of their leaders or leader candidates.

Parnell and Cynthia Lavon (2007) conducted a study on emotional intelligence, school success, and the black-white achievement gap.

This study helped to close the gap in the literature concerning the emotional intelligence of elementary school students and relationship that emotional intelligence may have on the black-white achievement gap. The sample comprised of 76 second through fourth grade students in a school. Mississippian statistical techniques were used bivariate, multivariate and regression analysis. Emotional intelligence was measured using the Bar-on Emotional Quotient inventory; youth version and Mississippi curriculum standardized test scores (MCS) student discipline referrals were used the measures of school success.

Results of the study showed a significant relationship between emotional intelligence and academic success and gender. A slight statistically significant difference was found between emotional intelligence and race, indicating that emotional intelligence may be a component of the black-white achievement gap.

Stubbs and Elizabeth (2005) conducted a study on emotional intelligence competencies in the team and team leader: a multilevel examination of the impact of emotional intelligence on group performance at case Western Reserve University.

This research examined the relationship between team leader emotional intelligence competencies, team level emotional intelligence and team performance. It
was argued here that team leader’s emotional intelligence (EI) would influence the development of group level EI, which was measured by a team’s Emotionally Competent Group Norms (ECGN). Data were collected from four hundred and twenty two respondents representing eighty one teams in a military organization.

Results showed that team leaders’ EI was significantly related to the presence of ECGN on the teams they lead and that ECGN were related to team performance. This research contributed to the field by offering support to the team leader’s EI on the teams they lead as well as shaved how team level EI affected the team performance.

**Hopkins and Margaret** (2005) conducted a study on the impact of gender, emotional intelligence competencies, and styles on leadership success at Case Western University.

This empirical study extended research on the emotional intelligence competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership styles demonstrated by male and female leaders resulting in their success. In a sample of one hundred and five managers in one financial services institution, self and other ratings of emotional intelligence competencies, leadership styles and success were used.

The results demonstrated a strong pattern of significant differences between male and female leaders. The profiles of both successful male and female leaders include a demonstration of a broad range of emotional intelligence competencies. For female leaders there was a negative effect upon their success when they exhibited the gender role expected competencies related to developing others. The repertoire of leadership styles leading to success for men and women were also disparate. Men who exercised a facilitative or a democratic leadership style, styles incongruent with their expected gender role, were not successful; where as successful female leaders demonstrated a combination of gender congruent and incongruent ways of behaving, the pacesetting and coaching leadership styles.

**Beavers and Michelle Maynes** (2005) conducted a study on emotional intelligence of school leaders and high performing high poverty middle schools in the state of Virginia.

Research investigating the emotional intelligence of school leaders is truly limited. This dissertation contributes to the emotional intelligence and school leadership
literature by identifying behaviours of leaders of high performing high poverty middle school in Virginia.

A qualitative mode of inquiry was used for the research. Five schools were selected using a purposeful random sample. School leaders were representative of rural, urban and suburban communities. Both male and female leaders were studied, and leaders represented a wide range of age. Two interviews were conducted at each school. Focus group sessions were held at each school and included faculty and parents. Finally easy administrative team was shadowed to add to the data.

Results indicated that leaders in the high performing high poverty middle schools demonstrated emotionally intelligent characteristics. As evidenced by the data the human relations element played an important role in the overall effectiveness of the school. The link between leader’s emotional intelligence and attribution to the schools accreditation rating is uncertain and will reedier further investigations.

Bennouna and Sanaa (2004) conducted a study on mentors’ emotional intelligence and performance of mentoring functions in doctoral education at University of South Florida.

The purpose of this study was to examine the relation between major (or co-major) Professors’ emotional intelligence (EI) profile and their performance of mentoring functions as perceived by their adult learner doctoral student graduates. This study was conducted at a college of education and included seventy nine doctoral students and their respective twenty nine major professors. Self administered EQ MAP instrument and the Doctoral Mentoring Questionnaire were used.

Major Professors’ EI profiles resided in the top two categories between optimal and proficient. A profile comparison by gender revealed the female professors scored higher on the institution and creativity subscales, while male professors had a higher score for trust. On the mentoring profile, doctoral graduates rated their major professors highest on their ability to assist students to confront and challenge students’ achievements. These mentoring relationships had been shown to impact a student’s retention, successful completion of the doctoral dissertation, and on future career opportunities.
**Wells and Krista Hershey** (2004) conducted a study on emotional intelligence as ability and its relationship with openness to difference at Alliant International University.

Due to the plethora of emotionally charged issues within today’s workplace, it was not surprising that the concept of emotional intelligence (EI) has been embraced on such a widespread basis. The two research hypotheses of this study posited a correlation between EI and openness to difference, as indicated by self perceived flexibility to difference and self-reported receptiveness to difference (RTD).

Ninety undergraduate university students working towards varied academic majors participated in the study. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) was used to assess EI as defined as ability. The flexibility/openness scale of the cross cultural adaptability inventory was used to assess self perceived flexibility to difference; the RTD scale was used to assess self reported RTD.

The hypotheses were confirmed and an association was found between EI and openness to difference. The total scores of the MSCEIT correlated positively and significantly with the scores on the flexibility/openness scale and in turn the latter correlated with the scores from the RTD scale. This research highlighted the potentially critical components of emotions in the degree of comfort all people exhibited in daily encounters with those they viewed as different from themselves.


The present study empirically examined the extent to which religiosity, operationalized as religious orientation and religious behaviours, is related to emotional intelligence (EI). A Questionnaire consisting of a religious orientation scale (Intrinsic Extrinsic Orientation Scale: Mcpherson et al., 1989) and EI measures (Trait Meta-Mood scale; Salovey et al., 1995) and scales of emotional and cognitive empathy (Davis, 1980); in addition to questions regarding behavioural religious participation, was filled out by one hundred and forty-eight church-attending adult Christians.

Results showed that intrinsic religious orientation was positively correlated with overall EI, its subcomponent emotional understanding as well as emotional and cognitive empathy. Among the behavioural measures of religiosity, the number of religious group
activities was positively associated with EI, whereas years of church attendance was unrelated. Significant positive correlations were also found between religious commitment and EI. While both attitudinal and behavioural measures of religiosity were significantly predictive of EI, the former proved to be a more powerful predictor of EI than latter.

**Burbach and Mark** (2004) conducted a study by testing the relationship between emotional intelligence and full range leadership as moderated by cognitive style and self-concept at the University of Nebraska.

This study examined that effect of an ability-based measure of emotional intelligence as a predictor of full image leadership style. The moderating effects of leader’s cognitive style and direction of self-concept (internal vs. external) on the relationship between emotional intelligence and full range leadership style were also examined. The analysis were conducted on data collected from one hundred and forty six self identified leaders and six hundred and forty nine raters.

Significant predictive relationships were found between emotional intelligence and all full range leadership styles from leaders perceptions. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leaders’ perceptions. A significant predictive relationship was found between emotional intelligence and laissez faire leadership and outcomes of leadership from raters’ perceptions. A significant interaction was found between direction of self concept and emotional intelligence while predicting transformational leadership and contingent reward leadership from raters’ perceptions. The results of this research provided guarded optimism for the predictive value of an ability model of emotional intelligence in leadership research.

**Haskett and Rebecca** (2003) conducted a study on emotional intelligence and teaching success in higher education at Indiana University.

This study attempted into the underlying emotions that differentiated the most effective faculty at institutions of higher education. A theoretical model was tested that predicted a relationship between the seven principles for good practice in undergraduate education and the construct of effective teaching. The research compared eighty six
teaching award winners to a random sample of two hundred non award winning faculty members at one institution. The data included self-reports on both the seven principles and EQ.

Based on the results of the study were: (i) a significant link was found between specific EQ competence, and behaviours of effective teaching, as measured by the seven principles. (ii) it was not only the actions / behaviours taken by faculty that were important, but the underlying attitude behind the actions that had the greatest influence on effective teaching. (iii) the EQ sub-score of General Mood was significant determinant of teaching award winning faculty.

(b) STUDIES RELATED TO SELF-EFFICACY

Owen and Julie (2008) conducted study on towards an empirical typology of collegiate leadership development programs: Examining effects on student self-efficacy and leadership for social change.

The purposes of this study were: (i) to determine whether a meaningful empirical typology of institutions with co-curricular leadership development programs could be developed based on structural elements and programmatic characteristics, (ii) any effects of different classifications of leadership programs on perceived student leadership outcomes of self-efficacy and social change. Results have implications for higher education research in that the use of hierarchical linear modeling revealed significant effects of institutional type and control on student leadership outcomes that were not apparent in existing literature (Pascarella & Terenzini, 2005). Cluster analysis results provide validation of extant leadership program evaluation variables (Kellogg, 1999; SAS, 2006). Implications for professional practice include the need to attend to the heterogeneity of collegiate leadership development programs in access to resources, theoretical approach, and stage of development. The on-going development of a data-driven typology will assist with leadership program planning, advocacy, and evaluation needs.

