CHAPTER II
REVIEW OF RELATED LITERATURE

2.01. INTRODUCTION

The review of related literature has got a vital role in every research project. It indicates the clear picture of the problem to be solved since it suggests, method, procedure, source of data and statistical techniques appropriate to the solution of the problem. According to W.R. Borgm “The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provide by the review of related literature, our work is likely to be shallow and naïve and will often duplicate the work that has already been done better by someone else”.

The careful survey of the literature enables the investigation to be well conversant with relevant theories in the field, reports and records as also all other relevant literature. Not only that, an understanding of the theory in the field enables the researchers to place their questions in perspective and through studying the related literature, investigators learn the procedures and instruments that are useful and promising. In addition to these, review also provides some insight regarding strong points and limitations of the previous studies, which help to avoid unintentional replication of previous studies and enables the investigator to justify his own Endeavour in the field.
2.02. STUDIES RELATED TO ACHIEVEMENT

**Basave and Christina (1980)** found that perceived parental behaviour is related to academic achievement. Findings revealed that for females, punishing mother was found to relate positively with academic achievement. For males, the supporting mother was found to be positively related to academic achievement.

**Snodgrass (1991)** investigated the effect of parental involvement on academic success from primary through secondary school levels and found that a positive home environment and a strong parents-child relationship are critical determinants of children’s educational success.

**Steinberg et al., (1992)** examined the impact of authoritative parenting, parental involvement in schooling and parental encouragement to succeed on adolescent school achievement in nine high schools with approximately 6400 students. Results showed that authoritative parenting led to better school performance by students and stronger school engagement.

In a study of 10,000 high school students parental involvement in their adolescent’s schooling was seen associated with better school performance among youth (Bogenschneider, 1997).

**Viswanathan, G. (1995)** found out achievement in history of the higher secondary level is not satisfactory. There is significant difference in the achievement in history of higher secondary of boys and girls of urban school, government schools, backward castes, most backward castes, and scheduled castes. But no significant difference found in the achievement of boys and girls
of rural schools, private schools and forward castes. Parental income causes significant difference in the achievement in history of low and middle income groups, low and high income groups where as middle and high income groups showed no significant difference.

**Babu, R. (1996)** in his study on commerce education in higher secondary schools in Tamil Nadu found out that there is a positive relationship between achievement in commerce and their attitude towards study of commerce. He also found out higher secondary commerce students achievement in commerce is fairly high. Students of educated father and PG qualified parents are higher than the average level. S.C community students achievement is relatively poor. In his study on higher secondary commerce students of Tamil Nadu, he has found out variables like sex, locality, type of school, medium of instruction, parental education and aspiration significantly differentiate students achievement in commerce.

**Sampath, S. (1996)** in his study an achievement in commerce of undergraduates as related to selected variables found that there is significant difference between boys and girls in their achievement in Commerce. Students who have professionally qualified and post graduate mothers have showed better achievement in Commerce. Students from high income group secured better marks in Commerce. Urban students showed better adjustment than rural students.
Muthumanickam, R. (1997) in his study on Higher Secondary Commerce students achievement in relation to a few variables. The study was conducted upon higher secondary students of Tamil Nadu. The following are his findings: (1) 61.12% of students are average achievers; 18.83% of students are high achievers and 20.05% of students on low achievers in commerce. (2) Boys and Girls are significantly differ in their achievement in commerce; Girls achievement is higher than boys. (3) Government and Private schools students are significantly differ in their commerce; private schools students achievement is higher than Government school students. (4) Urban and Rural students are significantly differ in their achievement in commerce; Rural students achievement higher than the urban students. (5) Low, positive, significant relationship is there between students home environment and their academic achievement in commerce. (6) Academic achievement and interest in commerce are significantly related. His study included few other variables too.

Krishnamurthy, S. (1997) a study of higher secondary students achievement in history as related to attitude towards history and interest in history. He has found out that gender, economic status and locality of the student has no effect upon the achievement in history of the H.Sc students. But parental education has significant relationship with academic achievement of H.Sc history students.

Jinhong Tang (1998) studied on the Four Golden Project in China: the pathway to electronic commerce. It is given an overview of electronic commerce. A brief introduction to reform in China and progress achieved are
presented. The Four Golden Project – the gateway to electronic commerce in China – is explained and the suggestions are made concerning electronic commerce for China.

**Strage and Brandt (1999)** in their study on college students found out that parenting style continues to play an important role in the academic lives of college students.

**Pitterman and Chaselansdale (2001)** examined the relationship between parenting style and adolescent functioning among African – American adolescent girls and their mothers living in impoverished neighbourhoods and found that teens whose mothers were disengaged (low on both parental warmth and supervision) had the most negative outcomes related to externalizing and internalizing behaviours, academic achievement and work orientation.

Several studies indicate that parental involvement declines in adolescence, prompting the call for future research on the reasons for and associated consequences of this decline. Furthermore, the review indicates that authoritative parenting styles are often associated with higher levels of student achievement (Spera, 2005).

**Sucharita, Parida. M. (2003)** Utkal University Bhuvaneswar found out that mental abilities and school environment contributes significantly for the achievement of school children. This is true in gender, locality and SES of students.

**Stephen Haswell, et. al. (2004)** Accounting students and cheating: A comparative study for Australia, South Africa and the UK. This study reported
the results of a study of accounting students in three countries who self-reported on their propensity to engage in cheating behaviour when presented with specific rewards, risks and penalties. The professed behaviour examined is indicative of the ethical values held by persons aspiring to the accounting profession and is relevant to the design of their educational experiences. Empirical results show marked differences across the three countries, in the ethical propensities of respondents. In all cases, there is cause for concern, that professed unethical behaviour in the university environment might be replicated in the workplace.

