1.01. INTRODUCTION

Education is a human activity. It was born with the birth of human race, so it will continue to function as long as the human race exists. The boundaries of education are, as wide as those of life. Its implications are rich and varied. Education may also be considered as the deliberate and systematic influence exerted by the matured person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers.

Education is a process and it is a continuous, complex and dynamic process. The importance of education has been realized by everyone and by every nation. It is quite evident that the strength of the country depends on the strength of education, which in turn depends on the strength, efficiency of teachers and the process of teaching.

The role of education for individual growth and social development is unquestionable. Education includes all the influences which act upon on individual during his passage from cradle to grave. In other words, ‘Education is life and life is education’. It is not the giving of facts and details alone, but it is a man making process.
1.02. AIMS OF EDUCATION

Inducement of social change as one of the fundamental functions of education has been spelt out in the report of the Indian Education Commission (1964-66). Thus the realization of the country’s aspirations involves changes in the knowledge, skills and values of the people as a whole. If this change in a grand scale is to be achieved without a violent revolution there is one and only instrument and that is education. Human behaviour is very flexible. It will adapt itself to the cultural environment. The child’s society begins with his parents and siblings and extends through enlarging circles of human relationship. Psychology, Sociology and Anthropology play important roles in the interpretation of culture. The study and practice of education must proceed side by side with the study of society. From this it is inferred that education depends on the whole culture of a society. Personality is mostly determined by culture. The major aim of education undoubtedly is the attainment of human excellence and perfection, not just in any field of knowledge or activity, but life in totality. Education should be the means to fashion excellent characters out of the very ordinary human raw material.

Education develops the individual like a flower which distributes its fragrance all over the environment. It is not the communication of information by the teacher or the acquisition of knowledge by the child. It is the total development of the personality. Education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever-changing society, of which he is an integral
part. It guides him like an affectionate father and serves him faithfully like a wife. It is only through education that moral ideal and spiritual values, the aspiration of the nation and its cultural heritage are transferred from one generation to another for preservation, purification and sublimation into higher and higher levels of attainments. Thus, education is greatly essential for the growth and development of individual as well as society.

1.03. EDUCATIONAL SYSTEM IN INDIA

India has a long tradition of teaching and learning. In ancient India primary or lower secondary as well as higher education was imparted in Ashrams or Gurukulas. Charanas were entertained in secondary schools. Experts in Parishads as well as University town imparted higher education. Kasi (1000 BC), Nalanda and Taxila (800 BC to 400 AD) were famous University towns. University education of the modern period starts with the establishment of three Universities namely Calcutta, Bombay and Madras in 1857. Up to 1912 there were only five Universities (all affiliating) and 185 colleges in undivided India. Now there are more than 350 Universities. In 1947 there were 263 Degree Colleges. Now there are 16885 such Colleges. (University News – 2006). At present the number is still more. At present there are about 6% students between 18-23 years age group who have access to higher education, in India. So far as the enrolment in higher education is concerned, it is increasing tremendously. The Educational Institutions in India are governed by the Central, State and Local self governments and by the
private organizations. Proper management of educational institutions is considered as essential condition for their confirmed success and progress.

Activities regarding the introduction of 10+2 pattern of education, the education commission opined, “It will be advantageous to have a broadly uniform structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in the school, colleges or both according to the local conditions. The contents of the syllabus of the 10+2 pattern have been made with foresight. Attempts have been made to make the students self-reliant. In addition to works, schools are to undertake suitable of community services too.

1.04. SECONDARY EDUCATION IN TAMILNADU

Tamil Nadu Board of Secondary Education, established in 1910, is under the purview of the Department of Education, Government of Tamil Nadu, India. At the secondary level, the following streams of education are offered: the SSLC stream, the Anglo-Indian stream, the Oriental School Leaving Certificate stream and the Matriculation stream. And for higher secondary there is single unified stream leading to the award of the Higher Secondary Certificate. The Tamil Nadu State Board of School Examination evaluates students' progress by conducting two board examinations-one at the end of class 10 and the other at the end of class 12. The scores from the class 12 board examinations are used by universities to determine eligibility and as a cut-off for admissions into their programmes.
The jurisdiction of the board extends to schools located in the state of Tamil Nadu. Schools can choose to affiliate themselves to the Tamil Nadu Board of Secondary Education or to other boards—the CBSE or the ICSE—that are authorized to conduct secondary and higher secondary final examinations and award certificates to successful candidate. The same system is followed in Puducherry Union Territory also.

1.05. ACADEMIC ACHIEVEMENT

In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The important of achievement in educational institution is a matter of great social concern. It has become imperative for educators of ensure maximum achievement of all the students enrolled for higher education, both for the benefit of the society and for the individual himself. In spite of numerous reforms that are being made for maximizing the academic achievement of pupils in educational institution it is difficult to research the target set for this purpose.

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves quality. Assurance and of total quality management of achievement has highly gained the attention of researches in education.

