Chapter – I

Introduction
INTRODUCTION

Every child entering the school is seen by all the teachers as ‘a bright spirit’ on a magnificent journey. Clearly, we do not have to ‘fill’ the child with knowledge. Children come to us as they are. Look into their eyes! They are whole yet wide-open to receive amazing information about the art of living, including the tools and knowledge associated with rigorous academics. The responsibility of academics lies with the educational institutions established by the society. School environment is a powerful force. It plays a pivotal role in all round development of the child.

“The school is a social environment where a certain quality of life & certain type of activities & occupations are provided with object of securing child’s development along desirable lines” John Dewey.

Education is called formal when it is acquired through organized study or instruction, as in a school or college. It is informal when its content comes through day to day experiences or through undirected contact with books, periodicals, motion pictures, radio and television programmes etc.

The function of education is both social and individual. Its social function is to help each individual become a more effective member of the society by passing on to him the collective experience of the past and present. Its individual function is to enable him to lead a more satisfying and productive life by preparing him to handle new experiences successfully. (Encyclopedia American, 1965)

The core goal of education is to ensure that each student is able to develop and make use of most of his abilities and interests. Education enables an individual to analyse, comprehend and respond to the world around him in the best possible way.

The time which children spend in getting education is extremely vital. It prepares them for majority of challenges to be faced by them in future. It teaches them how to be an effective part of the society as well as it prepares them for their future career.

In this way, education may be thought of from one point of view, as the process of attaining basic skills such as those involved in reading, writing, speaking and computation. It may be conceived more generally as “learning to think”. However, there is more to individual development than this. It is a many sided process: The intellectual aspect of a child’s
development is important in education, but equally important are also the social and emotional phases of his changing personality and attending the school regularly.

The time which children spend in getting education is extremely vital. Regular attendance imbibes confidence and improvement in knowledge and skills. Regular classroom attendance is one of the key factors of academic success. Therefore, Punjab School Education Board (PSEB), Indian Council of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) have made 75% classroom attendance compulsory for the students to make them eligible to appear in examinations.

With the changing scenario, the expectations from children are increasing, leading to stress and frustration among them. Modernization and urbanization has affected the personality and emotional intelligence of not only the adults but also the school going children. Various intrinsic and extrinsic motivational factors have been accelerated. In this time of cut throat competition, every child wants to come to the top of the rat race. As a result, various personality factors have been affected. Now the children of modern era are more outgoing, assertive, independent, practical, self-sufficient, confident and have become an effective part of society.

SCHOLASTIC ACHIEVEMENT

Achieving high standards is considered a powerful symbol and has become a way of life. Everyone desires to attain high standards of excellence. In an achievement oriented society, success is highly instrumental in gathering esteem and respect. In the present era, achievement of individuals determines the progress of the nation but the main responsibility for producing achievers lies with the educational institutions established by the society. Usually this achievement process begins with the academic attainment of a child at school.

According to American Heritage Dictionary of the English Language "Scholastic as adjective means academic, or education or related to school or learned or student's academic average". So, as per this, scholastic is the synonym of academic and achievement means "The proficiency with which an individual performs in any skill or area of knowledge".

The word ‘achievement’ is generally applied to academic status of a child in different subjects or as a whole in term of academic achievement. It means what the pupil has learnt in different subjects.
“Achievement is largely the product of steadily raising above one's level of aspiration and expectation” – Jack Niklaus.

According to Encyclopedia of Psychology, "Achievement is a general term for successful attainment of some goal requiring a certain effort." The word achievement implies the act of attaining a desired end or aim or level.

Goods (1959) referred to Academic achievement as ‘the knowledge attained or skill developed in the school subject usually designated by test scores or marks assigned by the teacher’.

Trow (1967) defines “academic achievement as the attained ability or degree of competence in school tasks usually measured by the standardized tests and expressed in percentage or grade units based on norm defined from a wide sampling or pupil performance”.

According to Hurlock (1969), "Achievement is the status or level of a person's skill, the range and depth of his knowledge or his proficiency in a designated area of learning or behaviour."

According to Crow and Crow (1969) “Academic achievement means the extent to which learner is profiting from instructions in a given area of learning i.e. Achievement is reflected by the extent to which skills or knowledge has been acquired by a person, from the training imparted to him”.

Pandey (1973) referred to Academic achievement as the quality and quantity of learning in a subject or a group of subjects assessed by examination marks.

From a student’s perspective, Academic achievement symbolizes an effort to overcome academic challenges and surpassing others by attaining high standards through an optimum use of his talents and abilities. It offers students a stepwise progression from one stage of education to another. The desire to achieve something of excellence is inherent in all human beings.