Gibbs, Paul. (2009) studied the Learning Agreements and Work-Based Higher Education. The goal of autonomous learning as preparation for being-in-the-world-of-change has clear advantages for both individuals and society. This article declare, rather inspirationally, that the challenge for academics is leading "students to the wisdom of their own minds and setting them free on their own learning". In this paper, the role of learning contracts in facilitating this change is investigated. Specifically, the paper discusses their use in the workplace in shifting relationships between student, teacher and university where the benefits for the three parties are; academic awards, successful degree supervision and accumulation of knowledge for practical purposes. The argument is that by engaging in workplace study, both student and academic institution risk becoming normalised by commerce. The analysis is based on the learning contract documents of four UK universities.
Schoer, Volker. et.al. (2010) explored on A Blurred Signal? The Usefulness of National Senior Certificate (NSC) Mathematics Marks as Predictors of Academic Performance at University Level. Internationally, performance in school Mathematics has been found to be a reliable predictor of performance in commerce courses at university level. Based on the predictive power of school-leaving marks, universities use results from school-leaving Mathematics examinations to rank student applicants according to their predicted abilities. However, in 2008 the structure and scope of school-leaving examinations changed in South Africa from the former Senior Certificate (SC) to the new National Senior Certificate (NSC). This structural break seems to create fluctuations in the signalling ability of the school-leaving marks. South African universities are unsure about how well the current NSC Mathematics marks reflect the underlying numerical competence of students, given that a high number of the 2009 student intake failed their first-year core courses across faculties. This paper estimates a deflator for the new NSC Mathematics marks relative to the former Higher Grade (HG) Mathematics marks, by comparing performance in similar first tests of two commerce subjects, Economics 1 and Computational Mathematics, between the 2008 and 2009 first-year cohorts. The results indicate that the signalling ability of the NSC Mathematics marks is reduced significantly. Instead of differentiating students according to their abilities, the new NSC Mathematics marks compress students with a wide range of abilities and disabilities into a very narrow range of percentage marks.
Cheng, Liying et al. (2010), have demonstrated that second language immersion is an effective means of facilitating primary school students' second language without undermining competence in their first language. Despite the rapid growth of English immersion (EI) programmes in China, only limited empirical research has been conducted to evaluate students' academic achievement in these programmes. This study addressed three primary research questions regarding EI students' academic achievement represented by English (L2), Chinese (L1) and mathematics. This study was conducted with a group of Grade 2 (n = 385), Grade 4 (n = 430) and Grade 6 (n = 183) students in immersion or non-immersion programmes in three schools in China. Cambridge Young Learners English Tests were employed as the L2 measure. School-issued achievement tests in L1 (Chinese) and in mathematics were also employed. The results show that immersion students, compared with non-immersion students, did better in English at all three grade levels. They also did similarly in Chinese and mathematics at Grades 2 and 4, but better at Grade 6. The findings from this evaluation study demonstrate a complex and developmental picture of students' academic achievement in English, Chinese and mathematics.

AmuthaSree. N (2011) in a study on higher secondary commerce students’ academic achievement as related to certain selected variables found out 47% of students are high achievers and 35.4% are moderate achievers in commerce. Gender, locality, nature of school caused significant difference in achievement in commerce where as no significant difference is seen in religion,
family size and family income. It is also found that Achievement is significantly related to study habits, learning environment and emotional intelligence in the case of entire and various sub samples.

**Azam MD. Golam (2012),** the objective of the study is to explore the factors affecting students’ English achievement at the secondary level in Narayanganj and in Bhola of Bangladesh. To identify these factors, data was collected from both primary and secondary sources; first-hand evidence was assembled from the 10th grade secondary school students, English teachers, principals, guardians, community members and Upazilla Education Officers in the Southeastern part of country, Narayanganj Sadar Upazilla (sub-urban area) and Southern part of the country, Bhola Sadar Upazilla (rural part), following different research instruments such as observations, questionnaires and interviews. Eight secondary-level schools were chosen purposefully for collecting the oral and documentary evidence from two regions. Between the two areas, Narayanganj Sadar is one of the industrial areas in the country, near the capital city of Dhaka. On the other hand, Bhola Sadar is one of the coastal areas of Bangladesh. Also 75% of the county’s population resides in Bhola. Secondary data was collected by reviewing closely linked existing literatures as well as websites and other written documents. A number of semi-structured interviews were conducted in the written as well as recorded forms with every single stakeholder. Furthermore, a survey in the form of a questionnaire was conducted in a total of 8 schools, having distributed questionnaires on the random basis only among the students, English teachers and school principals.
during the study time, September-October, 2011. Inductive Thematic Analysis was employed to analyze the numeric interview data. The major findings of the study indicated that: in the case of English achievement, students in Bhola are weaker than the students in Narayanganj. In Bhola, they need trained English teachers and in Narayanganj, teachers expect a lower student to teacher ratio. It was revealed that 75% of English Teachers in Narayanganj also have more than 10 classes every week of English lessons while 50% in Bhola conducted less than 10 classes per week. They do not have adequate teaching-learning materials and aids, standard salary and social status, in particular. In Bhola, teachers factors and in Narayanganj school factors affecting students’ English achievement. It was recommended that each school, public and private, should appoint at least a couple of English teachers who are capable enough to teach English to all secondary-level students meticulously; reasonable teacher-student ratio should be 1:35. Tutors salaries and status should also be enhanced. Government and other stakeholders should give emphasis to providing need based support in Bholato increase the English achievement of the secondary level.

Abdirahman M. Addow et al. (2013), the purpose of this study was to investigate the relationship between English language proficiency (as measured by the English language GPA the student obtains from his/her secondary school) and academic achievement (as measured by the student’s GPA from the examination in the first semester) of undergraduate students in Somalia. Sample size of 100 students was selected from SIMAD University
students, especially faculty of business and accountancy final year students. Both primary and secondary data was used in order to answer research questions. Questionnaire and content analysis were used as a research instruments. It has been identified that there are other factors, other than English language proficiency, that affect students’ academic performance, the results revealed that English language proficiency has insignificant positive relation with their academic achievement and that there is an insignificant impact of English language proficiency on student’ academic achievement. Based on these findings, it is recommended to give a special attention to the students’ preparation for post secondary studies, improve students’ study skills and the overall factors that determine students’ academic achievement.

Al-Elaimat, Abeer Rashed (2013), the purpose of this study is to investigate the effect of using computer games on the lower basic stage student's achievement in learning English at Al-SALT Schools. The population of this study consisted of all lower basic stage students in AL-SALT schools during the scholastic year 2011-2012. However, the sample of this study consisted of 88 male and female third grade students divided into two groups, the experimental group which underwent a teaching experiment using computer games, and control group using the traditional method. The instrument of the study was an achievement test that aimed at measuring students' performance. The independent variables were the teaching method, technique and the computer games. The dependent variable was the student's achievement in English. The findings of the study revealed significant
differences in the mean scores between the control and the experimental groups, students' performance of experimental group was better than that of the control group.

Muhammad Tanveer Afzal and Munazza Afzal (2015), this study aims at investigating satisfaction level of students and their achievement in public and private secondary schools of Islamabad. The respondents of this study were 9th grade students and English teachers (980 students and 98 teachers) of public and private secondary schools of Islamabad. Questionnaire was used for information gathering about satisfaction level of students. The academic achievement was gauged by the result of English subject from the first term examination. Independent sample t-test was applied to investigate the effect of satisfaction level on students’ achievement. The results of the study revealed that satisfaction level have a significant effect on students’ overall academic achievement in the subject of English. From students’ perspective, satisfaction level of private school students was lower but their achievement scores were higher than public school students. It is recommended that teachers should focus on teaching activities and instructional strategies that lead to higher level of satisfaction and academic achievement of students.