The major findings from a two-step cluster analysis and an integrative content analysis indicate an emergent typology of leadership programs based on variables related to theoretical intentionality, resource level and productivity. Results suggest the importance of pre-college experiences to collegiate student leadership development;
reveal gender differences related to efficacy for leadership and actual leadership performance, and leadership outcomes.

Shaw and Adlai (2008) conducted a study on the interrelationship of self-esteem, self-efficacy, attitudes towards teachers and school and academic achievement of at-risk middle school students.

This study examined that interrelationship of self-esteem, self-efficacy, and attitude in the middle school population in order to explore similarities, dissimilarities, and possible theoretically based hierarchical relationship between self-esteem and self-efficacy. The No Child Left Behind act (NCLB) of 2001 called for school improvement. NCLB (2002) made it imperative for all students in third through eighth grades to show satisfactory progress in mathematics and reading and by the 2013-2014 school years. Specifically, achievement in mathematics has not shown significant gains that will enable every student to show proficiency by 2013-2014 as mandated by NCLB. If school districts across the nation are to be in compliance with the law, solutions must be found to remedy the problem of low academic achievement. Further, do self-esteem and self-efficacy impact the attitudes of middle school students to the extent that there is an impact on academic achievement? Exploring these factors altogether in research, as it relates to the middle school population was the focus of this research. This study was quantitative and causal-comparative in nature utilizing, multiple Regression Analysis to analyze the data. The data of the sample used in this study show that there is a statistically significant correlation between self-esteem and achievement (i.e., gain scores); self-esteem and self-efficacy; self-esteem and attitude to teachers; self-efficacy and attitude to school; self-efficacy and attitude to teachers; and attitude to teachers and attitude to school. The correlations of these variables quantify how well these variables interact with each other. The interrelationship of these correlations indicates the need for educators to focus on factors that contribute to social and affective domains. It is worth noting that these variables, in some way, affect domains. It is worth noting that these variables, in some way, affect a child’s mental and emotional growth, whether at home or at school. It is in the best interest of a child for self-efficacy and self-esteem to be nurtured for his or her overall academic well-being.
Perry and Teresa (2008) conducted a study on relationship between first and second grade teachers participating in collaborative inquiry groups and students achievement in writing, teacher self-efficacy beliefs, and teacher intention.

The purpose of this study was to conduct an in-depth investigation into the effects of Collaborative Inquiry Groups Students (CIGS) on teacher efficacy, beliefs, teacher isolation, and student achievement on writing in grades 1 and 2. This study investigated student achievement in writing and the relationship among teachers self-efficacy beliefs, teacher intention, and teacher participation CIGS. The research methodology followed a concurrent triangulation strategy that utilized various tools in order to strengthen the validity of the results such as a quantitative items questionnaire and standardized test scores. The data generated through the questionnaire was analyzed using a repeated ‘t’ test. Qualitative data included online and face-to-face collaborative inquiry groups, field notes as well as individual interviews.

The results showed that teacher who attended face-to-face CIGS and outline CIGS felt less isolated within their building as measured by a repeated it test and the individual interviews. Also, the results showed that participants who experimented with improving writing strategies increased their self-efficacy beliefs as measured by the repeated ‘t’ test. This study contributed to positive collegial support from colleagues, improve their teacher self-efficacy beliefs about teaching, writing and reduce teacher isolation within their building.

Green and Frank (2008) conducted a study on catholic school principals’ perception of their self-efficacy and its relationship to student achievement.

The purpose of this study was to investigate self-efficacy as a frame work to facilitate the role of the principal and his/her effect on student achievement. The study was conducted in hope of providing insight in predicting principal’s success. Decades of research have demonstrated the links between principal school leadership and student achievement. The population for this study consisted of principals at catholic school in the Richmond diocese in the state of Virginia. One of the assumptions made in this study was that a principal’s perception of self-efficacy was related to achievement test scores.
The findings of the study were there was significance in the area of student enrollment and a principal’s perception of his/her ability as an effective instructional leader at a low achievement level school. Secondly a significant relationship between the variable student enrollment and a principal’s perception of his/her effort to emphasize high achievement at low achievement level schools.

**Von Schlegell and Hassan** (2008) conducted a study on a critical inquiry into the effects and relationships of service learning experiences on hope, attitude toward school, and community service self-efficacy among a sample of students at risk of dropping out of high school.

The major objectives were pre and post-test measures of students engaged in a service learning interventions as well as focus group discussions were compiled. The measures included scores on the Aduct State Hope scale, the quality of school life scale, and the community self-efficacy scale. In addition to the pre and post test survey measures for the student participants (n=42) involved with the service learning interventions, findings related to 8 focus groups involving former students who graduated (n=18), educational staff supporting the interventions (n=13) and field supervisors at the service learning sites (n=11) were included in the data set.

The findings indicated that there are many positive benefits associated with the in-service interventions for students who were at-risk of dropping out of school. These findings were demonstrated through statistically significant changes in a number of perceptions associated with the positive outcome measures of hope, attitude towards school and community service self-efficacy. The findings from this study indicated that beneficial changes could occur as a result of enhanced inclusion of field supervisors in the interventions. In addition, academic works tie to student’s reflections during the course of their service learning experiences. The findings indicate that service learning interventions hold considerable promise to bring about positive changes among students who are at the risk of dropping out of high school.

**Flannagan and Jenny Sue** (2008) conducted a study on student achievement based on autonomous learning and self-efficacy.
The purpose of this study was to examine the relationship between a teacher’s perceived sense of efficacy as it related to autonomous learning, his or her learner autonomy profile and student achievement results from the study were mixed. The total LAP score and scores on the ALA were significantly correlated and the combination of the LAP and the ALA were not found to be predictors of student achievement.

While the combination of desire, resourcefulness, Initiative, persistence and self-efficacy were not found to be predictors of student achievement further analysis indicated that a small correlation existed between persistence and higher gains in student achievement. Results also indicated that the number of subject taught was significantly related to gains in student achievement based on autonomous learning and self-efficacy.

Cowan and Thomas (2008) conducted a study on conceptual analysis of Albert Bandura’s account of self-efficacy and its educational implications.

Many consider Albert Bandura, the Albert born psychologist, to be the most influential ‘self-efficacy’ researcher. Many consider his research to have educational implications for understanding and predicting the actions of teachers and students. Using conceptual analysis as my method of inquiry, I critically examine Bandura’s account of self-efficacy to answer my main question.

Outcome expectancy is defined here as a person’s estimate that a given behaviour will lead to certain outcomes. An efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes (Bandura 1977)

From the early works, Bandura has often said that self-efficacy was the foundation of human motivation and accomplishment. But Bandura’s most recent work, he holds that personal ‘self-efficacy’ was a complete collection of self-beliefs which regulates human functioning through cognitive, motivational, affective, and decisional processes.

In Bandura’s later works he often says that “efficacy belief is a major basis of action. People guide their lives by their beliefs of personal efficacy”.

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Nevell and Mark Allen (2008) conducted a study on the impact of reading self-efficacy and the regulation of cognition on the reading achievement of an intermediate elementary sample.

The impact of the demographic variables of age, student sex and socio economic status were considered. This quantitative quasi-experimental design utilized a sample of eight, fourth, fifth and sixth grade students from a rural school district in north central Pennsylvania. Reading self-efficacy is a predictor of both regulation of cognition and revealing achievement in an intermediate elementary sample. The finding supports the premise that students more efficacious about their ability to read, tend to regulate their cognition at a level significantly different from those lower in reading self-efficacy, while positively associated with reading self-efficacy.

Hnydman and William (2007) conducted study on cultural intelligence and self-efficacy as learning outcomes of study abroad.

The major objectives: (i) to find out cultural intelligence and communication self-efficacy as learning outcomes of study abroad programs. (ii) the impact of study abroad and particular components of study abroad programs on changes in students’ cultural intelligence and self-efficacy in communication were investigated. Students participating in January-term, semester and summer study abroad programs through CEA (Cultural Experiences Abroad) in fourteen countries were surveyed using a pre-test post-test design. The study used two survey instruments, the Four Factor Cultural Intelligence Scale (Ang, Van Dyne, Koh, & Ng, 2004) and the Sojourner Self-Efficacy in Communication Scale (Milstein, 2005) and a demographic questionnaire to collect data. The findings of the study were: (i) increases in cultural intelligence and communication self-efficacy may be positively related with motivational cultural intelligence, (ii) there was a positive relationship between increases in cultural intelligence and communication self-efficacy and study abroad program components, (iii) there was no significant correlation found between increases in students’ cultural intelligence and communication self-efficacy and program duration or student participation in cultural activities.