Achievement scores are indicative of one’s success in the academic field of life. Tests of achievement cover a wide range of abilities and skills acquired in the academic field. Achievement tests are the index of one’s mental ability. The level of achievement that a student attains acts as a benchmark. It points towards the avenues of progress that are open to him or her.
At the time of admission, for entry in job, for scholarship and for future studies, good academic result is the major parameter. Whatever one’s interest, attitude and aptitude may be, we have to keep in mind the academic record of that person. Sound academic records are the pillars on which the entire future of the child stands. But Academic excellence should be complemented by a holistic vision. A narrow vision is divisive, a broad vision is expansive, the supreme vision is all inclusive. Academic Achievement is not a one-dimensional phenomenal but it is a multi dimensional activity.

CONCEPT OF PERSONALITY

The modern aim of education is the wholesome balanced and harmonious development of personality. What we are and what we hope or aspire to become is our personality. It reflects every aspect of human life. It influences our behaviour. It is the total integration of physical, intellectual, social, emotional and character make up of the individual which is expressed is terms of behaviour experience, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits.

Personality is a dynamic and growing thing, different in every person. Every individual is a unique pattern in itself, not even the identical twins behave in precisely the same way. Individuals are different from each other even at birth, in physical appearance, motility and temperament. These differences become more pronounced and complex with increasing age and maturity. Personality can be very complex, with many facets which make up the whole person. Every person has many roles to play and each role exhibits a different facet of his or her personality.

The word personality is derived from Latin word persona which means the mask which the actors used to wear in Greek dramas. But it is a narrow concept of personality because “Persona” is something external in nature. It does not include inner traits. Personality cannot be taken as an outward appearance and behaviour only. Personality is the totality of everything about a person – his emotional, mental, social and spiritual make up. It also includes ethical and physical make up of an individual. Character is just one aspect of personality.

A layman thinks about personality as the impression one makes on others. His concern is with such things as ‘good’ or ‘effective’ personality. But when a psychologist
thinks of personality, he considers it as the study of the stable psychological structure and the process is that organize human experiences and shape a person’s actions and reactions in his environment.

In fact personality not only includes an individual’s characteristics or way of conducting himself in everyday situations but also stresses such conditioning factors including physique, appearance, aptitudes, character and other traits.

Historically, if we trace the development of personality, Hippocrates can be considered as the pioneer of personality, who classified four kinds of individuals-choleric, phlegmatic, melancholic and sanguine. Jung (1923) proposed to classify personality into two categories – the introvert and extrovert. Kretschmer (1923) classified personality as pyknic, aesthetic and dysplastic. Dashiell (1929) explained individual’s personality as “his system of reactions and reaction possibilities in total as viewed by fellow members of society. It is sum total of behaviour trends manifested in his social adjustment”. Symonds (1931) defines, “personality as to a complete description of the constitutional make up including physique, intelligence, temperament and character. More specifically, it sometimes refers it as the adequacy of personal adjustment, also, especially in social relationships”.

Allport (1939) "Personality is the dynamic organization with in the individual, of those psychophysical analytical systems that determine his unique adjustment to the environment”. Cattell (1955) represents personality as an integration of traits.

The development of personality of an individual is to a great extent dependent upon his view about himself. The emergence of a positive self-concept is likely to lead to a well – developed personality. It is therefore important that the children are made to learn from the very beginning to develop positive self – concept which is socially desirable.

Some psychologists are of the view that personality is a compound of specific habits and learned responses to specific situations. Personality is the quality of a person’s behaviour in any situation. It is not just a single trait but complex combination of qualities. It is an inclusive term which emphasizes the growth and behaviour of individual as a whole. It may be thought of as a ‘whole person in action’ or the life style of an individual. For functional purposes, we may consider the following definition of personality which takes into consideration an integrated approach which tells, personality is the total quality of an individual’s behaviour as shown in his habit of thinking, in his attitude, interests, his manners.
of acting and his personal philosophy of life. It is totality of his being. It includes his physical, intellectual, emotional and temperamental make up. To understand a personality, one requires knowledge of personality characteristics which are categorized as under:

Personality includes self-consciousness. The man is described as a person or to have a personality, when the idea of self enters into his consciousness. In the connection – (Bhatia & S.K. Mangal, 1989) writes, “we do not attribute personality to a child because it has only a vague sense of personal identity.” Personality includes everything about a person. It is all that a person has about him. It includes all behaviour pattern i.e. conative, cognitive and effective and covers not only the conscious activities but goes deeper to semi-conscious and unconscious also. It is not just a collection of so many traits or characteristics. It is the bi-product of constant interaction of hereditary and environmental factors. There are some important determinants which influence personality development more than other factors. Genetic factors are basic that determine the personality development of an individual. Physiological determinants such as ductless glands, nervous system, emotion and motivation, all play an important role in the development of an individual’s personality. Then there are number of psychological factors like nature and pattern of school, type and adequacy of home, socio-economic level and cultural factors like cultural pattern of society, pattern of community institutions, types of goods, values and outlook also help in moulding personality.