Rahim, Mehrak and Goli, Atefeh (2016), the aim of the current study was investigating the role of achievement in learning English as a foreign language in EFL learners' cheating attitudes and cheating behaviors. Eight hundred junior high-school students were selected based on random cluster sampling and participated in the study. Their attitudes towards academic
dishonesty and their cheating behaviors in language classes were examined by two questionnaires. The result of data analysis revealed significant correlations between achievement in learning English and cheating attitudes and behaviors. Further, the result of regression revealed that achievement in learning English had weak power to predict cheating attitudes (0.7%). However, the power of achievement in learning English to predict cheating behaviors of language learners in language classes was five times stronger (3.5%).

2.03. STUDIES RELATED TO LEARNING ENVIRONMENT

Nellaiyappan, N.O. (1991) one of the pioneer studies on learning environment revealed higher secondary students’ total learning environment school and home learning environment is significantly related to scientific attitude and interests of higher secondary biology students in respect of entire and various categories of sub – samples. Further high and low learning environment groups significantly differ in their scientific attitude and science interest in respect of entire and various sub – samples wise, sex, locality, and levels of learning environment.

Murugeswari, R. (1996) in her study revealed sex, type of school management of school not significantly related to home environment. Where as type of school and management of school significantly related to school environment.

Rajasekar. S. (1997) a study of higher secondary students achievement in physics as related to attitude toward science, interests in science and physics learning environment of Tamil Nadu schools. The study related gender of
students and parental education has no significant difference in their achievement and attitude towards science. However rural students achievement is better than urban students. Government students achievement is better than private school students. Similarly there is significant and positive relationship existed between H.Sc students achievement in physics and their physics learning environment.

**Ratna Ganassoundarie, S. (2000)** A study of science interest and achievement among H.Sc. biology students in relation to their learning environment. The investigator found out achievement of girls, Govt.school students, students of literate parents, students of small family, urban students have better achievement in biology then their counter parts. Biology learning environment is significantly, positively related to achievement of the students of entire and various categories of sub – samples. The study was conducted upon Pondicherry union territory schools.

**Sonali Geed (2001)** - In her experimental study upon senior secondary students found out competitive learning environment produced negative change and Co-operative learning environment produced positive change. upon their achievement in English.

**Dwivedi, R.D. (2005)** – Study was conducted in U.P. Schools and founded out that students from schools of enriched environments has better academic achievement and urban schools have better environment and academic achievement than rural schools.
Avinashilingam N.A.V. and Sharma G (2005) - Study was conducted to find out the factors influencing the students academic performance of Agricultural students of Uthranjal state, India. It was found that classroom environment play major role in students academic performance followed by general environmental factors.

Cosmovice, Elena maria et.al. (2009) - The aim of the study to explore student’s perceptions on learning and an task orientation at different achievement level in Norwegian Schools. Results show Students with middle achievement level have more positive perception of learning environment that low and high achievers. Further improvement in learning contributes more for low and high achievement in school subjects.

Alavosius, Mark. et.al. (2009) investigated into the Use of a Cooperative to Interlock Contingencies and Balance the Commonwealth. Cooperatives are systems organized along key principles to balance the distribution of wealth across organizational members. The cooperative movement has an extensive history and has contributed to the design and operation of a large variety of endeavors that seek to maximize returns to a maximum number of stakeholders. While cooperatives are ubiquitous in commerce and community organizations, the designs of the contingencies that define a cooperative have rarely been subject to behavioral analyses. We report a large-scale examination of a safety incentive program enabled by cooperatives of small businesses that applied some of their financial resources to an incentive system organized to sustain active safety management within
co-op members. The evaluation indicated that the frequency, severity, and cost of work-related injuries were reduced when safety incentives were applied. High return on investment indicates that the program was cost effective. User satisfaction with the procedures was also high, and the program became an enduring feature of the operation of the safety cooperatives.

Athar Hussain et al. (2010) the aim of the study technology based learning environment and student achievement in English as a foreign language in Pakistan. The fast growing accessibility and capability of emerging technologies have fashioned enormous possibilities of designing, developing and implementing innovative teaching methods in the classroom. The global technological scenario has paved the way to new pedagogies in teaching-learning process focusing on technology based learning environment and its impact on student achievement. The present experimental study was conducted to determine the effectiveness of technology based learning environment on student achievement in English as a foreign language. The sample of the study was 90 students of 10th grade of a public school located in Islamabad. A pretest- posttest equivalent group design was used to compare the achievement of the two groups. A Pretest and A posttest containing 50 items each from English textbook were developed and administered. The collected data were statistically analyzed. The results showed that there was a significant difference between the mean scores of Experimental group and the Control group. The performance of Experimental group was better on posttest scores that indicted that teaching through technology based learning environment enhanced the
achievement level of the students. On the basis of the results, it was recommended that teaching and learning through information and communication technologies may be adopted to enhance the language learning capability of the students.

**Olatoye, R. Ademola et.al. (2010)** in their study conducted on higher Diploma Business Administration students of Nigeria revealed that emotionally intelligent students likely to be creative but not likely to be high achiever. Where as better school environmental contribute both emotional Intelligence & Achievement.

**Zeiden, Afif (2010)** the aim of the study to investigate the relationship between attitude towards Biology and biology learning environment of Grade II Student of Palestine. The results of the study indicated that there were significant gender differences in attitude towards biology and their learning environment favoring females than males.

**Gislason, Neil (2010)** this study developed proper learning in classroom high schools. Facilities, design, school culture teacher – interacted are found to be intern related aspects of a schools total learning environment.

**Yang, Luxin (2010)** studied Doing a Group Presentation: Negotiations and Challenges Experienced by Five Chinese ESL Students of Commerce at a Canadian University. This study investigated the negotiations and challenges experienced by five Chinese ESL students of Commerce through their engagement in an academic presentation in a regular content course at a Canadian university. Multiple sources of data were collected, including
interviews, class observations, group discussions, emails, field notes, assignment drafts, and course materials. Data analysis showed that, in their preparatory activities outside the classroom, students employed peer–peer dialogues to clarify the task requirements, generate ideas, seek peer comments, and coach rehearsals. However, the academic presentation--especially open discussion part--was a great challenge to them, related to their underdeveloped English conversation ability, their unfamiliarity with participatory communication modes in the Canadian classroom, and their limited experience with group work. To compensate for their limited sense of conversational abilities, they chose to present a thorough case analysis rather than engage the class in discussion through their presentation as expected by the instructor. The students eventually understood the norms of academic presentation in this content course through their observation of the instructor's reaction to their presentation in class and subsequent presentations of their classmates, and they realized that they should approach assignments according to the requirements. Implications drawn from these findings are discussed.