The objective of the study was to find out the relations between gender and growth in both mathematics proficiency and self-efficacy. Longitudinal data collected at eight, tenth and twelfth grades in the national education longitudinal study of 1988 were analyzed in this study.

The findings of the study were: (i) at eighth grade, mathematics proficiency was not significantly correlated with self-efficacy, (ii) there was a significant negative correlation between initial mathematics proficiency and self-efficacy growth rate, (iii) there was a significant positive association between mathematics and self-efficacy growth rates.

Yoon, et al. (2006) conducted a study on exploring the uses of cases and case methods in influencing elementary pre-service science teachers’ self-efficacy beliefs.

In this study, authors hypothesized that cases demonstrating exemplary practice in the science classroom can be used as a source for learning content and pedagogical skills that will improve teachers’ self-efficacy beliefs. Twelve pre-service elementary science teachers were followed as they participate in a case and case method activity illustrating the Grade 7 topic of robotics and fluids.


This study explored the nature of the group of teachers’ experiences in a staff development initiative and their reflections on the consequences of participation. The study examined the effects of collaborative inquiry and the processes of professional dialogue and critical self-reflection on teacher beliefs, instructional dialogue and critical self-reflection on teacher beliefs, instructional practices, and self-efficacy in the instruction of students with disabilities in the general education classroom. Program evaluation methodology was employed to investigate program design, fidelity of implementation, and the effectiveness of the program activities and processes in meeting the desired outcomes. Evidence from this two-year study suggested that teacher beliefs, instructional practices, and efficacy are positively impacted when staff development is on-going and designed to meet the developmental needs of the participants.

This study examined that model of instruction for early adolescent struggling readers that includes the elements of word study/word identification, vocabulary, and fluency learning, and that includes related opportunities to practice skills and strategies in order to help students change their performance on reading tasks and their self-efficacy for reading tasks. The instructional model was presented in 30 minutes per day of the students’ 130 minute language arts period in an attempt to meet the need for a model of instruction that can be implemented in the limited instructional time available in most middle school classrooms. The subjects in the study (N-13) were students in the middle school at benchmark School, a school for bright students who have experienced difficulty in learning to read. Instruction was delivered over a period of five weeks.

A formative experiment design was used in the study in order to make use of qualitative and quantitative data. The finding of this study was the manner in which the qualitative and quantitative information collected during the treatment worked together to describe and explain what happened in the classroom during the treatment. Qualitative results alone might have led the researcher to believe that the treatment had been successful, due to the positive responses of the students on the final reflection, and to observations of students’ more positive attitudes toward the activities in the treatment. Quantitative results along would have led the researcher to believe that the treatment was not successful, due to the absence of statistically significant results of the pre and post-test measures.

Bain and Richard (2004) conducted a study on mentoring, self-efficacy and emotional intelligence: their relationship and impact upon academic progression at Henley Management College.

This study focused on the relationship between mentoring, self-efficacy, emotional intelligence and academic progression. Two related studies were undertaken in the context of a business school. The first (N=198) focused on MBA Programme graduates and the second (N=165) tested a model of mentoring and academic progression on data derived from different sample using structural equation modeling.
The results indicated that the presence of a mentor might make a contribution to enhanced students’ progression and satisfaction. Emotional intelligence contributed to satisfaction and to career and personal development outcomes. Generalized self-efficacy was significant predictor of emotional intelligence. No evidence was found to suggest that mentoring impacts either upon levels of self-efficacy or of emotional intelligence, that the outcomes of mentoring could be predicted from the provision of career or psychosocial mentoring functions.

Chu (2003) conducted a study on effects of web page design instruction on computer self-efficacy of pre-service teachers and correlates.

This study tested the effects of web page design instruction on improving computer self-efficacy of pre-service teachers. Various computer experiences, including weekly computer use, weekly internet use and use frequencies of word processing, e-mail, games and presentation software were significantly related to computer self-efficacy. Use frequencies of word processing and computer graphics software, weekly computer use and age were significant predictors of computer self-efficacy.

Housego (2003) discovered that self-efficacy beliefs and feelings of readiness to teach increased for pre-service teachers after the first and second terms of a three-term revised secondary teacher education programme and there were no significant differences by gender or subjects’ area of study.

Hartsfied and Michael Kirk (2003) conducted a study on the internal dynamics of transformational leadership: effects of spirituality, emotional intelligence, and self-efficacy at the regent university.

Transformational leadership had emerged as one of the dominant leadership paradigms. Transformational leadership is operationalized through the four researcher idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This research widened the study of transformational leadership beyond the four researcher to determine the underlying internal driving forces at work in the transformational leader.
The effects that three predictor variables spirituality, emotional intelligence, and self-efficacy had on transformational leadership were measured using empirical data gathered from one hundred and twenty-four leadership, was measured using empirical data gathered from one hundred and twenty-four leaders in a large US corporation.

Analyses of the data showed emotional intelligence to be the strongest predictor variable followed by self-efficacy and then spirituality. The praxis of leadership was also discussed.

**Previti and Robert Anthony (2003)** conducted a study on the effects of musical keyboarding instruction on the self-efficacy scores of middle school students as measured on the multiple intelligence developmental assessment scales.

The purpose of this study was to measure the effects of musical keyboarding and related instruction on self-efficacy scores of middle school students as measured by self-assessment instrument reflecting multiple intelligence. The sample for this study was comprised of 352 sixth, seventh and eighth grade students heterogeneously assigned to seven treatments and eight comparison groups.

The findings of the study revealed a significant difference in gender comparisons of post-treatment scores for treatment group participates after pretest scores as covariate adjustment. Significant data supports the position that student’s perception of self, reflected in student self-efficacy profiles, can be significantly altered.

**Debra Jean (2002)** conducted a study on the effects of gender and academic self-efficacy on academic risk taking for adolescent students.

The purpose of this study was to examine the relationship between academic self-efficacy on academic risk taking for Adolescent students. The participants in the study were 133 seventh, eighth, and ninth grade students of three academic ability levels from two school districts. Each participant completed the Academic Risk Taking (ART) measure, a math self-efficacy measure, a verbal self-efficacy measure, and a demographic information sheet. Path analysis was used to explore the relationship of the variables. The full path model tested, separate formals and female investigated ability placement in mathematics and English class influence on verbal and mathematics self-efficacy’s influence on academic risk taking.
The findings of the study revealed that no gender differences were found for academic risk taking desirability’s path analysis results indicated that girls rely on mathematics self-efficacy and verbal self-efficacy for their academic risk taking desirability; while boys had significant finding for only mathematics self-efficacy on their academic risk taking desirability. Academic ability level did not appear to effect the relationship between academic self-efficacy and academic risk taking. The reduced models, separate for females and male, were not rejected when goodness of fit tests were applied.

Reidel (2001) conducted a study on an extension analysis on the self-efficacy beliefs about equitable science teaching and learning instrument for prospective elementary teachers.

The purpose of this study was to develop, validate and establish the reliability of an instrument to assess the self-efficacy beliefs of prospective elementary teachers with regard to science teaching and learning for diverse learners. The Self-Efficacy Beliefs about Equitable Science Teaching (SEBEST) instrument is modeled after the Science Teaching Efficacy Belief Instrument (STEBI) and the Science Teaching Efficacy Belief Instrument for Prospective Teachers (STEBI-B). Based on the standardized development procedures used and the associated evidence, the SEBEST appears to be content and construct valid instrument with high internal reliability qualities for use with prospective elementary teachers to assess personal self-efficacy beliefs for teaching and learning science for diverse learners.

Anderson and Jerry Elton (2000) conducted a study on self-efficacy and social skills as predictors of social competency of students with learning disabilities.

Purposes of this study were (i) to determine the measures of social skills and self-efficacy that could be used; (ii) to predict social competency of students with learning disabilities, to determine whether other variables might account for some of the variance in social competency for this group. The final sample consisted of 33, third, fourth, fifth and sixth grade students who were identified by their schools as meeting federal and state guidelines for learning disability. Measures of self-concept scale (SSLS). The social skills rating system-Teacher version (SSRS-T) was used as a measure of social skills.
The Taxonomy of problem situations (Tops) was completed by teachers and was used as a measure of social competency.

The findings of the study were: (i) primary hypotheses examined whether social skill and self-efficacy would account for the significant variance in social competency. (ii) the hypothesis that social skills would account for a significant amount of the variance in social competency was supported. (iii) self-efficacy did not account for a significant amount of variance in social competency. (iv) secondary hypotheses examined whether social skill and other variables would account for a significant amount of the variance in social competency.

(c) STUDIES RELATED TO REFLECTIVENESS

Gleboff and John (2008) investigated peer placements in learning to teach: communication support and reflection.