Personality is not static, it is dynamic and ever in the process of change and modifications. As we have said earlier that Personality is all that a person has about him. It gives him all that is needed for his unique adjustment in his environment. The process of making adjustment to his environment is continuous. One has to struggle with the environment as well as the inner forces throughout the span of one’s life. As a result one has to bring modification and change in one’s Personality patterns and it makes the nature of Personality dynamic instead of static one. Learning and acquisition of experience contribute towards growth and development of Personality. Every Personality is the end product of this process of learning and acquisition. Every person’s Personality has one more distinguishing feature that is, aiming towards some specific goals. Alder (S.K. Mangal, 1989) asserts this view frankly in his book ‘Individual’s psychology’. He is of the opinion that a man’s personality can be judged through a study and interpretation of the goals he has set for himself to achieve and the approaches he makes to the problem of his life. In this way, he
gives very concise meaning to the personality of an individual by calling it by the name “life style of an individual”.

The personality of an individual is moulded by his efforts to meet the demands of daily living. A person is considered to be well adjusted when he is able to adapt to the requirement of the cultural group of which he is a member. As we know an individual’s personality is the bi-product of constant interaction of hereditary and environmental factors, it draws a beautiful portrait of an individual’s personality. It is the sum total of individual’s way of behaving towards himself as well as others. It also predicts one’s nature of behaviour as how one will behave in a particular situation and one’s pattern of adjustment to the ever changing forces of environment.

ACHIEVEMENT MOTIVATION

Achievement is an important area of psychological development during adulthood because this period of the life is typically the time of preparation for the occupational role of adulthood. Achievement is a general term for the successful attainment of some goal requiring a certain effort. It is the degree of success attained in the task. The desire to succeed and excel is called achievement need. Achievement concerns the development of motives, capabilities, interests with performance in evaluative situations.

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behaviour, which involves our needs, desires and ambitions in life. Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual’s needs and desires both have a strong impact on his behaviour. Motivation is based on direction of your emotions and achievement – related goals. There can be no learning without motivation. There are different forms of motivation including extrinsic, intrinsic, physiological and achievement motivation. The need to achieve is the spring board of the achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs. However in a competitive society, the desire to achieve a higher level than one’s peers is intensified which inturn may lead to a stronger drive or motive to achieve something that is essential to beat the others in the race and ‘consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the achievement motivation.
According to Encyclopedia of Psychology, Search Press London, “In terms of content, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding”. (Heckhausen, 1963)

According to Atkinson and Feather (1966), the achievement motive is conceived as the latest disposition which is manifested in overt striving only when the individual perceives. Performance is instrumental to a sense of personal accomplishment.

Prayag Mehta (1968) defines the term as “dissatisfaction with the present state of affairs and urge to improve the life conditions of oneself.”

Rosenbaum (1971) stated that low need achievement children select simple tasks because of their guaranteed success or select inordinarily difficult task so that failure can be blamed on the task rather than on the individual.

Weiner, et al (1971) postulated that high-need achievement children persist when failed because they ascribe failure to lack of effort which they control whereby low need-achievement children stop working when failed because failure is seen as a function of lack of ability which they view as unchangeable.

Irving Sarnoff (Mangal, 1989) Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them, he may be regarded as having an achievement motive.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement motivation can be defined as the need for success or the attainment of excellence. Achievement motivation can also be interpreted as an urge to improve. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto and Elliot, 1997)

Most of our goals are incentive – based and can vary from basic hunger to the need for love. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviour, actions and beliefs are influenced by our inner drive to succeed. Individuals high in achievement motivation tend to excel in schools, colleges, universities and in running their own business. Achievement motivation is conditioned by
one’s early training, experiences and subsequent learning. The children whose independent training starts at an early age and who get more autonomy within a cooperative, encouraging and less authoritarian family environment usually develop an achievement – oriented attitude.

Achievement Motivation in influenced by various factors. There are two major views regarding the factors underlying Achievement Motivation. According to one view, which may be termed as Individualistic doctrine of motivation, the real source of motivation lies within the individual himself. That is to say factors like intelligence, self concept, anxiety, optimism aspiration level etc. play a determining part in the development of achievement motivation. According to second view which may be characterized as Environmentalists’s view of motivation, the real source of motivation resides in the environment. Such factors are external praise and blame, social status, economic status, peculiarities of culture, the aims of school and school curriculum etc.