Xia Nailing (2010) family factors and student outcomes –PRGS dissertation. Latin America. Study was conducted on Latin American schools to study the influence of family factors upon the achievement of students in different subjects. It revealed that achievement was associated with multiple dimension of family environment like, parental care, expectation, beliefs, learning environment in family and disciplinary practices. Further more several family process variables like doing homework, having home internet
connections, owning community library cards had higher returns in terms of academic achievement of different subjects.

Wang Ming Te et al(2010) Adolescents` Perception of school environment, engagement and academic achievement in middle school – American Educational Research Journal – vol -47, No -3 p age-633-662, sep 2010. Short term longitudinal research was engaged to study the above factors upon ethnically diverse urban sample of 1,046 students of America. The authors found that students` perception of school environment influence their academic achievement directly and indirectly their school engagements which influenced school participation, self-regulation, identification which in turn influenced students academic achievement.

Moula, J.M (2010) A study of the relationship between Academic achievement, motivation and Home environment among eighth standard students. The sample consists of 235 Kenyan students of urban and rural schools. The findings revealed that academic achievement was positively related to the father`s occupation, mothers occupation, fathers education, mothers education, family size and learning facilities at home are significantly related to achievement.

AmuthaSree. N (2011) in A study on higher secondary commerce students` academic achievement as related to certain selected variables. In the case of learning environment 76.4% are having moderate level of learning environment 12.8 are having congenial learning environment locality and religion caused significant difference in learning environment of students.
Marlies Baeten et al. (2013), Research in higher education on the effects of student-centered versus lecture-based learning environments generally does not take into account the psychological need support provided in these learning environments. From a self-determination theory perspective, need support is important to study because it has been associated with benefits such as autonomous motivation and achievement. The purpose of the study is to investigate the effects of different learning environments on students’ motivation for learning and achievement, while taking into account the perceived need support. First-year student teachers (N=1,098) studying a child development course completed questionnaires assessing motivation and perceived need support. In addition, a prior knowledge test and case-based assessment were administered. A quasi-experimental pre-test/post-test design was set up consisting of four learning environments: (1) lectures, (2) case-based learning (CBL), (3) alternation of lectures and CBL, and (4) gradual implementation with lectures making way for CBL. Autonomous motivation and achievement were higher in the gradually implemented CBL environment, compared to the CBL environment. Concerning achievement, two additional effects were found; students in the lecture-based learning environment scored higher than students in the CBL environment, and students in the gradually implemented CBL environment scored higher than students in the alternated learning environment. Additionally, perceived need support was positively related to autonomous motivation, and negatively to controlled motivation. The study shows the importance of gradually introducing students to CBL, in terms
of their autonomous motivation and achievement. Moreover, the study emphasizes the importance of perceived need support for students’ motivation.

2.04. STUDIES RELATED TO STUDY HABIT

**Pannerselvam (2000)** found that the study of higher secondary students are relatively better and no relationship between students achievement in English and study habit

**Butler, Deborah L.; Cartier, Sylvie C. (2004)** studied on Promoting Effective Task Interpretation as an Important Work Habit: A Key to Successful Teaching and Learning. They argue that to be successful in an academic arena, students must adopt a consistent approach to completing academic work (i.e., a work habit) that includes very carefully interpreting the demands of tasks that are presented to them in schools. To clarify why task interpretation is so critical to student success, and is thus an important instructional objective for teachers, we begin by presenting two vignettes illustrating links between task interpretation and students' successful engagement in academic work. Then, we take a step back to describe what we mean by academic work and engagement and to explain how and why students' knowledge about, conceptions of, and interpretations of tasks are so foundational to performance. We also describe how students' task interpretation breaks down and why such breakdowns often occur. Finally, we close by advancing practical suggestions for teachers regarding how to structure activities, instruction, and evaluation to promote students' adoption of task interpretation as an important work habit in the pursuit of effective learning.
Turner, Julianne C.; Patrick, Helen (2004) studied on Motivational Influences on Student Participation in Classroom Learning Activities. This study examined how one type of student work habit classroom participation is related to a combination of both student factors (math achievement, personal achievement goals, perceptions of classroom goal structures, and teacher support) and features of the classroom context (teachers' instructional practices, average perceptions of classroom goal structures). We focused on the participation of two students in mathematics class during both sixth and seventh grades. Differential teacher expectations, calling patterns, and instructional and motivational support and nonsupport interacted with beliefs and behaviors of both students, and those interactions were associated with different patterns of participation each year. Results suggest that student participation is malleable rather than stable and emphasize the potential of teacher practices to both support and undermine the development of student work habits.

Schallert, Diane Lemonnier; Reed, Joylynn Hailey; Turner, Jeannine E. (2004) studied on The Interplay of Aspirations, Enjoyment, and Work Habits in Academic Endeavors: Why Is It So Hard to Keep Long-Term Commitments? This study describes our interest in bringing together students' emotions and their motivation for academic work as these play out across the school year. We explore three main issues. First, we consider what some view as an incompatibility between students' use of established work habits (volitional strategies) and real enjoyment of academic tasks (what we call
involvement). Rather than seeing these two approaches as diametrically opposed, we show how volitional control can be useful in getting a student to experience involvement in a task. Conversely, we consider how involvement itself can be an incentive to students' use of volitional strategies. A second issue has to do with students realizing that long-term goals may require different volitional strategies than short-term goals. Finally, we discuss the need to encourage students to develop the habit of seeking enjoyment in academic tasks because the goal of enjoyment focuses them on the rewards of deep concentration rather than on the elation of having finished a task.

**Anantha. V.G (2004)** a study habit of higher secondary students in relation to certain psycho – socio variables. She has studies various dimensions of study habits of H.Sc. science students and their achievement in science and the influence of certain psycho – socio variables. Study habitsentire and its dimension are average. The relationship between study habit the achievement in various science subjects are significant. However, English medium students, urban students, math’s group students Oc. Community students than their counterparts. There is significant relationship between self-concept, anxiety of the students with their achievement in respect of all sub-samples.