This study was focused on pre-service teacher education students in period field placements in elementary school classrooms. The study was an analysis of reflective practices and peer relationships of two separate pairs of teacher education students placed in a field setting during a one-semester elementary education literacy practicum. The study discussed on how reflection takes place during the practicum experience, as encourage reflective practice. The teacher education program in which these teacher education students were enrolled encourages a critical, social justice orientation, yet the data shows their reflective practices to be technical and practical in nature. The peer placements were found to facilitate reflective practice, as well as provide kinds of support and communication not available to teacher education students placed without a peer.

Samuels and Maurice (2008) conducted a study on School Based Reflection (SBR) engaging external accountability using critical reflection.

The No Child Left Behind act (NCLB) of 2001 holds states, School districts, public officials, educators, parents and student accountable for bringing about desired improvements in student achievements in the areas of reading, math and science by the year 2013-2014. Unfortunately, NCLB’S external accountability does not provide school with the necessary internal capacities needed to meet its demand. Traditional and
contemporary school based evaluation approaches offer schools the possibilities to build the internal capacities needed to meet NCLB’S external demands.

This study was instrumental case study on the implementation of SBR, a school based evaluation approach investigator developed SBR is a four stage school based evaluation approach that is conceptualizing using democratic, and culturally responsive evaluation theories. The goal of SBR is to help school think evaluative measures by using data driven critical reflection.

Findings from the study demonstrated the challenges in implementing a democratic and culturally responsive school. (Based evaluation approach) Based evaluation can be used to assist schools in building internal capacity to meet external demands by thinking reflectively and how teachers can help each other with improving teaching and learning.

Sempson and Darrin (2008) conducted a study on the influence of peer assessment on the depth and meaning of the critical reflection of educators as adult learners - A case study.

This study explores peer assessment as it relates to the critical reflection of educators as adult learners experiencing peer assessment. Mezirow (1997) states. “Individual change by critically reflecting on their assumption and be life’s and consciously making and implementing plans that brings about new ways of defining words”. The concept of peer assessment and critical reflection intersect, peer assessment may cause critical reflection which may result in individual change.

The problem addressed by this study was the unexplored relationship between peer assessment and critical reflection. The study answered the critical reflection of the eight participants experiencing peer assessment was analyzed using Brookfield’s concept of the four critical reflective lenses and Brookfield’s (1988) description of the process of critical reflection including, assumption analysis, contextual awareness, imaginative speculation and reflective skepticism.

The study found that peer assessment does influence the critical reflection of educators as adult learners experiencing peer assessment in two main areas assumption
analysis and imaginative speculation and recommends the addition of peer assessment as a component of the reflective practice group in education.

**Cappelta and Robert** (2007) conducted a study on reflective abstraction and the concept on limit: A quasi-experimental study to improve student performance in college calculus by promoting reflective abstraction through individual, peer, instructor and curricular initiatives.

This study was based on Piaget’s notion of reflective abstraction. It examines Piaget’s four constructs of reflective abstraction, which are interiorization, co-ordination, encapsulation and generalization.

This study examined the performance of two sections of first semester calculus students at a Midwestern community college. One section of students studied an experimental curriculum designed to promote evidence that implies reflective abstraction occurs through the five constructs. These students completed problems in collaborative groups. They were required to identify the connections among the various topics and they were given several opportunities to reflect on and write about their understanding of the concepts. A second section of students studied a traditional curriculum. Students in both sections examined the same examples and completed the same homework experiences. Data for the study included pretest scores and post test scores for all students and the study data also included transcribed interviews, homework sets and classroom observations for a subgroup of 12 students.

The pretest-post test showed that the students in the reflective abstraction section scored significantly higher than the students in the traditional section on a post test of limits as examination of the subgroup of students showed that the students in the reflective abstraction section scored significantly higher than the students in the traditional section on a measure of written communication.

**Ristic and Jelena** (2007) conducted a study on rethinking human attention and its components.

People attend to where others are looking in three sections spinning six studies and 11 experiments, the present thesis examines whether this social orienting effect is reflexive (Section I), if it should be considered a unique form of affection orienting
(Section II), and how it relates to traditional forms of reflexive and Volitional spatial orienting (Section III). The results from section I and II indicate that social attention can be conceptualized as a strongly reflexive effect that is unique to eye gaze direction. However other directional cues, like arrows, trigger similar spatial attention effects although their effects do not appear to be as strongly reflexive as the effects produced by the eye gaze. The results from section III demonstrate that reflexive orienting elicited by an intentional are positioned at fixation, such as gaze or an arrow, can occur in depending of the orienting effects produced by cues that have typically been used to study reflexive and volitional orienting i.e. Non-predictive peripheral onsets and predictive central cues, respectively. Taken together these results carry important implications for understanding social attention specifically and the conceptualization and experimental examination of human spatial attention in general.

Peterson and Barbara (2007) conducted a study on the characterization of reflection by student teachers using the critical incident technique.

This study examined the way in which student teachers characterized the concept of reflection. An adapted phenomenological procedure was employed utilizing Flanagan’s Critical incident technique to gather data through interviews of small sample student teachers at the conclusion of their clinical teaching experience critical incidents and reflections on critical incidents were analyzed.

This study drew on the works of Dawey, Schon, Van Manon and Valli as providing the conceptual underpinnings of reflection incorporates many aspects of Schon’s and Van Manon’s frame works. Their model of reflection served as the primary framework for examining student teachers reflections in this study. Participant’s reflections manifested a range of types and levels of reflection. Controls to those reflections were conceptions of what it means to be a good teacher based on personal theories derived from the participant’s experiences and belief system.

Rausch and David (2007) conducted a study on demonstrating experiential learning at the graduate level using portfolio development and reflection.

The purpose of this present study was to determine the extent to which experiential learning and assessment, through portfolio development, help adult students in a
graduate degree program demonstrate graduate level learning and competency. This qualitative single case study used the assessment process and outcome elements of Jackson and Mac Isaac process model to analyze the use of reflective practice and the use of portfolios in a graduate educational program. Data were triangulated using individual interviews and the analysis of portfolio, artifacts, attestations, and documents including reflective and synthesis papers.

The findings of the study were: (i) the participant’s perspectives of the portfolio as an experiential learning and development tool changed during the portfolio development process. (ii) each participant shifted from a belief that a portfolio represents experiences, to a belief that a portfolio coupled with reflection represents experiential learning. (iii) the process of theoretically informed written reflection allowed the participants to move beyond descriptive accounts of experiences to analyze, assess, interrelate and synthesize their experiences in relation to their graduate level learning and competency.

Mueller and Bonnie Marie 2007 conducted a study on the impact of academic reflective journaling on the self-efficacy of reluctant learners.

The purpose of the study is to examine the impacts from academic reflective journaling on the perceived self-efficacy of reluctant learners. An exploration of research by experts such as Albert Bandura, Frank Pajares, Barry, Zimmerman, David Schunk Provides the framework for the study, which utilizes a mixed-methodology. Quasi-experiment consisting of quantitative data garnered from a pretest and post test consisting of part A.

Motivation in the Motivated Strategies for Learning Questionnaire (MSLQ) and qualitative data derived from interviews and time on task observation charts. Fifty-five participants, ranging from 9th to 12th grade, from two urban high school credit-recovery programs were included. The test group employed the academic reflective journal for five weeks, while the control group maintained usual program academic practices. The test group did display a greater increase in their self-efficacy scores on the motivated strategies for learning questionnaire however, the correlation between academic reflection journal entries and gain scores was the very work behind it.
(d) STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Bradshaw, Felicia and Bell (2008) conducted a study on the relationship between emotional intelligence and academic achievement in African American female college students.

This study investigated the relationship between emotional intelligence factors and academic achievement in academically successful African American college students. A Purposive sample of 60 successful undergraduate female African American college students at local colleges and universities in a Mid-Atlantic area were asked to voluntarily participate in this research study.

Participants were asked to complete quantitative testing instruments, which included (1) the subject demographic survey (2) the Mayer Slovenly-Caruso Emotional Intelligence Test.

Quantitative findings from the current study revealed (i) no statistically significant correlation between African American female college student’s emotional intelligence level and their academic performance, (ii) a weak correlation between stress management [a component of emotional intelligence] and the academic performance of African American female college students, (iii) no statistically significant difference between African American female college students’ emotional intelligence level and their academic level.

Honea and Jerry (2007) conducted a study on the effect of student diligence, diligence support systems, self-efficacy and locus of control on academic achievement.