1.05.1. Achievement - Definitions

Investigation by Frank (1936) showed that level of performance in a task is experienced as a success or failure not in terms of absolute degree of
accomplishment but in terms of a mark level set by the person in establishing
the level of aspiration in that particular task. If he surpasses that level, the result
is the experience of success. In case, this level is not reached, the experience of
failure follows.

Carter (1952) on the dictionary of Education defined academic
achievement as the knowledge attained or skills developed in the school
subjects usually designed by test scores or by marks assigned by teachers or
both.

Dictionary of Education (Good, 1959) defines Academic achievement as
“The knowledge attained and skill developed in the school subjects which are
usually determined by test scores or marks assigned by the teacher or both”.

Chaplin (1961) in the dictionary of psychology defined educational
achievement as specified level of attainment or proficiency in academic work
as evaluated by teachers by standardized tests or by combination of both.

Tyler (1964) defines school achievement scores as the best predictive of
future success of the students.

Freeman (1969), “A test of educational achievement is one that is
designed to measure knowledge, understanding or skills in a specified subject”.
Achievement tests are concerned with quality and quantity of learning attained
is that particular subjects.

Achievement is task oriented behavior that allows the individual’s
performance to be evaluated according to some internally or externally
imposed criteria. Achievement involves the individual competing with others,
or otherwise involving some standard of excellence according to Smith, et al. (1969).

1.05.2. Criteria of Achievement

a. School and Achievement

The unique responsibility of the school is to impart and help children in the acquisition of scholastic skill. If the school fails to help the pupil in this aspect, no other agency can take up this responsibility. It is known fact that differences exist in the environmental condition of rural and urban schools. India is a country of predominant rural background. No doubt that the development of the country depends upon the uplifting of all aspects of village life including education.

There are wide differences between rural and urban students with regard to their life-style, educational background of parents, parental influence and so on. All factors do exert influence on the academic activities of school students (Sharma 1978). In this connection Jammur (1961) has stated that students belonging to families where the father occupy prestigious occupation achieve better than their counterparts from families where the father holds a position which is considered to below.

b. Teacher and achievement

Teachers play a vital role in the improvement of the achievement of students. Teachers are fully aware of the importance and significance of achievement in the overall development of school students. It is the responsibility of the teacher to make the students highly achievement oriented
and also help him in the overall development of creativity. Teachers should shoulder the responsibility of making the students become academically and socially useful citizens.

1.05.3. Factors Facilitating the Achievement

What a student learns depends upon his learning method (Smith, 1961). Ambition is also an important factor, which facilitates achievement. Gebhart and Hoyt (1958) and Shailer (1964) have reported that academic achievement of students could be improved by enhancement of their mental health. Motivation, attitude, interest learning environment, study habit, stress management, and intelligence are constantly influencing and facilitating academic progress and attainment. General satisfaction of pupils regarding school is found to be more closely related to pupil’s success than any other factor (Smith, 1961). Academic performance has been shown to be dependent on a number of factors such as students attitude, interest, personality characteristics and social class, in addition of learning (Lavin, 1965).

1.05.4. Hindrance to Achievement

Indian education needs a drastic reconstruction. The educational system in our country is in fact too subject centered and not sufficiently pupil centered and no deliberate attempt is made to change the situation. In this connection Indian Educational Commission (1966) has pointed out the following reasons.

a) Lack of research in developing teaching,

b) Rigidity of education system,
c) Failure of administration in applying new teaching methods and techniques and desirability of average teachers.

In schools, students suffer from frustration and they are unable to involve themselves in educational programmes.

Srivastava (1974) has proved in his study that poor environment is one of the major factors responsible for failure in the case of students who failed. In addition to these, other factors like under nourishment, crowded living condition, low level of parental education and inadequate training by parents are also responsible for low academic achievement.

1.05.5. Measures of Academic Achievement

The marks scored at the higher secondary students’ common examination have been taken as the basis to measure the academic achievement.

Essay type (Subjective type) examinations constitute the traditional, popular and the most commonly used, if not the only, means of assessing student’s performance in schools. They are of great value in testing mental processes such as formulating hypotheses, organizing and evaluating ideas. Critics point to the unreliability, lack of objectivity, inadequacy of sampling and under stress placed upon memory as significant drawbacks of the essay type tests. This type of examination has been commonly criticized on three counts, namely low validity, low reliability and low usability. The new type tests or the achievement tests have been suggested to replace the traditional essay type of examination.
In spite of the growing use of the new type of objective type tests like multiple choice and matching type tests, essay type of examination still constitutes an important and effective method of evaluation of students’ performance (NCERT 2000) to day. Academic achievement in terms of subject matter is generally assessed by employing a system of marks or grades. Trabue holds that for classification, guidance and evidence of effort, marks are necessary.

Probably the most widely known method for making is the percentage system which leads to an erroneous notion of accuracy. A more important objection to the present marking systems is that it assumes measurement from an absolute zero accomplishment to perfection itself.

The ranking system is another alternative proposed, Ruch and Johnson hold that ranking is a better system than percentage system. Yet another alternative proposed is the use of normal distribution curve which has been favored by Meyer.