**Gilman, Rich; Connor, Nancy; Haney, Michelle(2005)** studied on A School-Based Application of Modified Habit Reversal for Tourette Syndrome via a Translator: A Case Study. A school-based modified habit reversal intervention was utilized with an adolescent diagnosed with Tourette syndrome who recently immigrated from Mexico. Because the student possessed little
proficiency of the English language, an interpreter was needed to help implement the procedure. The frequency of motor tics markedly decreased from baseline to intervention across classroom settings. Results of two follow-up phases revealed that motor tic levels remained below those observed in the baseline phase. Implications and limitations of these findings are noted.

**Taulbert, Clifton L (2006)** Eight Habits of the Heart for Educators: Building Strong School Communities through Timeless Values Corwin Press. How can all students be provided with a first-class education with all the obstacles and challenges faced by today's schools? Based on his experiences growing up in the Mississippi Delta during the era of segregation, Clifton Taulbert shares time-honored principles that can transform the lives of the teachers, students, administrators, and staff within the school. Through moving and inspirational stories, Taulbert explains the Eight Habits—nurturing attitude, dependability, responsibility, friendship, brotherhood, high expectations, courage, and hope—and how educators can implement them into their own lives and the life of their school. This reader-friendly guide empowers educators with: (1) Real-life examples of educators successfully implementing the Eight Habits of the Heart; (2) Intentional strategies and application sections to apply each habit in your classroom and school; and (3) Insightful reflective questions and personal assessments. This book is a wonderful resource for principals, teacher leaders, professional developers, and study groups. Following a preface, this guide contains 12 chapters: (1) Building Community... The Foundation for Excellence; (2) Building Community... The Human Touch; (3)

Philomena (2006) observed that there is significant difference in the study habit of X standard pupils based on gender, locality and type of school. Where as parent education and community has no effect upon the study habit.

Camp, Deanne (2007) studied on Who's Reading and Why: Reading Habits of 1st Grade through Graduate Students. The habit of reading develops over a period of time. This study explored reading habits across a wide range of students. An open-ended survey of reading habits involved 242 participants from grades 1, 4, 6, 8, 11, undergraduate non-education majors, undergraduate elementary majors, and graduate reading majors. As data were analyzed, themes emerged to categorize participant responses. Discussion of data offers suggestion to both teacher educators and classroom teachers about ways to develop and maintain the habit of reading.

Robinson, Karen S.; Wenner, Jenny; O'Reilly, Beth (2007) studied on Say "I Can" and Use Research Skills. Children at Alcott Elementary in Westerville, Ohio, have a new habit of saying, "I can!" In the last few years,
educators in the district have carefully translated the standards in their elementary courses of study into "I Can" statements. During the fourth and fifth graders' recent study of government, the authors of this article used "I Can" statements to integrate reading, writing, research, mathematics, and social studies. The fourth graders were studying state government, and the fifth graders were studying the Preamble and Article II of the U.S. Constitution. Their teachers, Jenny and Beth, collaborated with Karen, a professor at Otterbein College. Karen's undergraduate students in Middle School Education partnered with Jenny and Beth's students as "research buddies." In small groups (one college student with five or six elementary students), research buddies used their research skills to learn about the branches of state government (in the fourth grade), or the purposes of the Constitution and the steps toward becoming President of the United States (in the fifth grade). Their "I Can" project resulted in two important lessons that they would like to share with other educators. First, well-crafted standards, chosen by educators and integrated into the curriculum, allow social studies to receive its deserved prominence in the classrooms. Second, extra hands in the classroom allow the children to "dig in" to complex material, and allow them as teachers to differentiate their instruction in ways that are difficult to do when a teacher is alone in the classroom.

most teachers are taking advantage of Internet functions to assist in both teaching and student learning. However, students only login to the assisted learning system once or twice a week on average to surf for relevant references, participate in discussions, or hand in assignments, even though information and interaction are greatly enhanced by these online services. Therefore, increasing the transfer rate of useful information and interaction during the course period would help students learn. To this end, we designed an e-news delivery system that sends personalized e-mails to every student's mailbox to make information access and peer interaction more convenient and efficient. Through the daily habit of using e-mail, students can receive the latest information, new instructions or peer discussions early. To encourage usage of the system, a user friendly interface was designed. The e-news system takes advantage of webpage hyperlinks to allow students to click on interesting topics while reading e-news; doing so will cause another window to pop-up with detailed content retrieved from the web-based learning system. A mouse-click allows students to login to the web-based learning system and extract the details of the chosen topic. To enhance the efficiency of e-news, learners' needs and interests were taken into consideration when forming the e-news content. Students' learning status and reading preferences are assessed to determine which information or content to include in the e-news. Experiment results reveal that e-news and personalized information greatly promote the reading of new information and participation in online activities.
Amutha Sree and Krishnamurthy (2010) in their article on academic achievement of commerce students in relation to their study habits’ found out that higher secondary students of Cuddalore district have high achievement (m=70.75) and their study habit are at average level. There exists significant relationship between achievement in commerce and study habits of higher secondary students of cuddalore District.

Significant difference is found between government and private school students achievement in commerce and no significant defense is noticed between boys and girls achievement. Similarly no significant difference is observed between boys and girls and government and private school students with respect to their study habits.

Amutha Sree. N (2011) in A study on higher secondary commerce students’ academic achievement as related to certain selected variables. In this study it was found that 69.11% of higher secondary commerce students are having good study habits. Gender, locality and religion of students caused significant difference in the study habits whereas no significant difference is observed in type of school, family income and family size. It is also found that achievement in significantly related to study habits for entire and various sub samples.

Suresh Chand (2013), the present study was conducted on 200 secondary school students to find out the study habits of the students studying in government and private schools as well as students belonging from nuclear and joint family. Study habit inventory (Hindi version) constructed by Dr.
B.V. Patel (1975) was used to collect the relevant data. Mean, S.D. and t-test were used to analyze the data. The finding revealed that there exists no significant difference between secondary school students belonging to nuclear and joint family on different components of study habits and total study habits. Secondary school students studying in Govt. schools are significantly better on home environment and planning of work and planning of subjects than students studying in private schools but private school students are significantly better than Govt. school students on preparation for exam component of study habit. However, no significant difference exists between Govt. and private secondary school students on reading and note taking, concentration, habit and interest, school environment component of study habit and total study habit.

**Aravind N. Chaudhar (2013),** this study intended to explore the study habit of higher secondary school students in relation to their academic achievement in the Banaskantha District of Gujarat. The sample of the study selected through simple random sampling technique. The sample comprised of 80 higher secondary school students. The results of the study revealed that there is a significant positive correlation between study habit and academic achievement of higher secondary school students as whole and dimension wise. Further, the there is a significant difference between high and low academic achievement student on study habits in general.