Although historically, the study of motivation goes back to the early years of this century, it became popular only with the work of Mc Dougall and Freud, and later with the development of the theories of learning, it came to occupy central position. However, inspite of the popularity of the theories of motivation, not much conceptual clarity was obtained until Mc Clelland published his book ‘The Achievement Motive’ in 1953.

McClelland David (1953) and Atkinson W. John (1958) came to the conclusion that in the individual there is the need for achievement (N.Ach.). A person who has a high need for achievement considers problems and obstacles as challenges to be met. According to this theory, human beings differ from one another in the strength of achievement motive. It is this difference in the strength of motivation to achieve that is important in understanding the development. The need for achievement develops in early childhood. It depends upon the discipline of home, parents’ expectation and guidance to the child to develop need for high achievement in life. After that several attempts have been made to study achievement motivation in relation to various factors influencing it. It is an established fact that a person’s achievement depends upon two factors, namely ability and motivation. So, achievement motivation is roughly equal to ability and motivation.

Murray (1938) defined need-achievement as a desire or tendency ‘to overcome obstacles, to exercise power to retrieve and to do something different as quickly as possible.”
Motivation is that force which excites individual’s actions, determines the individual’s direction of action and his role of action. The individual feels a dynamic push to behave in a certain direction. Motivation accelerates the attainment of the task and helps the individual in meeting obstacles which come in the way of achievement of his goals, to carry out the project through a successful competition, to beat the rival to achieve success for its own sake.

EMOTIONAL INTELLIGENCE

It is often said that high intelligence may assure the person a top position, but it may not make him a top person because general intelligence and academic success are only 20% of our life success and adjustments (Goleman 1995). Earlier it was thought that the performance is the outcome of certain abilities collectively known as Emotional Intelligence. But it has been realized that in addition to intelligence, emotions are equally or more responsible for performance. Emotional quotient comes to the aid of intelligence quotient when there is a need to solve important problems. From among people with identical intelligence quotients, some outperform others. This suggests something beyond which intelligence quotient is at work, that something or a large part of it is emotional quotient. Today the rule of the workplace is rapidly changing, a new yardstick is being used to judge people. This is not merely in terms of how smart a person is or what his academic qualification is, but also by how well he is able to handle himself and others.

The term emotion is derived from the Latin word ‘Emovere’ which means the spirit that moves us. The spirit/energy is the transmitter and recording of all feelings, thoughts and actions. It determines what we are drawn to, believe in and committed to. So in other words, emotions are the currents of energy that are within us. Emotions make up what we are, shape our mind as well as the entire personality pattern, when they enter our human system as a source of energy that radiates and resonates. Our emotions usually promote us to show our liking or disliking for something. All such positive and negative reactions are largely due to this emotional state of mind. Emotions help in responding to changes in relationships between the individual and environment. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term Emotional Intelligence. Each emotion organizes several basic behavioural responses. Emotions are indispensable part of our life.

Similarly, Goleman (1995) also stressed that EI consists of five components - knowing one’s emotion (self-awareness), managing them, motivating self, recognizing emotion in others (Empathy) and handling relationships. “Family life is our first school for emotional learning”, writes Daniel Goleman.

Cooper and Sawaf (1997) define 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.

According to Edger (1997) the emotions, feelings, and values are vital for a person’s well being and achievement in life. He also states that science teachers should stress on the affective domain that cannot be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

Mayer and Salovey (1997) defined Emotional Intelligence as: The ability to perceive accurately appraise and express emotion, the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote the intellectual growth.

Finnegan (1998) argues that school should help students learn the ability underlying emotional intelligence. Possessing those abilities, or even some of them, “can lead to achievement from the formal education.

Mayer, et al. (2000) explained that Emotional Intelligence has four skills in hierarchical levels that range in complexity in terms of how individuals identify, manage and use emotions. Appraisal and expression (sometimes referred to as perception) of an emotion is the lowest skill level. The next level involves emotional experiences, for example, weighing emotions against one another and against other sensations and thoughts. The third level involves understanding and reasoning of the emotions. Each emotion follows its own specific rules. Each emotion changes according to its own characteristic rules. Emotional Intelligence includes the ability to identify emotions, to know how they change, and to reason about
emotions accordingly. The fourth and the highest skill level includes the management and regulation of emotions such as knowing how to calm down after being really nervous or angry.