1.05.6 Achievement in English

In India, English language was introduced by the imperial British government with the aim of serving its own administrative purpose. Since then the native people were willing to learn the language and even demanded it. The impact of English is not only continuing but increasing at a rapid pace. Today the use of English is widespread in India with the country having the third largest English using population after the USA and UK. India also has the distinction of being the third largest English book producing country.
Obviously English in India has come a long way from its colonial days. The functional domains of its use have now encompassed not only administration but also education, employment and of course formal as well as informal communication.

As schools focus on preparing students to be college and career ready, the achievement of English learners is a critical issue. It is widely acknowledged that English as a second language programs alone cannot adequately serve the large and growing numbers of English learners in U.S. schools (Brisk, 2010). These students also benefit from content area teachers using strategies and techniques that make subject matter understandable while at the same time developing students’ English language proficiency. This dual approach (i.e., content teaching that incorporates language development, typically referred to as sheltered instruction) and how best to implement it have been the research focus of the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE). Sheltered instruction is becoming a more common approach in schools as the number of English learners in U.S. schools increases.

1.06. LEARNING ENVIRONMENT

Recent studies have reported that one variable which might be affecting student interests, attitude and achievement is the Learning Environment. It seems likely that a student’s perception of his class-room environment and home learning environment would affect his opinion of the course. The class room in particular and the school in general are key places where intentions
ought to be transformed into actions, and both the teacher and the learner involved ought to realize the curriculum objectives. Many research studies revealed the relationship between Learning Environment and teaching/learning strategies. Students’ achievement and attitude and the physical setting of the class-room have been studied. (Anderson & Wallberg 1974). Anderson and Wallberg suggested that learning environment has the relation to instruction as ability has to achievement. Learning environment was defined by Anderson (1973) as “The interpersonal relationship among pupils, relation between pupils and their teachers, relationships between pupils and both the subject studied and the method of learning and finally, pupils’ perception of the structural characteristics of the class. In order to measure these components of the Learning Environment, they developed the Learning Environment Inventory (LEI), which includes the statements covering the various variables of learning environment like Cohesiveness, Diversity, Formality Speed, Environment, Friction, Goal direction, Favoritism, Cliqueness, Satisfaction, Difficulty, Apathy, Democracy and competitiveness.

The school learning environment includes, the Learning Environment inside class-room within the school and learning environment outside class-room but within the school, Apart from the school learning environment the home learning environment of the student may have some influence on students’ attitude and interests. Therefore the home learning environment has also been taken into consideration. Thus the investigator constructed the
Learning Environment Scale which includes statements covering the various above mentioned components of learning environment.

Anderson & Walberg 1980 in their study suggested that learning environment is not only the physical environment prevailing in the classroom, but it includes teacher pupil interactions. Further the same view is strengthen by Nellaiappan.N.O. (1992) upon higher secondary biology students of Tamil Nadu. He has found out teacher pupil interaction and pupil – pupil interactions in classroom, laboratory and other places like playground, home are considered as classroom learning environment. Rajasekar. S (1996) upon higher secondary physics students of Tamil Nadu and Krishnamurthy. S. (1998) upon higher secondary history students of Tamil Nadu also revealed the same fact in their studies respectively.

1.06.1 10 Characteristics of a Highly Effective Learning Environment

1. The students ask the questions—good questions

This is not a feel-good implication, but really crucial for the whole learning process to work.

The role of curiosity has been studied (and perhaps under-studied and under-appreciated), but suffice to say that if a learner enters any learning activity with little to no natural curiosity, prospects for meaningful interaction with texts, media, and specific tasks are bleak.

Many teachers force students (proverbial gun to head) to ask question at the outset of units or lessons, often to no avail. Cliché questions that reflect little understanding of the content can discourage teachers from “allowing”
them. But the fact remains—if students can’t ask great questions—even as young
as elementary school—something, somewhere is unplugged.

2. Questions are valued over answers

  Questions are more important than answers. So it makes sense that if
good questions should lead the learning, there would be value placed on these
questions. And that means adding currency whenever possible—grades
(questions as assessment!), credit (give them points—they love points), creative
curation (writing as a kind of graffiti on large post-it pages on the classroom
walls), or simply praise and honest respect. See if you don’t notice a change.

3. Ideas come from a divergent sources

  Ideas for lessons, reading, tests, and projects—the fiber of formal
learning—should come from a variety of sources. If they all come from narrow
slivers of resources, you’re at risk of being pulled way off in one direction (that
may or may not be good). An alternative? Consider sources like professional
and cultural mentors, the community, content experts outside of education, and
even the students themselves. Huge shift in credibility. And when these sources
disagree with one another, use that as an endlessly “teachable moment,”
because that’s what the real world is like.

4. A variety of learning models are used

  Inquiry-based learning, project-based learning, direct instruction, peer-
to-peer learning, school-to-school, eLearning, Mobile learning, the flipped
classroom, and on and on—the possibilities are endless. Chances are, none are
incredible enough to suit every bit of content, curriculum, and learner diversity
in your classroom. A characteristic of a highly-effective classroom, then, is diversity here, which also has the side-effect of improving your long-term capacity as an educator.