**Chandana Aditya (2014),** this research aims to explore reading habits of secondary school students of working and non-working mothers. Furthermore an attempt has been made to see whether any difference exists
between their reading habits in different environments considering seven domains using a standard study habit inventory. The sample included total 45 students of secondary groups comprising working and non-working mothers. The data was collected and analysed on the basis of methodology described in details in this project. The main objective is to earmark the problem areas and environments mostly affect the study habits of secondary students. The study will help to identify the domain and an early intervention can help the students to improve their study habits for better performance and to improve their academic achievements.

2.05 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

**Vidnokumar Shanwal and Prof. Ghulam Deastgir, (2003)** study was conducted in 3 phases among municipal corporation schools of Delhi. The finding of the study revealed socio-cultural factors have definitive influence on the degree of emotional intelligence. Environmental influence visible upon urban and rural students emotional intelligence. Boys and girls do differ in their emotional intelligence. Learning one Component of emotional intelligence nurtured the development of other components.

**Patil. B. and Kumar, A. (2006)** - The study was conducted for student teachers of Kolnapur district B.Ed, students numbering 302 by random sampling method. The major findings are I) There is no significant difference in the emotional intelligence of male and female student teachers and arts and science student teachers. II) There is no significant difference in the Emotional Intelligence and academic achievement of student teachers.
Delaney, Carol J.; Shafer, Francie Keller (2007) studied on Teaching to Multiple Intelligence by Following a "Slime Trail". In this age of teacher accountability and high-stakes testing, practicing middle school teachers face many complex issues. Because adolescents must deal with the challenges of physical, social, emotional, and intellectual change, they are considered the most diverse population in the public school system. One way to increase achievement and address the needs of young adolescents is to employ an assortment of innovative teaching methods. At the same time, teachers' assessments should allow for a wider range of evaluation of student performance that expand traditional assessments. Gardner's theory of Multiple Intelligence (MI) accounts for a broader range of potential among individuals because it recognizes eight forms of human intelligence: visual spatial, verbal linguistic, logical mathematical, bodily kinesthetic, interpersonal, intrapersonal, musical rhythmic, and naturalistic intelligences. His theory is based on the premise that individuals possess all eight intelligences but demonstrate different levels of functioning in these various intelligences. To develop this range of intelligences, instructional methods need to be varied so that students may use their intellectual strengths to better understand a topic. In this article, the authors describe how they had their students experience the value of classroom practice based on MI theory by modeling instruction wherein students participate in classroom activities that address the various intelligences. To demonstrate that the theory can be applied to any subject, they
chose to teach a set of little known facts about slugs, which are slimy creatures that are "cousins" to the snail.

**Hall, Arnita Rena (2007)** studied on Mini Literature Review Based on Brain Research and its Effect on Educational Practice. The purpose of this literature review is to look at brain research and its effect on educational practice. For the last several years, educators, parents and policymakers have become increasingly interested in the potential role of positive early childhood experiences in promoting a child's emotional and intellectual well-being (Ellison, 2001). While this growing interest in early childhood and the impact of early life experiences is unquestionably a good thing, it has also contributed to the spread of sometimes inaccurate and frequently misunderstood information about what conclusions can be drawn from our knowledge of brain development (Fogarty, 2002). This review looks at the implication of brain research and examines the relationship between the functionality of the brain, multiple intelligences and the educational practices occurring in our schools on a daily basis. Gardner's theory classifies human intellectual competencies in a totally new way, with more specific criteria than the traditional choice between "verbal" or "mathematical" (Hanson; & Hyun). Ellison (2001) states that Gardner proposes that intelligence cannot be described as a fixed quantity, but rather can be trained and increased. Ellison further states that each specific intelligence is independent from the others and can improve independently with use. Gardner's system of classification has already had a significant impact on how we think about the learning process, teaching, testing and even the nature
of thought itself (Hanson). Included in this review are each of Gardner's intelligences and how these can be used in educational settings to assist children understand and achieve in a manner tailored to their learning styles and functioning abilities.

**Beland, Kathy (2007)** studied on Social and Emotional Learning Hikes Interest and Resiliency. Social Emotional Learning (SEL) is the process by which people develop the skills to recognize and manage emotions, form positive relationships, solve problems that arise, motivate themselves to accomplish a goal, make responsible decisions, and avoid risky behavior. The Collaborative for Social and Emotional Learning (CASEL), at the University of Illinois at Chicago, identifies five SEL competency areas--social awareness, self-awareness, self-management, relationship building, and responsible decision making--that are key to young people's success in school, the workplace, and life in general. SEL seemed like a natural fit for a health class, however, in this article, a ninth-grade English teacher Amy Corvino explores the possibilities of how would it work in an English class. SEL is not only important to freshman transition, English, and health; it also can enhance academic course work in other disciplines and classroom environments at any grade level. There is ample evidence that personal and interpersonal skills are just as important as education in the workplace and in today's global economy.

**Babu M, Sameer (2008)** studied on Self-Esteem and Emotional Intelligence among B.Ed. Trainees of Tsunami Affected Coastal Belt. Through his study the author investigates the relationship between self-esteem and
emotional intelligence among B.Ed. trainees of Tsunami affected coastal belt of Alappay district of Kerala, India. Stream of study, marital status and age based comparisons were made among the B.Ed. trainees. 92 B.Ed. trainees were the participants in the study. It was found that they have a good level of self-esteem and emotional intelligence. While the variables are correlated, it is found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students is high. Both in self-esteem and emotional intelligence, it is found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

Katsiyannis et. al (2008) studied on Juvenile Delinquency and Recidivism: The Impact of Academic Achievement. For well over a century, behavioral researchers have attempted to understand the relation between juvenile delinquency and academic achievement. The authors review current literature pertaining to academic achievement and its effect on delinquency. While researchers have not yet been able to establish a direct causal relation between these two variables, it has been demonstrated that poor academic outcomes can adversely affect a child's behavior, and early behavioral problems can lead to poor academic outcomes. Studies have also shown that rates of recidivism are highly correlated with low levels of academic performance. Lastly, research has demonstrated that the implementation of
sound academic interventions, particularly in reading, can effectively reduce rates of both delinquency and recidivism.

**Elmore, Michael (2008)** studied on Effective Parent Conferences. Principal Leadership, conferences with an upset parent, teacher, or student should be opportunities for schools to build relationships with the community and to foster a positive school culture. But in reality, they are often held because a problem has arisen and often end with stakeholders having a less-than-positive image of the school. Understanding the steps that an administrator, a counselor, or a teacher should follow during a conference can help it proceed more efficiently and end on a much more positive note. In this article, the author presents the seven stages of a productive conference with parents, teachers, and students.