The major objective of the study was (i) to examine the influence of diligence, diligence support system, self-efficacy and locus of control on student’s academic achievement. This was a survey study the sample consisted of 315 high school students, 215 parents and 46 teachers the day were collected by Bernards(1991) Diligence inventory High school students, Parent’s Educators, Levenson’s (1981) multidimensional locus of control and Morgan-jinks student self-efficacy, mean, ‘t’ value, rank correlation, bivariate correlation were computed for analysis of the data.
The findings of the study indicate that together student diligence, self-efficacy and locus of control can explain 44.3% of the variance in academic achievement. The relationship between family SES and academic achievement was examined. The relationship was statistically significant. A multiple linear regression analysis revealed that the most significant predictors of academic achievement were self-efficacy, family income level, and student motivation of these self-efficacy was by far the most significant predictor of academic achievement. A second multiple linear regression analysis revealed that the most significant predictors of self-efficacy were student motivation and locus of control with the more significant being student motivation.

**Baker and Thomas Ray** (2002) conducted a study on the effects of Geographic Information System (GIS) technologies on student’s attitudes, self-efficacy and achievement in middle school science classrooms.

In this study, eighth grade Earth science students studying relative, local air quality indicators were divided in two groups a treatment group that utilized GIS-Supported scientific inquiry and a control group that used traditional mapping techniques to support their study. Student attitudes regarding science and technology were measured with a pre/post instrument across the study. Individual student efforts were summarily evaluated with a modified science performance based assessment rubric.

During the two-week treatment the students using the GIS-supported materials were found to show positive and significant improvements in science self-efficacy and attitudes toward technology while female attitudes and self-efficacy were not found to change, male significantly improved on all attractive factors. Students using GIS also performed significantly better than traditional mapping students on science process skills, specifically data analysis techniques, Instructor effects, despite controlling for the curriculum, instruction and technology were still very strong.

Results of the study suggest that GIS can enhance student outcomes when engaged in scientific inquiry, enriching student achievement through improved classroom data analysis activities, finally, study implications direct future efforts to consider the need for a science curriculum aimed at spatial reasoning and pattern seeking activities, ultimately allowing students to more completely leverage the powerful analytics of GIS and similar technologies.
2. INDIAN STUDIES

(a) STUDIES RELATED TO EMOTIONAL INTELLIGENCE

**Jyotika Gupta and Rajwinder Kauri** (2006) conducted a study on emotional intelligence among prospective teachers at educational colleges under the jurisdiction of Guru Nanak Dev University, Amritsar.

The objective of the study was to compare different groups of emotional intelligence in relation to male and female. The sample consisted of 200 B.Ed students. They were selected randomly from different education colleges. Emotional Intelligence is measured through an adaptation of personal profile survey, which was developed by Surabhi Purohit. The test has six measures of emotional intelligence namely, self-awareness, self-regulation, internality, motivation, empathy and social skills.

The study reveals that male and female B.Ed students differed significantly on self-management dimension of emotional intelligence, while arts and science stream B.Ed. students differed on social skills dimension of emotional intelligence. B.Ed students of non-working mothers were scoring more on internality while B.Ed students of working mothers were scoring more on empathy.

**Pandey** (2006) conducted a study on deprivation among emotionally intelligent girls.

The objective of the study was to find out adolescent girls with high, moderate and low emotional intelligence differs on various types of deprivation. The random samples of 100 IX class adolescent girls studying in four Hindi medium secondary schools of Varanasi city were selected. The tool measures deprivation by Deprivation Scale by Pal, Misra and Pandey. The Statistical analysis of data was done by mean, standard deviation and ‘t’ test.

The major finding of the study was the girls having low emotional intelligence perceive various deficiencies, more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities and economic.

**Patil and Kumar** (2006) conducted a study on emotional intelligence among student teachers in relation to sex, faculty and academic achievement.
The major objectives of the study were: (i) to find out the difference in the emotional intelligence of male and female teachers; (ii) to find the difference between student teachers of arts and science faculty and (iii) to find the relationship between emotional intelligence and academic achievement of student teachers. A Sample of 302 student teachers studying in four colleges of education was selected by using simple random sampling in Kolnapur district. Descriptive survey method was employed. Emotional intelligence Test (EIT) and academic achievement score were used as research tool in the study. Data were tabulated and analyzed using appropriate statistical techniques such as t- ration and product moment coefficient of correlation.

The findings of the study were: (i) there is no significant difference between emotional intelligence of male and female students teacher; (ii) there is no significant difference in the emotional intelligence of student teachers of arts and science faculty. (iii) there is no significant relationship between the emotional intelligence and academic achievement of student teachers.

Upadhyaya (2006) conducted study on personality of emotionally intelligent student teachers.

The objective of the study was to examine the difference in the personality traits of high and low emotionally intelligent student teachers. A Sample of 78 student teachers studying in Ewing Christian College, Allahabad was selected for study. The test of emotional intelligence and personality inventory were used for collecting data and these tools were developed by Misra. The statistical method used in the study for analysis of data were mean, standard deviation and ‘t’ test.

The major finding of the study was student teachers with low emotional intelligence are more uneasy and worried about future unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, have lack of energy and feel tired and uninterested and conform to the opinion or accepted path taken by most people. Student teachers with high emotional intelligence are more competent and have more self-confidence, hard working. Help others constructive way, more motivated, energetic and full of enthusiasm and turn away from accepted or given path or opinion.
Eva Justina Romoold (2006) conducted study on enhancing emotional intelligence of student teachers through anagram educational programme.

The major objective of the study was to assess the effectiveness of the anagram educational programme on the following competencies of emotional intelligence (E.Q) of student teachers: (a) emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal connections. The pre-test and post-test control group was the design employed for this study. In this design the investigator used two groups, the experimental group and control group. These groups were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. A sample of 40 student teachers, from a B.Ed. college of Jharkhand state was selected at random 20 student teachers of Bethesada B.Ed. College, Ranchi was selected randomly to form an experimental group and 20 student teachers of Ursuline Women’s T.T. College, Hohardaga were selected randomly to form the control group for the study. The experimental group was given the intervention programmes namely, the Enneagram Educational programme for the duration of three months. The data were collected from the appropriate tools. (a) E.map Questionnaire, (b) Interview schedule for the student teachers (c) Reaction scale for the feedback of intervention programme. Thus, the data were collected and were analysed with the help of suitable statistical techniques mean, standard deviation and Analysis of Covariance (ANCOVA).

A significant difference was found between the mean scores for emotional self-awareness, Emotional expression, Emotional awareness of others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and quality of life. As a whole, it can be concluded that the field of education, particularly the teachers training programme is a beneficiary of anagram educational programme.

Aggarwal (2006) conducted study on emotional intelligence affect relationship between deprivation and academic anxiety.

The objectives of the study were: (i) to find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional
intelligence (ii) to evaluate the relationship between the academic anxiety and different areas of deprivation. The sample of 100 adolescent girls, age group 13-17 years were selected from different secondary schools of Varanasi city. The tools used for data collection were (1) Deprivation Scale (D-Scale) by Pal, Misra and Pandey. (2) Academic anxiety scale (AAS) by Pal, Misra and Pandey (3) Emotional Intelligence Test by Pandey.

The findings of the study were: (i) the deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. (ii) the social deprivation and academic anxiety are positively correlated in case of emotionally intelligent girls due to their greater understanding of emotional behaviour of their own and others (iii) the parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.

Varghese Thomas (2005) conducted a study on the relationship between emotional intelligence, IQ, teachers’ perception and academic achievement of 11th graders at Manonmaniam Sundaranar University.

The present study sought to understand the relationship between EI, IQ, teacher perception and achievement of 11th class students. The sample consisted of 135 class XI students of St. Michael’s High School, Patna, Bihar. Emotional intelligence Self-Evaluation Inventory downloaded from the internet, Mohsin IQ test, teachers’ Perception about each of their students regarding their brightness and class X board examination marks were used to collect data.

From the analysis, it was concluded that neither professional background nor economic background affects emotional intelligence of the students. The students from teaching background are significantly superior as compared to the students from service and business background. Economic background of the students affected teachers’ perception significantly. Similarly, the students’ professional and economic backgrounds affected academic achievement significantly. The correlation analysis showed a significant relationship between EI and IQ of the male students and EI and academic achievement of the female students.

The investigator studied the emotional intelligence and the relationship between emotional intelligence and academic achievement of teacher trainees. Normative survey method was adopted in this study using scale of emotional intelligence developed by the investigators. The marks scored by the teacher trainees in various subjects in the annual government examinations were taken as academic achievement. A sample of two hundred and sixty-nine teacher trainees was selected from DIET and TTIs across Tamil Nadu.

The study revealed that men and women teacher trainees did not differ in their emotional intelligence. There was significant low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-education institutions were at a higher level, than the teacher trainees of non co-education institutions in their emotional intelligence. There was significant low positive correlation between emotional intelligence and achievement in educational subjects and achievement in science subjects.