5. Classroom learning “empties” into a connected community

In a highly-effective learning environment, learning doesn’t need to be radically repackaged to make sense in the “real world,” but starts and ends there.

As great as it sounds for learners to reflect on Shakespeare to better understand their Uncle Eddie—and they might—depending on that kind of radical transfer to happen entirely in the minds of the learners by design may not be the best idea. Plan on this kind of transfer from the beginning.

It has to leave the classroom because they do.

6. Learning is personalized by a variety of criteria

Personalized learning is likely the future, but for now the onus for routing students is almost entirely on the shoulders of the classroom teacher. This makes personalization—and even consistent differentiation—a challenge. One response is to personalize learning—to whatever extent you plan for—by a variety of criteria—not just assessment results or reading level, but interest, readiness-for-content, and others as well. Then, as you adjust pace, entry points, and rigor accordingly, you’ll have a better chance of having uncovered what the learners truly “need”.
7. Assessment is persistent, authentic, transparent, and never punitive

Assessment is just an (often ham-fisted) attempt to get at what a learner understands. The more infrequent, clinical, murky, or threatening it is, the more you’re going to separate the “good students” from the “good thinkers.” And the “clinical” idea has less to do with the format of the test, and more to do with the tone and emotion of the classroom in general. Why are students being tested? What’s in it for them, and their future opportunities to improve? And feedback is quick even when the “grading” may not be.

8. Criteria for success is balanced and transparent.

Students should not have to guess what “success” in a highly-effective classroom looks like. It should also not be entirely weighted on “participation,” assessment results, attitude, or other individual factors, but rather meaningfully melted into a cohesive framework that makes sense—not to you, your colleagues, or the expert book on your shelf, but the students themselves.

9. Learning habits are constantly modeled

Cognitive, meta-cognitive, and behavioral “good stuff” is constantly modeled. Curiosity, persistence, flexibility, priority, creativity, collaboration, revision, and even the classic Habits of Mind are all great places to start. So often what students learn from those around them is less directly didactic, and more indirect and observational.

10. There are constant opportunities for practice

Old thinking is revisited. Old errors are reflected on. Complex ideas are re-approached from new angles. Divergent concepts are contrasted. Bloom’s
taxonomy is constantly traveled up and down, from the simple to the complex in an effort to maximize a student’s opportunities to learn-and demonstrate understanding-of content.

1.07. STUDY HABIT

The study habits of learner means the ability to schedule, his time, the plan of his study, the habit of concentration note-taking, mental review, over-learning, the judicious application of whole and part method massed and distributed learning and so on.

If an individual wishes to get ideas from the printed page, he will direct his energies in terms of the particular purpose or aim that he hopes to achieve. His purpose may be to obtain a general overall impression of the written material. He may be in search of specific data or information. The basis interest in reading the material may be to analyze critically the content of the reading matter or the style of the writer. The sole objective may be that of gaining emotional stimulation from what is being read. Study requires a purpose, and what one learns as a result of study depends largely upon the degree to which one succeeds in achieving that aim or purpose. As one studies it is possible, of course, to gain values other than the primary one desired at the moment.

The term “habit” is used in a number of ways. It is used by some writers to cover all of the organized responses of an organism. With advances in comparative psychology, a strict limitation in the use of the term ‘habit’ has been brought about. ‘Habit is used to refer only to these motor acquisitions which have been acquired by an organism during its lifetime.
In the present study, the usage of the term ‘habit’ as advocated in Psychology has been adopted, according to which it refers to an individual’s tendency to act in customary ways, especially when these are acquired by practice or experience.

Combining the concept of ‘habit’ and ‘study’ we could infer that the term ‘study habit’ is used to refer the various methods and practices adopted by the students in formal learning, to read, understand and gain information, knowledge and wisdom, both inside the classroom and at home, as well as while during regular learning and preparing for examinations.

1.07.1 Principles of Effective Study

Effective study involves the following principles

- Budget time
- Have proper study conditions and necessary materials
- Ignore distractions
- Take notes on lectures
- Systematize the materials in the lesson
- Learn to use the text book properly and study effectively with vigor and determination
- Skim over material before reading in detail
- Workout individual examples to illustrate general rules and principles
- Have a clear notion of the task before beginning
- Review previous work before beginning an advanced assignment
- Recite silently immediately after reading a lesson
1.07.2. Concept of Study Habit

Study Habits and Homework

Many of the issues concerning success in school revolve around developing good study habits and expectations regarding homework. Parents can certainly play a major role in providing the encouragement, environment and materials necessary for successful studying to take place.

Some general habits

- Establish a routine for meals, bedtime and study/homework
- Provide books, supplies, and a special place for studying
- Encourage the child to “ready” himself for studying (refocus attention and relax)

An established study routine is very important, especially for younger school age children. If a child knows, for example, that he is expected to do homework immediately after supper prior to watching television, he will be better able to adjust and ready himself than if he is allowed to do homework any time he pleases.