**Aroma, Laudan B.; Gulsrud, Amanda; Kasari, Connie (2008)** studied on Emotional Competence in Children with Down Syndrome: Negativity and Regulation. Although often described as temperamentally "easy" and sociable, children with Down syndrome also exhibit behavior problems. Affective development is important for social and behavioral competence. We examined negative affective expressions and a range of emotion regulation/coping strategies during a frustrating task in a sample of children with Down syndrome, nonspecific mental retardation, and typical development. Results revealed that children with Down syndrome displayed significantly more frustration and more orienting to the experimenter without asking for help. Typical children used more goal-directed strategies, including assistance-
seeking and cognitive self-soothing. Findings suggest that children with Down syndrome may use a limited repertoire of strategies for coping with frustration. Suggestions for future intervention studies are provided.

**Tomlinson, Carol Ann (2008)** studied on Learning to Love Assessment. Noted educator Carol Ann Tomlinson shares the insights that shaped her thinking about informative assessment. Informative assessment goes beyond tests and the grade book. It means assessing students both formally and informally in multiple ways and giving frequent, productive feedback on student work. Informative assessment isn't separate from curriculum or instruction; it spans student knowledge, understanding and skill. Informative assessment is about assessing students during the course of their learning to see how they're progressing. Although it looks at student readiness and student weaknesses, it broadens the scope to encompass student interests, students' preferred modes of learning, and student strengths. Tomlinson notes that the 10th understanding--that informative assessment isn't just for the teacher, that it involves a partnership between teacher and students--revolutionalized what happened in her classrooms.

**Bardach, Robert H(2008)** studied on Leading Schools with Emotional Intelligence: A Study of the Degree of Association between Middle School Principal Emotional Intelligence and School Success. Measures of cognitive intelligence such as Intelligence Quotient (IQ) have long been utilized as gatekeeper measures for leadership placement within organizations. Universities and Colleges have created leadership degree programs which are
often almost exclusively measures of a student's cognitive ability. The degrees conferred are often the "gatekeeper" measures for entry into a leadership position within an organization. However, leaders with analogous educational and professional backgrounds may experience different levels of success even when facing quite similar situations. Why is this? The answer may be found within a fairly new field of study known as Emotional Intelligence (EI). The purpose of this study was to explore the degree of association between EI and school performance. The first question addressed within this study dealt the degree of association between a middle school principal's Total EI score and school success. Secondly, this study attempted to focus on the specific elements of a principal's EI (Area and Branch scores) and the degree of association that those elements might have with school success. This research project rendered valuable information which indicated that various components of a middle school principal's EI level is closely related to school success. With this information school systems and school personnel may begin to recruit and promote throughout the principal ranks those principals that demonstrate high levels of EI. Furthermore, training programs may be developed to enhance EI in public middle school principals in an effort to support higher levels of school success. Ultimately, this research indicated that the association between EI and school success could not be ignored and that additional study is strongly indicated.

Gordon, Mary; Green, Joan (2008) studied on 34 Roots of Empathy: Changing the World, Child by Child. Roots of Empathy (ROE) is a classroom
program that has shown dramatic effect in reducing levels of aggression and violence among schoolchildren, while raising social/emotional competence and increasing empathy. At the heart of the program are a neighborhood infant and parent who visit the classroom for nine visits, every three weeks, over the school year. A trained ROE instructor coaches students to observe the baby's development and to label the baby's feelings. In this experiential learning, the baby is the "teacher" and a lever that the instructor uses to help children identify and reflect on their own feelings and the feelings of others. The "emotional literacy" taught in the program lays the foundation for more safe and caring classrooms where children challenge cruelty and are more inclusive.

During a typical Roots of Empathy family visit, the baby, parent and ROE instructor gather on a special green blanket on the classroom floor. Students observe, ask questions, and discuss the infant's behaviour, vocalization, temperament and overall responses. They are trying to understand the baby's needs and feelings--in other words, to take the perspective of the baby. In the post-family visits that occur in each of the nine themes of the curriculum, the children learn to reflect on their own feelings and take the perspective of their classmates. As their understanding of their own feelings and the feelings of others increases, they are less likely to physically or psychologically hurt each other. Relationships are at the centre of a civil society, whether that society is a small classroom, the whole school, the community, the country or the ever-shrinking globe. The relationship story is made real for children as they connect with a baby and parent during the first year of the baby's life. The
attachment and attunement between the parent and child is a template for positive, empathic human relationships. What the children learn here has universal and far-reaching implications: it shapes how they deal with each other today, and it lays a foundation for their future as parents and citizens.

Kingston, Emma (2008) studied on Emotional Competence and Drop-Out Rates in Higher Education. The purpose of this paper is to compare the emotional competence of first year undergraduates enrolled on a high or low drop-out rate (HDR and LDR, respectively) course, at a newly established university within the UK. Design/methodology/approach: A mixed methods approach using both quantitative and qualitative data collection methods was used. The Trait Emotional Intelligence Questionnaire (TEIQue) established participants' emotional competence, and semi-structured interviews were used to probe the findings from the TEIQue. Findings: The results indicate that typical HDR course participants have high self-esteem and a good level of interpersonal skills, but are controlled by their emotions and exhibit an external locus of control. This manifests itself in a distrust of peers as a source of support and a reactive attitude to self-improvement. Typical LDR course participants have low self-esteem and a good level of intrapersonal skills, but have developed the ability to control their emotions and exhibit an internal locus of control. This manifests itself in a high level of confidence in peers as a source of support and a proactive attitude to self-improvement.

Originality/value: The paper contributes to the learning styles literature by
investigating the impact of students' characteristic affective behaviours on their vulnerability to drop-out.

**Ghee, Anna Cash; Johnson, Candace S. (2008)** studied on Emotional Intelligence: A Moderator of Perceived Alcohol Peer Norms and Alcohol U.S. This study investigated the roles of emotional intelligence and perceived alcohol peer norms in relation to alcohol use. Two hundred and forty-two undergraduates completed the Campus Survey of Alcohol and Other Drug Norms (Core Institute, 1997) and the Emotional Intelligence Scale (Schutte, Malouff, Hall, Haggerty, & Cooper, 1998). Contrary to emerging research findings, emotional intelligence (EI) was not directly associated with the study's alcohol-use variables. However, the moderating role of EI was supported in the relationship between perceived alcohol peer norms and students' alcohol use. Among college students with lower emotional intelligence, there was a significantly stronger association between these variables, compared to students with higher emotional intelligence.