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<td>Understanding and Reasoning</td>
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<td>Appraisal and Expression</td>
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Researchers point out that emotional intelligence can be learnt at all ages, but the earlier the better. Intelligence quotient cannot be developed after a particular age. Emotional Intelligence is developed through experiences. Competencies keep on growing through experience, people get better and better in handling emotions, influencing others and in social adroitness.

Emotional coaching requires a significant amount of commitment and patience but the job is essentially the same as that of any other coach. If you want to see your kid excel at baseball, you don’t avoid the game; you get out in the yard and start working with him. Likewise, if you want to see your child handle feelings, cope with stress, and develop healthy relationships, you don’t shut down or ignore expressions of negative emotion; you engage with your child and offer guidance.

An emotionally secure child will be more independent, self-confident, tolerant, empathetic, and non-violent, both as a child and later as an adult.

If emotional intelligence is considered nowadays vital for success, then why don’t we start teaching its components to our students at school? If it affects student’s achievement, then it is imperative for schools to integrate it in their curricula hence raising the level of student’s success.

**HISTORY OF EMOTIONAL INTELLIGENCE**

Broadly the period since the emergence of investigation in the field of Intelligence can be divided into four eras. The history of emotional intelligence took shape during the period of sophisticated technology of intelligence i.e. during 1900-1969 when the concept of intelligence and emotion were identified as separate and narrow fields. Darwin (1905) had
argued for the evaluation of emotional responses but during these times, emotion was often viewed as culturally determined.

Thorndike (1920) defined three types of Intelligence:

1. Concrete Intelligence: Ability of an individual to comprehend actual situations and react to them adequately.
2. Abstract Intelligence: Ability to respond to words, numbers and letters etc.
3. Social Intelligence: Ability of an individual to react to social situations of daily life.

Social Intelligence is said to be the basis of Emotional Intelligence.

He originally distinguished social intelligence from that of Intelligence and defined it as “the ability to understand and manage men and women, boys and girls to act wisely in human relations”.

In the second era, (1970-1989) several precursors of emotional intelligence were put into place. Intelligence and emotion, which were previously considered as separate fields, were now integrated in the new field of cognition and affect.

Gardner (1983) gave his theory of multiple intelligence which includes interpersonal and intrapersonal intelligence. There were several things left to late 1980’s before the concept of emotional intelligence could properly emerge. Emotional Intelligence is that which pertains primarily to the emotional problems embedded in the personal and social problems.

In the Third Era (1990-1993) Mayer and Salovey published a series of articles on Emotional intelligence. An editorial in the journal ‘Intelligence’ (1993) argued for the existence of Emotional intelligence as an actual intelligence. Human being has two minds - A cognitive mind and an emotional mind. Emotional Intelligence is the ability to integrate the two minds in order to achieve appropriate and constructive behaviour that leads to success and happiness. Emotional Intelligence is the ability to think constructively and act wisely. The era is generally regarded as the demarcation point for the emergence of the study of Emotional Intelligence.

The fourth Era (1994-1997) marked rather unusual turn of events as the field became popular and broad. Goleman (1995) popularized the term Emotional Intelligence in his best selling book titled ‘Emotional Intelligence’. He said Emotional Intelligence is the best predictor of life success. It was mainly owing to concerted efforts of Goleman that this concept earned such recognition in such a short spell of time all over the world.
Showing three competing models of emotional intelligence composed by Mayer Caruso and Salovey (1997):

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<td><strong>Overall definition</strong></td>
<td>“Emotional intelligence is an array of capabilities and skills that influence ability to succeed in coping with environmental demands”</td>
<td>“The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself. There is an old-fashioned word for the body of skills that emotional intelligence represents character”.</td>
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<td><strong>Major areas of skills and specific examples.</strong></td>
<td><strong>Intrapersonal skills</strong></td>
<td><strong>Knowing one’s emotions</strong></td>
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<td><strong>Perception and Expression of Emotion</strong></td>
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<td>• Identifying and expressing emotions in one’s physical states, feelings and thoughts.</td>
<td>• Emotional self awareness</td>
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<td>• Identifying and expressing emotions in other people artwork, language etc.</td>
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<td>• Emotions prioritize thinking in productive ways.</td>
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<td></td>
<td>• Empathy</td>
<td>• Ability to shake off rampant anxiety, gloom or irritability</td>
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<th>Understanding and Analyzing Emotion</th>
<th>Adaptability scales</th>
<th>Motivating oneself</th>
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<td>• Ability to label emotions including complex emotions and simultaneous feelings.</td>
<td>• Problem solving</td>
<td>• Marshalling emotions in the service of a goal.</td>
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<td>• Ability to understand relationships associated with shifts of emotion.</td>
<td>• Reality testing</td>
<td>• Delay gratification and stifling.</td>
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<td>• Flexibility</td>
<td>• Being able to get in flow state.</td>
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<th>Reflective Regulations of Emotions</th>
<th>Stress-management scales</th>
<th>Recognizing emotions in others</th>
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<tr>
<td>• Ability to stay open to feelings.</td>
<td>• Stress tolerance</td>
<td>• Empathic awareness</td>
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<td>• Ability to monitor and regulate emotions.</td>
<td>• Impulse control</td>
<td>• Attunement to what others need.</td>
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<td>• Reflectively to promote emotional and intellectual growth.</td>
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ATTENDANCE