Connected to the idea of a study routine is the concept of a homework chart. This type of visual system tends to work very well, especially with children ages 9-12. The chart might look something like this:

- All children need their own place at home to do homework. The space does not need to be big or fancy, but it needs to be personal so that they feel it is their “study place”. Learning styles differ from child to child, so the study
place should allow for these differences. Parents can take a walk through the	house with their child to find that special corner that is just right.

1.07.3. Condition for Necessary Study Habit

Effective Habits for Effective Study

Prepare yourself to succeed in their studies. Try to develop and appreciate the following habits:

- Take responsibility for yourself. Responsibility is recognition that in order to succeed you can make decisions about your priorities, your time, and your resources.
- Center yourself around your values and principles. Don’t let friends and acquaintances dictate what you consider important.
- Put first things first. Follow up on the priorities you have set for yourself, and don’t let others, or other interest, distract you from your goals.
- Discover your key productivity periods and places. Morning, afternoon, evening; study spaces where you can be the most focused and productive. Prioritize these for your most difficult study challenges.
- Consider yourself in a win-win situation. You win by doing your best and contributing your best to a class, whether for yourself, your fellow students, and even for your teachers and instructors. If you are content with your performance, a grade becomes an external check on your performance, which may not coincide with your internally arrived at benefits.
First understand others, then attempt to be understood. When you have an issue with an instructor, for example a questionable grade, an assignment deadline extension, put yourself in the instructor’s place. Now ask yourself how you can best make your argument given his/her situation.

Look for better solutions to problems. For example, if you don’t understand the course material, don’t just re-read the material. Try something else! Consult with the professor, a tutor, an academic advisor, a classmate, a study group, or your school’s study skills center.

1.07.4. Tips for Study Habits

There are as many different ways to study as there are different people. The trick is to find the study tips that work best for you. The following list is tips that have worked best for the greatest number of people. Some of them may work for you; some of them won’t, but try them all and work out your own study plan.

Study in the same place

Find a quiet place, away from distractions, with ample room to work. Once you’ve found it, study at the same place every time. It could be a desk in your bedroom, the kitchen table, or the local library. Laying down on your bed or sprawled across the living room rug are generally not good study places.
Study at the same time

Figure out what time of day you can concentrate best, and what works into your schedule. Use that time every day to study. Try to make sure it is not too late in the evening.

Use a Homework Box

Keep all your homework supplies in one place, ready to be used. Keep them organized, and you won’t need to waste your time searching for supplies.

Cut Out All Distractions

You need to be able to concentrate on your homework and nothing else. The TV should be off, other people’s conversations should be in another room, music should be turned down, and phone calls should be taken after you’ve finished studying. Any other thoughts in your mind should also be set aside for a later time.

Do the Hard Stuff First

If you are dreading a particular assignment, or know it requires a lot of extra effort, do it first. Your brain will be fresh. Besides, you won’t have to dwell on it while you are working on other homework.

Schedule Long Term Projects

Larger projects need to be broken into smaller components to make them manageable. For example, these components could be such things as gathering notes, writing a rough draft, making corrections or additions, writing a bibliography, and completing the final copy. Set yourself a deadline for completing each component and make sure you stick to it.
**Review Regularly**

Homework is not just that which is assigned every night. A regular review of your notes should be a part of your homework plan. This takes just a few minutes each day, but will pay off considerably when it comes to test time.

**Write Up a Contract**

Sit down with your parents and write up a homework contract at the beginning of each term. This sets out in writing what is expected of each of you and gives all or you input into your homework plan.

**Schedule each homework Session**

When you sit down to do your homework, make up a quick schedule as to how you are going to use your time. Break it up into blocks of time that you will spend on each task.

**Avoid doing a Marathon**

If you’ve followed the previous tips, this last one should never happen. However, you need to know that marathon study sessions are the least productive way to study.

**1.08. EMOTIONAL INTELLIGENCE**

According to Bairan (1980) it is an array of non–cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.

Solvey and Mayer (1993) described emotional intelligence as the ability to perceive emotions to access and generate emotions, so as to assist and
generate thought, to understand emotions and to reflectively regulate emotions in ways that promote emotional and intellectual growth.

Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others so that we appropriately respond to them, effectively applying the information’s and energy of emotions in our daily life and work.

Cooper & Sawaf define (1997), emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Man is born with some innate, emotions, intelligence and also emotional intelligence. Our emotions play a quite significant role in guiding and directing our behaviour. Intelligence, as the ability to make adoption, has a significant correlation with emotional adjustment.

Emotional Intelligence is the capacity to reason with emotions, to perceive emotion, to integrate it in through, to understand it and manage it.

Emotions are pleasant as well as unpleasant. Unpleasant emotions like fear, anger, jealously which are harmful to an individual’s development are termed as negative emotions while pleasant emotions like affection (love), amusement, curiosity, joy and happiness which are very help and essential in the normal development of an individual are termed as positive emotions.

By their nature of positive ness and negative ness, it should not be assumed that all the positive emotions are always and the negative emotions are
bad. While weighing their impact, other factors like the frequency and intensity, situations and the nature of stimulus should also be considered.