This study examined the level of emotional intelligence (EQ) of secondary teachers in relation to gender and age. Five hundred secondary teachers, ranging from 24 to 56 years of age, were selected from different secondary schools, both urban and rural from Dhule district, Maharastra. Out of them, 350 were male and 150 were female. The tools used for the study was a structured questionnaire called Emotional Intelligence Test, developed by Chadha and Dalip Singh.

The results indicated that nearly all (98.4%) the teachers fall under ‘low’ category of emotional intelligence. There was no significant difference between the emotional intelligence of male and female, and age was independent of EQ.

Pandey and Tripathy (2004) conducted a study on development of emotional intelligence some preliminary observation.
The objective of the study was to investigate development changes and gender differences in emotional intelligence in the Indian context. The study was based on a sample of 100 children (50 boys and 50 girls) from five age groups (5-6 years, 8-9 years, 11-12 years, 14-15 years and 17-18 years). A measure of emotional intelligence developed by Pandey and Tripathy (2003) was used to collect data from the subjects. The statistical techniques, mean, standard deviation, ANOVA and Inter-correlations were computed to analyze the data.

The results indicated that there was an increase in emotional intelligence in relation to age and female were more proficient in managing and handling their own emotions as well as others.

**Tiwari and Srivastava** (2004) conducted study on schooling and development of emotional intelligence.

The objective of the study was to examine the role of medium of instruction and grade in the development of emotional intelligence and to examine the relationship between perceived environmental quality of home, school and emotional intelligence. A sample of 270 primary school children (135 male and 135 female) from Hindi, English and mixed medium institutions of Gorakhpur of eastern Uttar Pradesh participated in the study. The tools used for data collection were emotional intelligence scale of Shutter’s (1997), Perceived Environmental Quality of School (PEQS) and Perceived Environmental Quality of Home (PEQH). The data was treated with mean, S.D, ANOVA and correlations.

Gender had no significant main effect while medium of instruction and grade had significant main effects on all the three components of emotional intelligence, expression and appraisal, regulation and utilization of emotions. Children attending English medium school scored higher followed by Hindi and mixed medium school children, respectively. The older children of V class scored higher than III and IV class children. It was also found that perceived environmental quality of home as well as school was positively related to emotional intelligence scores.

The objective of the study were: (i) To determine the level of emotional quality of secondary teachers; (ii) To compare the level of emotional quality of male and female secondary teachers; and to compare the Group-I (age below 30 years), Group-II (age 31 years to 45 years) and group-III (age 46 years to 60 years) on the variable of emotional intelligence and to seek significant difference, if any, among the groups. The sample consisted of 500 secondary teachers (350 male and 150 female) belongings to secondary schools (urban & rural) from Dhule district, Maharashtra. The tool used for the present study was a structures questionnaire called emotional intelligence test developed by Chadha and Singh. The retest reliability and the split-half reliability for the test are 0.94 and 0.91 respectively.

The validity of the test is 0.78. the data were analyzed with the help of mean, S.D and ‘t’ test. The level of emotional intelligence is low and independent of gender and age.

Vembar and Vanathi (2003) conducted a study on emotional intelligence and organizational stress at Annamalai University.

The purpose of this study was to understand the way emotional intelligence is related to organizational stress and to distinguish the predictors among the dimensions of EQ. The sample for this study was drawn from the banking sector-both public and private sector banks. The respondents, 480 executives, working in banks in Chennai responded to Richard E. Boyatzis’s (1999) Emotional Competence Inventory and carol A. Beatty’s (1996) Organizational stress scale.

The major findings of the study was significant negative relationship between emotional intelligence and organizational stress; hence the hypothesis was accepted that a higher education reduce stress levels of an executive. Thereafter, multiple regression analysis was done on the data set on men and women separately to identify the impact of the four dimensions of emotional intelligence self-awareness, self-management, social awareness and social skills turned out to be the only predictor of organizational stress for men executives. When the same analysis was run on the data relating to women, it was determined that social awareness emerged as the sole predictor of organizational stress.
(b) STUDIES RELATED TO SELF-EFFICACY


The objective of the study was to find out the relationship between self-efficacy and teaching competency of secondary teacher education students. The survey method was adopted for the study. The tools used were self-efficacy scale and teaching competency scale developed by Anisha and Annaraja. The result revealed that there was significant relationship between self-efficacy and teaching competency of secondary teacher education students.


The objective of the study was to find out the relationship between converging, diverging, assimilating, accommodating learning styles and self-efficacy of B.Ed. students. The study revealed that there was no significant relationship between diverging and converging styles and self-efficacy of B.Ed. students, but there was significant relationship between assimilating and accommodating styles and self-efficacy of B.Ed. students.

Nava Parvathi and Kanmani (2008) conducted a study on self-efficacy in history of under graduate students in Tirunelveli district.

The objectives were: (i) to find out the level of self-efficacy in history among under graduate final year students. (ii) to find out the level of academic achievement in history among under graduate final years students. (iii) to find out whether there is any correlation between self-efficacy and academic achievement in history among undergraduate final year students and (iv) to find out whether there is any significant association between the level of academic achievement in history among under graduate final year students.

Survey is a procedure in which data are systematically collected from sample through administering a questionnaire or schedule. The population for the study consisted B.A History III- year students. They were selected from government and aided
colleges of Tirunelveli district. Statistical techniques used were mean, percentage analysis, ‘t’ test, Anova, chi-square and correlation.

The major findings of the study were: (i) there is a significant correlation between the self-efficacy in history and academic achievement of the final year under graduate students. (ii) there is a significant difference in the academic achievement in history of under graduate final year students with respect to annual income of parents. (iii) there is a significant difference in the academic achievement in history of under graduate final year students with respect to medium of instruction. (iv) there is a significant association between the level of academic achievement in history among under graduate final year students with respect to nature of college and (v) there is a significant association between the levels of academic achievement in history among under graduate final year students with respect to type of colleges.

**Anisha and Annaraja (2007)** conducted a study on multiple intelligence and self-efficacy of secondary teacher education students.

The objective of the study was to find out whether there is any significant relationship between multiple intelligence and self-efficacy of secondary teacher education students.

The survey method was used in the study. Tools used were multiple intelligence inventory adapted by Anisha and Annaraja and self-efficacy scale developed by Anisha and Annaraja. Result revealed that there was a significant relationship between multiple intelligence and self-efficacy of secondary teacher education students.

**Kamala and Annaraja (2007)** conducted study on relationship between academic achievement and self-efficacy of V standard students.

The major objectives of the study were: (i) to find out the level of self-efficacy of V standard students. (ii) to find out the level of academic achievement of V standard students and (iii) to find out the relationship between self-efficacy and academic achievement of V standard high school students. The investigator used random sampling techniques. Five schools were selected randomly and from each school, 40 students were studied randomly the sample consisted of 200, V standard students. Tool used was self-
efficacy scale by Fouad, Smith, Ecochs. Statistical techniques used were mean, standard deviation, t’ test, ANOVA, and chi-Square.

The findings of study were: (i) there is no significant difference between boys and girls in their self-efficacy. (ii) there is significant difference between rural and urban students in their self-efficacy. (iii) there is significant difference between govt., aided and unaided school students of V standard and self-efficacy. (iv) there is significant association between self-efficacy and academic achievement with respect to urban school V standard students.

Veena, Sumathi and Rekha (2005) conducted career decision-making self-efficacy among high school adolescents.

The major objective of the study was to assess the career decision-making and self-efficacy of school children. The sample consisted of 73 boys and 79 girls studying in IX and XI grades selected purposively. The carrier decision-making self-efficacy scale by Arulmani and Nag (2000) was used to collect the data. The scale has validity of 0.83 and reliability of 0.81. The data were analyzed with the help of mean, and standard deviation.

The findings of the study were: (i) there was no significant difference between the CDMSE of the total sample of boys and girls taken as a whole and between the IX grade students and XI grade students. (ii) no gender difference was seen in the IX grade. However, in the XI graded, girls obtained significantly higher scores indicating greater career maturity.

Sangeeth Jose and Annaraja (2005) conducted a study on emotional intelligence and self-efficacy of the teacher educators at Manonmaniam Sundaranar University.

The objectives of the study were: (i) to examine the level of emotional intelligence, and self-efficacy of the teacher educators, (ii) to find out the relationship between emotional intelligence and self-efficacy of the teacher educators. The sample consisted of 150 teacher educators. The stratified random sampling technique was used for selecting the sample. The tools were emotional intelligence inventory and self-efficacy scales for teacher educator were used. The statistical techniques used were mean, ‘t’ test, ANOVA, chi-square and correlation.
The findings of the study were: (i) there is no significant difference between rural and urban teacher educators in their emotional intelligence. (ii) there is no significant difference between male and female teacher educators in their self-efficacy. (iii) there is significant relationship between emotional intelligence and self-efficacy of the female teacher educator. (iv) there is no significant relationship between emotional intelligence and self-efficacy of the male teacher educators.