School is a place where students learn and develop their personality. School is a special institution where a number of teachers having different personality traits, values and dispositions work together for the harmonious development of pupils’ abilities, attitude and personality. The school environment and other school variables are powerful forces and these play a pivotal role in all round development and academic achievement of the pupils. But the extent to which these school variables influence the academic achievement of the individual depends upon the regularity with which the individual attends the school. The school variables can interact with the individual and influence his achievement only & only if the individual is attending the school. Thus academic achievement is influenced in part by school attendance. School attendance is a central, Archimedean point on which academic achievement depends.

Attendance is defined as presence in school along with participation in the programme of educational activities arranged by the school. Attendance is an essential pre-requisite for academic success. Regular attendance of students indicates proper motivation of congenial environmental conditions. Irregular attendance is often due to low motivational level in school work, parental neglect, ill-health, poverty, gangism etc. Good defined “attendance” as the act of being present, particularly at school.

Certain court decisions have defined attendance at school as not merely being physically present but including actual participation in the work and activities of the school. Thus in addition to actual attendance within the school premises, this encompasses a range of other activities within the category of attendance, such as:

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<th>General Mood</th>
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<td>• Optimism</td>
<td>• Skills in managing emotions in others.</td>
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<td>• Interacting smoothly with others.</td>
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<td>• Interacting smoothly with others.</td>
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- Work experience
- Educational visits
- Day & residential visits to outdoor centres
- College/consortium school study
- Interviews and visits relating to further & higher education
- Debates, sports, musical or theatrical programmes arranged by or in conjunction with the school
- Activities connected to psychological services
- Off-site school medical examination
- Study leave

Time spent in school is an input into the educational production process. Longer school day may influence the amount to which a child can learn. However, longer school days may also influence student achievement. Length of a term can also affect the amount to which a child learns in a school year. ‘Differences in length of school term between black & white schools in United States in the segregated era have been shown to explain differences in academic achievement by those students’. (Orazem, 1987)

Excellent attendance and success at school go hand in hand. The more frequently a student is absent-even if the absence is unavoidable, the harder it is for the student to keep up with the class. So the students must attend their classes in order to learn & retain course subject matter. Student with poor attendance are more likely to fail than those with good attendance. An improvement in school quality shift, the attendance schedule and school success moves student achievement to the higher side. Participating in education is fundamental to student achievement.

**COMPULSORY SCHOOL ATTENDANCE LAWS:** Many countries have laws governing school attendance, which vary from state to state. The American compulsory school attendance laws require that:

(a) A parent, guardian or custodian of a compulsory school age child enroll the child in school and make the child to attend school.
(b) A parent to inform the school of the reason for the child’s absence from school.
(c) The school to report excessive unexcused absences to School-Attendance officer/counselor of the District Attorney’s office.
The Educational Act (New Zealand, 1989) require that parents enroll their children at school and ensure that they attend. This latter responsibility is shared with school boards of trustees, the Act states that:

“Every Board shall, by any means it thinks appropriate, take all responsible steps to ensure the attendance of students enrolled at its school or schools (or institution or institutions).” (1989)

Under section 30 of Education Act 1980 (Scotland), parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must ensure attendance register and record of pupil’s absence for each morning and afternoon school session.

In India, Attendance rules are as follows:-

1) For appearing in Indian Certificate of Senior Secondary Education Examination (ICSE) candidate with a minimum of 75% attendance of the working days, Chief Executive and Secretary has the authority to condole the shortage in the case of candidates whose minimum attendance is not less than 60% of the working days.

2) As per Central Board of Secondary Education (CBSE) rules, the expression “A regular course of study” referred to in the exam bye-laws means at least 75% of attendance in the classes held – counted from the day of commencement of teaching of classes preceding the month in which the examination of the board commences. Subjects involving practical shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Shortage upto 15% only may be condoned by the Chairman only in exceptional circumstances created on medical grounds.

3) As per Punjab School Education rules (PSEB) no student from a school affiliated to the board shall be eligible to take the examination unless he has completed 75% of attendance counted from the opening of class upto the 1st of the month preceding the month in which the examination commences.