Excess of everything is bad. Emotions with too much intensity and frequency whether, positive or negative, bring harmful effects. Emotions can warp our judgment, turn friends into enemies and make us miserable as if we were sick with fever. Emotions also bring external and internal bodily changes in human beings make him sick. Therefore, to overcome the positive ness and negative ness of emotions in their excess form, the development of emotional intelligence is much necessary.

Emotional intelligence as a unitary ability is helpful in knowing process for behaving in a proper way in the ultimate realization of the happiness and welfare of the self in tune with others. Today, in this modern world of stress and strain, there is an intense need in the development of emotional intelligence among especially among students, the higher secondary class students, usually suffers much from stress and emotions, while preparing for their final public exams, the result of which would be the turning point in their life.

Moreover such students who are in their adolescent stage, has already a disturbed emotional balance. They will have an intensive and violent current of emotional experiences. The sudden functioning of sexual glands and tremendous increase in physical energy makes them restless. In a very short time, they could switch between being happy and extremely sad. So there is too much uncertainty in the nature of their emotional state.
Therefore the emotional intelligence of those students should be development, which will be a great predictor of their success than their I.Q.ie. Intelligence Quotient.

Emotional Intelligent people are more likely to succeed in everything they undertake in their lives. Even school success can be predicted more by emotional and social measures than by academic ability.

A Professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or in getting along properly with others.

Emotional Intelligence helps us much in all spheres of life through its various constituents or components namely

- Knowledge of one’s emotions (self-awareness)
- Managing the emotions (Self-management)
- Motivating oneself (Self-motivation)
- Recognizing emotions in others (empathy) or social awareness.
- Handling relationship (or) Social competence.

If proper education, opportunities and efforts are made for the training of emotions and development of proper emotional intelligence potential among the people right from their childhood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups for leading a better life with peace and co-operation.
To progress and let others progress and to live and let others live are thus the ultimate goals of any education or training provided for developing one’s potential of emotional intelligence.

Emotional Intelligence is the capacity to sense, understand our own feelings and those of others, the capacity to respond to them appropriately for motivating in ourselves and in our relationships. It does not emerge from the intellect, but from workings of human heart.

Emotional Intelligence is the aggregate of abilities, competencies and skills that represent a collection of knowledge used to cope with life effectively. Thus it is as closely related to the personal and professional growth of an individual more so when individuals have to take decisions under stressful and difficulty situations.

A leader to be very effective should possess components of Emotional Intelligence. It has been experienced that emotionally surcharged leaders embrace emotionally surcharged decisions and do not bring good decisions rather they remorse the momentary decisions taken at that point of time.

Daniel Goleman, one of the early proponents of emotional intelligence, has defined Emotional Intelligence as follows: “Emotional Intelligence refers to emotional awareness and management skills which provide the ability to balance emotion and reason so as to maximize long-term happiness”.

Emotional Intelligence tries to keep the level of emotions like Anger, Sadness, Fear, Enjoyment, Love, Surprise, Disgust, Shame etc at manageable level.
To conclude, we would like to quote Daniel Goleman himself, “Emotional Intelligence is a master aptitude a capacity that profoundly affects all other abilities either facilitating or interfering with them”.

Therefore developing the Emotional Intelligence of students ends in the development of the society and thereby improvement or development of the country occurs.

Emotional Intelligence can be defined as the abilities concerning the recognition and regulation of emotions in the self and others. It is all about effectively and rightly understanding the emotion of oneself and others. Very often it is viewed as a tool for achieving success in personal as well as in professional life. As widely acknowledged, ‘EI gives you a competitive edge having great intellectual may make you a superb fiscal analyst or legal scholar, but a highly developed EI will make you a candidate for CEO or a brilliant trial lawyer’. EI accounts for 80-90% of the success of organizational leaders.

Emotional Intelligence can be thought of as a direct derivative for emotional well-being. One’s emotional well-being generally results from an experience of low level of stress in day-to-day interactions. A low level of stress is possible only when every individual gains a better understanding of his/her personal values but also need to fine-tune themselves in extreme situations wherein they can stretch their emotions only to that extent which forbids any kind of sabotage with that competency. Thus, self-awareness and self-control are keys to EI. Such a fine tuning of oneself in extreme – making. This means that a person possessing such an EI will not instantaneously vent
up his feelings and emotions, but will carefully evaluate the alternatives before him and react in an appropriate manner. This especially required for managers, because such situations should be deftly handled so as to avoid any undesirable consequences in future.

Awareness with regard to one’s emotions is very important. It is highly essential that every person who is well aware of his/her emotions seeks information from those emotions. Such an act of information seeking will help analyze and manage the causes behind the eruption of those emotions. Meditation is a proven technique to revert from emotionally unstable conditions to a stable condition. Frequent meditation will help an individual to remain detached from his destructive emotions.

At every point of time, we encounter certain situations wherein we react to them in a typical manner and try to fix the causes of our emotion eruptions to an external locus of control. Although we are responsible for our own actions we try to blame others. So, in order to be emotionally intelligent one should first focus on oneself and should accept his/her role in creating negative emotions.