Ashok, Kalia and Anil Sehrawat (2004) conducted a study on disruptive behaviour, students’ self-efficacy in English, personal achievement goals and classroom goal structure in relation to income and caste.

The major objectives of the study were: (i) to investigate and compare perceived disruptive behaviour, students self-efficacy in English personal achievement goals and classroom goal structure of high income and low income adolescents.(ii) to ascertain and compare perceived disruptive behaviour of student’s self-efficacy in English, personal achievement goals and classroom goal structure of students belonging to different castes Viz. Brahman, Vashyas, Kshtriyas and scheduled castes. The study was conducted by using survey method. The sample consisted 200 students of 9th and 10th classes of Rohtak Shajjar districts of Haryana. A scale to assess disruptive behaviour, students self-efficacy in English, personal achievement goals, and students reports of classroom goal structure. Statistical techniques used were mean, ‘t’ test and ANOVA.

The findings of the study were: (i) the study revealed that there is no significant difference in the disruptive behaviour of adolescents belonging to higher income group and those belonging to low income group. (ii) on students self-efficacy in English no significant difference was observed among adolescents of different castes. (iii) adolescents belonging to low-income group were significantly higher on personal achievement goals than adolescents belonging to higher income group.

Kanchana (2002) conducted a study on self-concept and career decision-making self-efficacy of under graduate college students.

The major objectives of the study were: to compare college students from North America and India with regard to: i) Self-concept and career decision making self-efficacy (CDMSE) & (ii) Gender differences in self-concept and CDMSE. The sample
consisted of 196 American students and 150 Indian students in the age group of 17-24 years. Description Questionnaire by Herbert. March (1990) and Career decision making self-efficacy scale by Nancy Betz (1994) were used to collect data. The data obtained were analyzed using, mean, standard deviation and ‘t’ test.

The findings of the study were: (i) Indian college students had lower self-concept and CDMSE than their American counterparts. (ii) some gender differences were seen in self-concept, both among American and Indian college students and (iii) there was no gender difference in CDMSE in both samples.

(c) STUDIES RELATED TO REFLECTIVENESS


The study aimed to examine inter personal perception of self-reflection among adolescents. A randomly selected sample was consisting of 200 adolescents in the age range of 15-16 years studying in class IX of various schools of Hissar city was taken for the study. Children’s self-concept scale (Ahlhuwalia, 1986) and Abridge scale were consisting of 32 items. The collected data were analyzed with correlation, Percentage and ‘z’ value.

The findings of the study were: (i) adolescent boys were more modest towards the acceptance of various personality qualities of themselves than what they feel that parents, teachers and friends think about these qualities present in them. (ii) girls self-evaluations were lower than other’s evaluations as perceived by the girls, especially on the component of happiness and satisfactions, anxiety and physical appearance and (iii) there was a similarity in self-opinion and others opinion. But there were many other factors besides parents, teachers and friends who influence the formation of self-concept among children.

(d) STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Shanth (2008) conducted a study on influence of school environment of academic achievement of IX standard students.
The objectives of the study were: (i) to find out the level of school environment of the IX standard. (ii) to find out the level of school environment of IX standard students with reference to their sex and locality of school. (iii) to find out where there is any significant difference between rural and urban IX standard school students in academic achievement. (iv) to find out the relationship between government, aided and unaided IX standard school students in academic achievement. The sample consist of 250 IX class school students, tools were used school environment inventory for data collection. Statistical techniques used were mean, standard deviation t’ test, Chi-square and correlation.

The findings of the study were: (i) there is no significant difference between male and female IX standard students in academic achievement. (ii) there is no significant difference between rural and urban IX standard students in academic achievement (iii) there is significant relationship between government, aided, and unaided IX standard school students in academic achievement. (iv) there is significant relationship between school environment, school management, physical facility, teacher role, peer group relationship teaching techniques, and academic achievement of X standard students.

**Shaiju Francies** (2007) conducted a study on emotional intelligence and academic achievement of the students of model residential schools.

The major objectives of the study were: (i) to find out the level of emotional intelligence among students of model residential schools. (ii) to find out the level of academic achievement among students of model residential schools. (iii) to find out the relationship between emotional intelligence and academic achievement among students of model residential school. The sample of the study was the model residential schools in Karalla. The data were collected from three prominent model residential schools which accommodate students from all over the state. The sample consisted of 210 students of model residential schools. A random sampling technique was used for selecting the sample. Statistical techniques used were mean, standard deviation, ‘t’ test, chi-square and ANOVA and correlation.

The major findings of the study were: (i) there was no significant difference between IX and X standard students of model residential schools in their emotional
intelligence. (ii) there was no significant difference between the male and female students of model residential school with regard to academic achievement. (iii) there was significant relationship between emotional intelligence and academic achievement of the model residential school students.

Parveen (2006) conducted a study on teaching aptitude in relation to general teaching competency, professional teaching and academic achievements of B.Ed. pupil teachers.

The objectives of the study were: (i) to study the relationship among teaching aptitude, general teaching competence, professional interest and academic achievement of B.Ed. pupil teachers, (ii) to study the relationship of teaching aptitude with general teaching competence by the effect of professional interest and academic achievement, (iii) to study the relationship of teaching aptitude with professional interest by the effect of general teaching competence and academic achievements, (iv) to study the relationship of teaching aptitude with academic achievements by the effect of general teaching competence and professional interest, (v) to study the effect of sex, discipline, general teaching competence and their various interactions on teaching aptitude, (vi) to study the effect of sex, discipline, professional interest and their various interactions on teaching aptitude.

This research work was non-experimental in nature. In this study 262 pupil teachers were taken. Tools used were teaching aptitude: Singh’s aptitude test (SAT), general teaching competency GTC by Passi and Lalitha, professional interest inventory prepared by investigator.

On the basis of the result of this study, the following conclusions were drawn: It was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of the pupil teacher was significantly correlated with their general teaching competence, professional interest and academic achievements. General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. In addition to this, effect of academic achievement on teaching aptitude of the pupil teaches was positive but not significant at acceptable level of confidence.
**Vamadevappa** (2005) conducted a study on impact of parental involvement on academic achievement.

The objectives of the study were: (i) to find out the extend of relationship between parental involvement and academic achievement among the primary students. (ii) to find out the difference between boys and girls academic achievements (iii) high achievers and low achievers with respect to parental involvement. (iv) boys and girls on academic achievement, and boys and girls on high and low parental involvement. (v) the investigator used the following tools, (i) Parental involvement rating scale (PIRS) by Abdul Gafoor (2001) and achievement test constructed by the researchers (2002). For this study 200 students studying in 6th standard consisting of 100 boys and 100 girls were selected from four higher primary schools of Davangere city in Karnataka. Random sampling technique was used to select the sample. The investigator used Pearson’s product moment correlation, and ‘t’ test for the study.

The major findings of the study were: (i) there was positive and significant relationship between parental involvement and academic achievement, (ii) there is significant difference in the achievement scores of boys and girls of high parental involvement group (iii) there was no significant difference in the academic achievement scores of boys and girls of low parental involvement group. (iv) there was significant difference between high achievers and low achievers with respect to parental involvement and (v) there was significant difference between boys and girls in their academic achievement.

**Saini** (2005) conducted a study on family environment and academic achievement of adolescent children of working and non-working mothers.

The objectives of the study were: (i) to study and find out the difference in the family environment of adolescent children of working and non-working mothers. (ii) to study and compare the academic achievement of adolescent children of working and non-working mothers. The study was conducted on a sample of 415 adolescents selected from the government and private senior secondary schools of the U.T., Chandigrah, within the age group of 14-17 years. The technique of stratified random sampling was used for the selection of the sample. The tools used were Family Environment scale (FES) by Moos and Moos (1986) and Battery of Achievement Tests by Anand (1971) for
data collection. The statistical tools used were mean, standard deviation and ‘t’ test for data analysis.

The major findings of the study were: that the family environments of adolescent children of working and non-working mothers were significantly different. In respect of academic achievement also children of working mothers were much better than the adolescent children of non-working mothers

Venita Singit (2003) conducted a study on achievement motivation and parental background as the determinants of student’s academic achievement.

The objectives of the study were: (i) to find out the relationship between students academic achievement and their achievement motivations, (ii) to find out the effect of working of parents and students. (iii) to find out the effect of parents academic background on student’s achievement motivation and academic achievement. The sample consisted of 100 students of class 10th from four English medium schools of Abonar and Malout (Punjab). Achievement value and anxiety inventory for achievement motivation by Metha (1989) was used for data collection.