ATTENDANCE AS A FACTOR IN PROMOTIONAL POLICY:- Promotion Policies in some states in USA include attendance as a factor. Chicago Public Schools Elementary and Higher School Promotion Policies include attendance as a requirement. At the elementary level, students must maintain an attendance rate of at least 90% as the criteria. At the high
school level, credits are for good attendance for promotion purposes excessive unexcused absences are penalized accordingly (Chicago Public Schools Policy Manual, 2001):
Students who have unexcused absences in 10% of the classes shall earn no grade higher than a B in the course, unexcused absences in 15% of the classes shall earn no grade higher than a C in the course, unexcused absences in 20% or more shall receive no credit towards promotion during a particular course, during the period for which a unit of credit is earned.

The Boston Public Schools Promotion Policy includes attendance requirements. Students with more than three unexcused absences in a term or more than 12 unexcused absences for a year receive a grade of “no credit, even if the student has earned a passing grade. If the student has not earned a passing grade. The student receives a failing grade.

Wake country, North Corolina is home to another school district that includes attendance as a requirement to pass courses and for promotion. This districts attendance policy defines excessive absenteeism at 30 absences. Once an elementary student experiences 30 absences, excused or unexcused, the student is referred to an attendance committee that determines if the student should be retained.

So, it has been found that attendance rates are so much higher in the United States compared to other countries. One part of the reason may be due to differences in incentives. In United State Schools, the student’s success in earning credits towards promotion is determined not only by performance on academic assignments but by attendance in class as well.

JUSTIFICATION OF THE STUDY
Today the world is undergoing change every second. Along with the scientific and technological development, complexities of life are increasing every day. In order to meet one's psychological and physiological needs, one has to strive hard to adjust himself in the present competitive world. The habit of competing with others affects individual's need for achievement, scholastic achievement is the key instrument which helps the students in making better adjustments in life. Any damage done to a child at home or in neighbourhood may be partially repaired by success in the school. Scholastic achievement depends upon various cognitive and non-cognitive factors like intelligence or intellectual abilities, one's aptitude & interest, achievement motivation, socio-economic conditions, attendance, personality, motivation, teaching method, health, emotional intelligence, medium of instructions, parental
encouragement, emotional climate, education facilities at home and in school. Many researchers have studied the impact of the different variables on scholastic achievement of a child.

**Personality affects the academic achievement of a child and good academic records improve the personality of the child.**

Research by Barton, Cattell and Bartsch (1974) on the relationship of Personality and Academic Achievement concluded that extreme scores on either end of extroversion or anxiety dimensions were related to high achievements.

Laari et. al (1985) investigated the effect of teacher’s personality towards student’s behaviour and academic achievement. The findings of the study are that there is a relationship between teacher's personality and students’ behaviour in classroom and there is no relationship between teacher's perception and students academic achievement.

Buckle (1996) reported five main factors or basic concepts of personality extroversion, friendliness, neurosis, meticulousness and openness to experience which could be significant indicators of academic performance.

Srivastava, Laxmi (1988) Investigated the Influence of Some Variables - Academic Achievement, Personality, Socio Economic Status – on Vocational Development, Ph.D., Edu., Agra University. The study concluded that vocational development was related to academic achievement and socio economic status but was not related to sex and different levels of education.

Sanchez, Rejano & Rodriguez, (2001) studied the personality characteristics of failing university student at University of Seville. 103 students with a mean age of 21 years were evaluated using 16 PF questionnaire. The results indicated that the students who are failing in their courses scored significantly higher in neurosis and extraversion than did their population group. The data encourage consideration of the existence of other personality traits which limit academic success; among these are Psychoticism, poor leadership, strong non conformity and low generosity.

Heaven, Mak, Barry, and Ciarrochi (2002) examined how personality variables measured by the Junior Eysenck Personality Questionnaire (JEPQ) and adjective scales for Agreeableness and Conscientiousness were related to self-rated academic performance in
adolescents of 14-16 years of age. They found a negative correlation with Psychoticism and positive correlations with Agreeableness and Conscientiousness.

**Hair and Graziano (2003)** analysed the correlations between high school GPA and Big Five traits assessed by bipolar adjective scales when the participants were in middle school. A significant positive correlation was found for all personality factors except Emotional Stability, which was insignificantly correlated to GPA. Heaven

**Emotional Intelligence – Its role in Academic Achievement**

**Abisamra (2000)** reported that there is a positive relationship between emotional intelligence and Academic Achievement.

**Barchard (2001)** reported that some aspects of emotional intelligence like emotional understanding and social insight were most likely to predict academics success of students.