When individuals see them in emotionally demanding situations the situation itself is a learning experience for them. They should ideally view themselves as separate entities from their emotions. Such a separation coupled with the intention to deftly handle emotionally demanding situations, will lead to the enhancement of EI within individuals.
At any point of time, either in personal or professional life, things are easier if you understand other’s point of view. Showing empathy for other’s emotions evokes a congenial ambience under such conditions. Though the person one is dealing with is unrelenting with regard to his or her emotions, an initiation of emotional empathy from, one’s side will undo the detrimental effects of flaring emotions.

Emotional Intelligence (EI) determines our potential for learning practical skills based on self-awareness, motivation, self-relation, empathy and adaptiveness in relationships. Our Emotional Competence (EC) shows how much of potential we have translated into on-the-job capabilities. This article talks about EI and EC and throws light on ways to improve them both on individuals and group levels in organizations.

The hardest ever thing in the whole world is understand emotions but it’s worth doing.

EI has been defined as the ability to perceive, assess and generate emotions, to assist though to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth. In short, it is a group of psychological abilities, acknowledging and regulating the emotions that result in better performance of a person.

The domain of EI is one of the recent areas of research, which come into light during 1990s and popularized by researchers like Daniel Goleman, Peter Salovey, Baron, John Meyers et al.
1.09. NEED FOR PRESENT STUDY

English Education has undergone tremendous change in the wake of liberalization, privatization, and globalization. Today we are at stage of inclusive globalization building bridges through deals and joint statements which will accelerate the technological inputs and equip and compete ourselves with the future technology to control and meet the growing needs of the generation at large. The computerized systems are fast replacing the other systems. English and other related concepts have been introduced as part of the higher secondary curriculum. It helps students to appreciate that English is an integral component of society and also to develop an understanding of many social and ethical issues.

With the fast changing economic scenario and business environment, the business world is in a state of continuous flux. In tune with circumstances, English education has carved out a place for itself at the higher secondary stage. Its curriculum content should give students a firm foundation on basic accounting principles and English subjects to keep them abreast with the changes. As this stage is more pertinent in the development of basic concepts and paving way for a solid foundation and is affected by various factors. Further the higher secondary education occupies an important position between secondary education and collegiate education. The students at this stage are adolescent group and they are about to choose their future course of study.

But at the same time the students of such group are facing lot of pressures and stress from various quarters. Normally they are treated only next
to the science group by the society. Hence proper learning environmental facilities in the school and home are not up to the level for English statements. Further parental inclination towards science subjects, peer group, especially science group students influence also cause stress in the minds of English students. With the result the mental health of the students are affected which in turn spoil the emotional intelligence levels. Since such students are in their adolescent stage their emotional intelligence level is often disturbed. As a result of all these factors the achievement of English students are generally affected. Therefore the investigator is keen on studying high school English students achievement in English as related to selected variables.

1.10 OPERATIONAL DEFINITIONS

The following are the operational definitions used in the present study.

Learning environment

Learning environment is the diverse physical locations, interactions, contexts, and cultures in which students involves in learning.

Achievement in English

It is the marks obtained by the students in a common test in English conducted by the school and the same collected from the school records by the investigator.

Study habit

The study habits of learner means the ability to schedule, the plan of study, the habit of concentration, note-taking and mental review, it is the judicious application of the habits related to study or achievement.
Emotional Intelligence

Emotional Intelligence is the emotional awareness and management skills which provide the ability to balance emotions of the learner.

High school Students

The students studying in 9th standard in the high and higher schools of Pudhucherry region, Union Territory of Puducherry.

1.11 STATEMENT OF THE PROBLEM

Learning environment fosters student interests, attitudes as well as achievement. Many research studies revealed the relationship between learning environment and learning strategies. Poor learning environment is one of the major factors responsible for low achievement. In the present learning situation, the study habits of the learner and their emotional intelligence also play a vital role in influencing the achievement of the learner. Further, in every class, there are there groups viz, low, average and high achievers. It is the bound duty of the teacher to cater the needs of all these groups. Hence, as no research work was carried out be considering these variables in this geographical area, the problem chosen for the present study is entitled as “A Study on Learning Environment, Study Habits and Emotional Intelligence among Low, Average and High Achievers in English at High School Level.”
1.12. OBJECTIVES OF THE STUDY

The investigator of the present study, framed the following objectives:

1. To find out the level of learning environment of low, average and high achievers in English of high school students.

2. To find out the level of learning environment of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

3. To find out the level of learning environment of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

4. To find out the level of learning environment of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
5. To find out the level of study habits of low, average and high achievers in English of high school students.