**Afolobi, olukayode et.al (2009)** - The Study examined emotional Intelligence and its relationship with need for achievement, Interpersonal relationship and academic achievement of undergraduate students. The findings revealed that emotional Intelligence has significant influence on interpersonal relationship, need for achievement and high influence on academic achievement. The interaction effect of emotional Intelligence also significant upon academic achievement only.
Olatoye, R. Ademola. et.al. (2010) analyzed Emotional Intelligence, Creativity and Academic Achievement of Business Administration Students. This study investigated the extent to which the level of creativity and emotional intelligence influenced the level of academic achievement of Higher National Diploma business administration students of Polytechnics in the South Western States of Nigeria. There is a very low negative, no significant relationship between creativity and Cumulative Grade Point scores (r=-0.004, p greater than 0.05). There was no significant difference between male and female students' academic achievement, creativity and emotional intelligence.

Clark, Nicholas: (2010) - The findings suggest greater participation of team developing better emotional abilities which in then contribute to academic achievement of secondary school students in Italy.

Esturgo-Deu; M.Estrella. (2010) Studied upon primary school children numbering about 1422. The study revealed significant relationship between disruptive behavior and emotional intelligence. There seems to be sex difference. Further most related abilities were stress management and interpersonal relationship. The implications of these have significant effect upon student’s academic achievement.

Greenockle, Karen M. (2010) studied on the New Face in Leadership: Emotional Intelligence. This emphasis on execution requires a reliance on teamwork and cooperation unseating the traditional top-down leadership approach. Success with this new paradigm hinges on interpersonal relationships or the skills of what Goleman (1995) has popularized as "emotional
intelligence." Leadership in academia is not much different from what we see in business, except for the added and often conflicting responsibility of teaching and scholarly productivity. Being pulled in equally important and demanding directions can result in emotional havoc, social discord, and decreased productivity. Therefore, understanding the concept of emotional intelligence and its role in becoming a more effective leader becomes paramount for those of us in academic leadership positions. The purpose of this study is to explain the major components of emotional intelligence model in relation to the characteristics of successful leaders in today's world.

Clarke, Nicholas. (2010) studied on Developing Emotional Intelligence Abilities through Team-Based Learning. This study investigated the effects of attending a one-day emotional intelligence training session followed by participating in team-based learning on ability-based measures of emotional intelligence in a sample of MBA students. Training alone had no effect but when followed by participating in team-based learning positive effects were found, but only for those who were categorized as participating more intensively in team learning and only on one specific emotional ability. The findings suggest that greater participation in team-based learning may create stronger relational bonds that support the development of emotional abilities once individuals have gained personal insights into their own emotional intelligence.

AmuthaSree. N (2011) in A study on higher secondary commerce students’ academic achievement as related to certain selected variables. In this
study it was found that 71% of higher secondary commerce students are having average level of emotional intelligence and 15% are having good emotional intelligence. Gender, locality and religion of students caused significant difference in the emotional intelligence of students. It is also found that achievement in significantly related to emotional intelligence for entire and various sub samples.

Rukmini and Patil, Vijaya (2012) had studied about the emotional intelligence among college students. The present research aimed to study the emotional intelligence among college students, to find out the level of emotional intelligence of a sample of college students. To find out whether there is gender difference in emotional intelligence. Sample of the study consisted 70 undergraduate students of Government home science college Hassan, Karnataka, studying in B.A. & B.Sc. Among them 30 are male & 40 are female. Personal and socio demographic datasheet (prepared by the Investigator), Emotional Quotient scale (prepared by Anukool Hyde, SanjyotDethe and UpinderDhar) was used to collect the data. Scoring was done as per the direction given in the Manual.'P' value & inter correlation has been calculated to find out the objectives of the present study. The result indicates that, among 70 undergraduate students males have slightly high self awareness, empathy, integrity, emotional stability, self development, commitment when compared to females and high self motivation, managing relations compared to females. While females have slightly high altruistic behavior compared to male.
Sander, Sara (2011) had studied about the emotional intelligence, job satisfaction, and students' perceptions of the quality of online adjunct faculty. This study explored the relationship between emotional intelligence and students' perceptions of quality of online adjunct faculty and the relationship between emotional intelligence and the job satisfaction of online adjunct faculty. Online adjunct faculty participants completed the Trait Emotional Intelligence Questionnaire--Short Form (TEIQue-SF, Petrides and Furnham, 2006) to measure emotional intelligence. Job satisfaction was measured using the Job Satisfaction Survey (JSS, Spector, 1985). Students' perceptions of quality were measured using end-of-term surveys. The results did not show a significant correlation between emotional intelligence and longitudinal teaching measures used to measure faculty quality. However, a moderate positive correlation between emotional intelligence and job satisfaction was revealed.

Babli Roy et al. (2013) had carried about the emotional intelligence and academic achievement motivation among adolescents: a relationship study. The present paper is an attempt to examine relationship between emotional intelligence and academic achievement motivation. It also studies the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study includes 105 students (48 boys and 57 girls) of class XII of Patna. The data were analyzed with the help of product moment coefficients of correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement
motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

**Nazan Yelkikalan et al. (2014)** had studied about the emotional intelligence characteristics of students studying at various faculties and colleges of universities. This research studied the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. For this purpose, a questionnaire was filled in by students studying at five different faculties of Çanakkale Onsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is a significant relationship between the emotional intelligence and academic achievements and that almost 11% of change in academic achievements can be explained by emotional intelligence.

**Rosalind Prabha (2015)** had studied about emotional intelligence as a correlate of academic achievement among first year degree students in Puducherry, India. The importance of Education in building the destiny of the Nation can hardly be over-emphasized. Education is not merely an ingredient and instrument of Human Resource Development but rather the most powerful means by which social, political and economic changes can be brought about in
national life. Thus it goes without saying that best performance or excellence in academic achievement is the hallmark of success. While general intelligence contributes a lot towards academic success of an individual, there are many research studies that have focused our attention on emotional intelligence as a contributing factor towards success or academic achievement. Hence this research study was undertaken to establish the correlation if any between emotional intelligence and academic achievement at the level of higher education and a sample of 310 first year degree students from various subjects and colleges both Government and private were involved in the research process wherein the results have highlighted a positive correlation between emotional intelligence and academic achievement further justifying the greater need and importance of emotional intelligence as a contributing and influencing factor of Academic progress, achievement and success.

2.06 CONCLUSION

A review of related literature encourages the investigator to decide the plan of action for the study it has clearly brings out the fact that no attempt has been made on the study “A Study on Learning Environment, Study Habits and Emotional Intelligence among Low, Average and High Achievers in English at High School Level”. As the present study differs from the studies discussed above in terms of area. Population and sample it is clear from the review of related literature that none of the studies have attempted to focus on the learning environment of low, average and high achievers in English and hence the present study was executed.