The major findings of the study were: (i) academic achievement and achievement motivation were positively correlated. (ii) Children of both parents working group had better academic achievement. (iii) There was no difference in the achievement motivation of children due to parents working. (iv) academic achievement of students was not affected by parent’s education and (v) parent’s education did not affect achievement motivation of students.

Mehotra (2003) conducted a study on relationship between intelligence, socio-economic status, anxiety, personality adjustment and academic achievement of high school students

The objective of the study was to study the relationship between intelligence, socio-economic status of family, personality adjustment, anxiety and academic achievement of high school students. The sample consists of 535 X standard students. The tools were used Jalotas group general mental ability test, Saxons adjustment inventory and general anxiety scale. The statistical techniques used were mean and correlation analysis.
The major findings of the study were: (i) both boys and girls there was inverse relationship between level of anxiety and academic achievement. (ii) there was a positive relationship between intelligence and academic achievement. (iii) in general the girls had a comparatively higher level of anxiety than boys.

CRITICAL REVIEW OF RELATED LITERATURE

The investigator has reviewed a total number of seventy-three studies both Indian and Foreign studies. There are forty-three foreign and thirty Indian studies. Among them, twenty-four studies are on emotional intelligence, thirty on Self-efficacy, ten on Reflectiveness and ten on academic achievement.

Emotional intelligence, being the prime factor of fully functioning personality, has been occupying an important slot in the area of research in the Indian context today and the investigator has been able to find more studies related to emotional intelligence in both foreign and Indian literature. In the same way, in the life of students, self-efficacy, reflectiveness and academic achievement were the other major inherent and latent potentials needed for the success and fruitful completion of the learning process. Hence, the investigator is able to find out number of related literatures on self-efficacy, reflectiveness and academic achievement.

The investigator would like to add the following critical comments starting with the variable emotional intelligence. After the critical evaluation of the studies related to emotional intelligence, the investigator has made the following conclusions.

Krastek and Robert (2008) was an evidence to suggest growth inability to develop positive relationship with the staff although there still appears to be some resistance among sub-group in the school. Piel and Michael (2008) Suggested that a significant positive correlation was found between emotional intelligence and transformational leadership.

Parhell and Cynthia Lavon (2007) reported that there was significant relationship between emotional intelligence and academic success and gender.

Jyotika Gupta and Rajwinder Kauri (2006) in a study reported that male and female B.Ed. students differed significantly on self-management dimension of emotional
intelligence. Pandey (2006) concluded that the girls having low emotional intelligence perceive various deficiencies.

Upadhyaya (2006) in a study reported that student teachers with high emotional intelligence are more competent and have more self-confidence and are hard working. Aggrawal’s (2006) study on how emotional intelligence reveals the relationship between deprivation and academic anxiety that these variables are positively correlated in case of more emotionally intelligent girls when compared to low emotionally intelligent girls. Hopkins and Margaret (2005) Suggested that the repertoire of leadership styles leading to success for men and women were disparate.

Varghese Thomas (2005) conducted a study on the relationship between emotional intelligence, IQ, teachers perception and academic achievement of 11th graders. The result revealed that the correlation analysis showed a significant relationship between EI and IQ of the male students and EI and academic achievement of the female students.

Peak and Ellen Sue Kyong (2004) concluded that there was a positive correlation between religious commitment and EI. Mohanasundaram (2004) concluded that there was low positive correlation between emotional intelligence and achievement in educational and science subjects. Pandey and Tripathy (2004) concluded that that the higher age group and female were more proficient in handling their own emotions.

Tiwari and Srivastava (2004) found out that perceived environment quality of home as well as school were positively related to emotional intelligence scores.

Vembar and Vanathi (2003) concluded that there was a significant negative relationship between emotional intelligence and organizational stress.

The variable self-efficacy was another area of exploration and serious deliberation for the investigator.

After a critical evaluation of the studies related to self-efficacy the investigator had made the following conclusions.
Owen and Julie (2008) revealed the importance of pre-college experiences to collegiate student leadership development. Further, their finding established the gender differences related to efficacy for leadership and actual leadership performance.

Shaw and Adlai (2008) revealed that self esteem, self-efficacy, attitude towards school, in some way, affect a child’s mental and emotional growth whether at home or school and so in the best interest of the overall academic well-being of a child self-efficacy and self-esteem should be nurtured.

Green and Frame (2008) revealed the positive relationship between a Principal’s perception and enrollment of students.

Flannagan and Jenny Sue (2008) in a study suggested that the number of subjects taught was significantly related to gains in students achievement based on autonomous learning and self-efficacy.

Cowan and Thomas (2008), conducted a conceptual analysis of Albert Bandura in a study account of self-beliefs.

Nevell and Maric Allen (2008) reported that a significant relationship between regulation of cognition and reading self-efficacy does not exist.

Anisha (2008) reported that there was significant relationship between self-efficacy and teaching competency of secondary teacher education students.

Hnydman and William (2007) found out that there is a positive relationship between cultural intelligence and communication self-efficacy.

Sangeeth Jose and Annaraja (2005) concluded that there was a significant relationship between emotional intelligence and self-efficacy of the female teacher educators.

Chu (2003) concluded that various computer experiences, including weekly computer use, weekly internet use and use frequencies of word processing, e-mail, games and presentation software were significantly related to computer self-efficacy.
Hartsfield and Michael Kirk (2003) found out that among the three predictor variables namely emotional intelligence, self-efficacy and spirituality, emotional intelligence to be the strongest predictor variable, followed by self-efficacy and then spirituality.

Debra Jean (2002) conducted a study on effects of gender and academic self-efficacy on academic risk taking for adolescent students and found out the academic ability level did not affect the relationship between academic self-efficacy and academic risk taking.

Kanchana (2002) found out that Indian students had lower self-concept and Careers decision-making self-efficacy (CDMSE) than their American counterparts. Further, no gender difference was found in self-concept and Careers decision-making self-efficacy.

After a critical evaluation of the studies related to reflectiveness, the investigator has made following conclusions.

Most of the foreign studies dealt with adult learners. (Sempson and Darrin (2008)) dealt with case study. Cappelta and Robert (2007) A Quasi-experimental study to improve student performance in college calculus by promoting reflective abstraction section scored significantly higher than the students in the traditional section.

Mudlor and Bonnie Marie (2007) in a study reported that the correlation between academic reflection journal entries and gain scores was very work. Only one Indian study Tyagi Poonam, Kaur and Parveen (2001) suggested that there were many other factors besides parents, teachers and friends who influence the formation of self-reflection among children.

After critical evaluation of the studies related to academic achievement, the investigator has made following conclusions. Bradshaw, Felicia and Bell (2008) conducted a study on the relationship between emotional intelligence and academic achievement in African American female college students. Honea and Jerry (2007) concluded that there was multiple linear regression analysis revealed that the most significant relationship between predictors of self-efficacy were student motivation and locus of control on academic achievement.
Baker and Thomas Ray (2008) in a study suggested that Geographic information system (GIS) can enhance student outcomes when engaged in scientific inquiry, enriching students achievement through improved class room data analysis activities. Shanth (2008) in a study reported that there was significant relationship between school environment, school management, physical facility, teacher’s role, peer group relationship teaching techniques and academic achievement of X standard students.

Shaiju Francies (2007) concluded that there was significant relationship between emotional intelligence and academic achievement of the model residential school students.

Vamadevappa (2005) concluded that there was positive and significant relationship between parental involvement and academic achievement. Saini (2008) in a study found out the family environment of adolescent children of working and non-working mothers were significantly different. Mehotra (2003) reported that there was positive relationship between intelligence and academic achievement.

The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so far which had the variables of emotional intelligence, self-efficacy and reflectiveness. Therefore, the present study is the first of its kind in this regard.

Secondly, though many studies were conducted on emotional intelligence on different target groups, no study was conducted on high school students and so in this regard, this present study stands unique.

Thirdly, with regard to the self-efficacy there were many studies on self-efficacy conducted on teachers, student teachers and adolescents relating them with varying like leadership, self-esteem, and academic achievement, risk taking attitude, mathematics proficiency, critical self-reflection, web page design and social competency. But this study on self-efficacy is creatively combined with unique three variables namely emotional intelligence, reflectiveness and academic achievement, and on this ground it stands different from the rest of the studies conducted earlier.

Fourthly, there was only one study made on the variable reflectiveness in India. In this respect, this study is something new and different.
Fifthly, though a few studies were conducted relating to academic achievement of students, no study has linked academic achievement with reflectiveness and so in this regard, it stands unique.

The present study differs from the above studies in many ways. There has been no study, which has combined the four variables of emotional intelligence, self-efficacy, reflectiveness and academic achievement. Especially, there has been no Indian investigator who has focused exclusively on school students. Therefore, the present study is probably the first of its kind in this region. It is different from others in terms of population and sample. Hence, it is relevant for the investigator to study the influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school students.