6. To find out the level of study habits of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

7. To find out the level of study habits of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

8. To find out the level of study habits of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

9. To find out the level of emotional intelligence of low, average and high achievers in English of high school students.
10. To find out the level of emotional intelligence of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

11. To find out the level of emotional intelligence of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

12. To find out the level of emotional intelligence of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

13. To find out whether there is any significant difference between the learning environment scores of low, average and high achievers in English of high school students with regard to the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
c) Locality of the school (Urban/Rural)

d) Type of the Management (Government/Private/Aided)

14. To find out whether there is any significant difference between the study habits scores of low, average and high achievers in English of high school students with regard to the sub-samples

a) Gender (Male/Female)

b) Age (Up to 14 / Above 14)

c) Locality of the school (Urban/Rural)

d) Type of the Management (Government/Private/Aided)

15. To find out whether there is any significant difference between the emotional intelligence scores of low, average and high achievers in English of high school students with regard to the sub-samples

a) Gender (Male/Female)

b) Age (Up to 14 / Above 14)

c) Locality of the school (Urban/Rural)

d) Type of the Management (Government/Private/Aided)

16. To find out whether there is any significant relationship between low achievers’ achievement in English of high school students and their

a) Learning Environment

b) Study Habit and

c) Emotional Intelligence
17. To find out whether there is any significant relationship between average achievers’ achievement in English of high school students and their
   a) Learning Environment
   b) Study Habit and
   c) Emotional Intelligence

18. To find out whether there is any significant relationship between high achievers’ achievement in English of high school students and their
   a) Learning Environment
   b) Study Habit and
   c) Emotional Intelligence

19. To find out the relative influence of independent variables and the sub samples up on the dependent variable achievement in English of low achievers of high school students.

20. To find out the relative influence of independent variables and the sub samples up on the dependent variable achievement in English of average achievers of high school students.

21. To find out the relative influence of independent variables and the sub samples up on the dependent variable achievement in English of high achievers of high school students.

1.13 HYPOTHESES OF THE STUDY

The investigator of the present study, framed the following hypotheses based on the objectives framed earlier:
1. The level of learning environment of low, average and high achievers in English of high school students.

2. The level of learning environment of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
   -is low

3. The level of learning environment of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
   - is low

4. The level of learning environment of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
   - is low
5. The level of study habits of low, average and high achievers in English of high school students.

6. The level of study habits of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low

7. The level of study habits of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low

8. The level of study habits of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low
9. The level of emotional intelligence of low, average and high achievers in English of high school students.

10. The level of emotional intelligence of low achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low

11. The level of emotional intelligence of average achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low

12. The level of emotional intelligence of high achievers in English of high school students based on the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
      - is low
13. There is no significant difference between the learning environment scores of low, average and high achievers in English of high school students with regard to the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

14. There is no significant difference between the study habits scores of low, average and high achievers in English of high school students with regard to the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)

15. There is no significant difference between the emotional intelligence scores of low, average and high achievers in English of high school students with regard to the sub-samples
   a) Gender (Male/Female)
   b) Age (Up to 14 / Above 14)
   c) Locality of the school (Urban/Rural)
   d) Type of the Management (Government/Private/Aided)
16. There is no significant relationship between low achievers’ achievement in English of high school students and their
   a) Learning Environment
   b) Study Habit and
   c) Emotional Intelligence

17. There is no significant relationship between average achievers’ achievement in English of high school students and their
   a) Learning Environment
   b) Study Habit and
   c) Emotional Intelligence

18. There is no significant relationship between high achievers’ achievement in English of high school students and their
   a) Learning Environment
   b) Study Habit and
   c) Emotional Intelligence

19. There is no relative influence of independent variables and the sub samples up on the dependent variable achievement in English of low achievers of high school students.

20. There is no relative influence of independent variables and the sub samples up on the dependent variable achievement in English of average achievers of high school students.
21. There is no relative influence of independent variables and the sub samples up on the dependent variable achievement in English of high achievers of high school students.

1.14 VARIABLES SELECTED FOR THE STUDY

The following are the variables selected for the study:

1. Dependent variable - Achievement in English

2. Independent variables -

   (i). Learning Environment
   (ii). Study Habits
   (iii). Emotional Intelligence

3. Demographic variables
   a) Gender [Male/Female]
   b) Age [Up to 14/Above 14]
   c) Locality of the School [Urban/Urban]
   d) Type of the Management [Government/Private/Aided]

1.15 DELIMITATIONS OF THE STUDY

The following are the delimitations of the present research work:

1. This study was conducted in Pudhucherry Region of Tamil Nadu.

2. 467 high school students were involved as the sample of this study.

3. Learning environment, Study habits and Emotional intelligence were selected as the Independent variable in this study.

4. Gender, Age, Locality of the school and Type of the management were selected as the demographical variable.
5. High school students studying in IXth standard – in Pudhucherry Region were considered in this study.

1.16 STATISTICAL TECHNIQUES USED

In the present investigation the following Statistical techniques were applied for analyzing the collected data Descriptive Analysis (Mean, Standard deviation), Differential Analysis ‘t’ test and ‘F’ test), Correlation Analysis and, Regression Analysis

1.17. BRIEF RESUME OF THE SUCCEEDING CHAPTER

Immediately following this chapter is chapter II, which contains a Review of Related Literature. The Methodology is given in Chapter III which includes the Description of the tools, the Sample selection and the Statistical Techniques used in this study. Chapter IV contains the Analysis and Interpretation of Data. The Summary of the Important Findings, the Discussion of the Results, Suggestions for the further work and Conclusion are given in Chapter V. Bibliography and publication follow Chapter V and the Appendices containing copies of the tools follow the Bibliography.