**Results of a study by Gumaro and Arsenoi (2002)** indicated that although students’ emotion regulation, general affective dispositions and academic achievement were related to each other, each of these variables also made a unique and significant contribution to students’ grade point average, over and above the influence of other cognitive contributions.

**Tiwari & Srivastava (2004)** showed an interesting linkage between Emotional Intelligence and the medium of instruction. They found that students from English schools were more emotionally intelligent than the students from Hindi or mixed medium schools.

**Dr. Carina Fiedeldey & Van Dijk (2005)** An international study of 665 people from a broad range of professions and jobs shows that emotional intelligence can predict over 54.79% of success. Six seconds emotional intelligence test was used. The findings add to the growing body of evidence that emotional intelligence (EQ) is a critical success factor for business, education and personal life. Using a statistical technique called stepwise regression analysis (forward selection procedure), the scientist found that the six seconds emotional intelligence test has considerable power to predict the success factors.

Specifically:-

- Health 25.13%
- Relationship Quality 31.68%
- Quality of Life 43.54%
- Personal Effectiveness 50.11%
Shanwal 2004, Sibia, et. al. (2005) it was also reported that the qualities of home and school environment were positively related to emotional intelligence. A positive relationship has also been reported between emotional intelligence and school achievement.

Ms. Sonia Sthapak (2009): The Effect of Emotional Intelligence on the Scholastic Achievement of the Graduates, ISSN-0974-2832, Vol II, Issue – 7: result revealed that there was significant relationship between the emotional intelligence and the scholastic achievement so the hypothesis was rejected. This further proves that emotional intelligence plays a significant role in one’s scholastic achievement and also that the underachievers can benefit if they can improve their emotional competencies.

School is a place where achievement motivation should be recognized and nurtured.

Atkinson and Litwin (1960) reported that achievement motivation has a significant relationship with academic achievement.

Tamlankar (1968) conducted a study on the achievement motivation of adolescent boys, which indicated a positive relationship between achievement motivation, personal values, socioeconomic status, intelligence, and academic achievement.

Leviton (1975) indicated a consistent, moderate correlation between children’s self-concept and academic achievement.

Phutale (1976) has found achievement motivation as one of the most significant predictors of academic achievement.

Atkinson and Rayan (1978) and Aggarwal (1979) found that low and high achievers differ significantly in their need – achievement. Need – achievement is positively related to scholastic achievement.

Gottfried (1994) found that academic motivation significantly and directly influences academic achievement.

Franzis Preckel, Heinz Holling, Miriam Vock, 2006. Academic Underachievement: Relationship with Cognitive Motivation, Achievement Motivation and Conscientiousness, Wiley Perdiodicals, Inc. Psychol Schs. 43:401-411. In this study, the role of need for cognition, achievement motivation. 47 male and 46 female students in Grades 7 to 10 participated in the study. Student attributes were assessed by self-report measures, school performance by academic grades, and intellectual abilities by a standardized
structure of intelligence test. A regression analytic model (prediction of grade point average by general intelligence) was used to operationally define underachievement. A categorical cutoff definition as well as a continuous definition was investigated. All relationships between underachievement scores and need for cognition, achievement motivation scales, and conscientiousness showed linearity. This warranted the use of a continuous definition of underachievement. Results revealed that need for cognition as well as facilitating anxiety contributed the most to the explanation of underachievement.

**Regarding Attendance and Academic Achievement**

As far as research in the field of attendance is concerned, Soloman et. al (2001) identified the impact of attending Charter School on students’ achievement using data from Arizona. Based on a sophisticated statistical analysis, these authors report that Charter School attendance increases test score gains of students.

Beaulieu (1985) compared reward based and punishment approaches to controlling attendance. Students were either awarded extra grade points for regular attendance or penalized grade points for missing class. Attendance was recorded on ten class days, chosen at random. He found no significant differences between attendance rates.

Green (1993) reported a significant correlation between attendance grades for first year psychology students.

Hancock (1994) reported dramatic correlation between test performance and penalizing students for missing class. He found that 10% of the final grades were based upon attendance.

Clair (1999) argues that it is overly simplistic to attribute low achievement to low attendance, or to assume that higher attendance will necessarily result in higher grades.

Beigel (2000) in a study carried out to determine the interfaces between attendance, academic achievement and equal educational opportunities in the US, observed that there is a direct correlation between class attendance and academic achievement. He explained that students who go to class invariably do better in school and they maximize their chances for success.

Urban-Lurain and Weinshank (2000) also study the relationship between attendance, classwork, homework and grade based on collaborative tasks. Their results revealed that overall attendance predicted success on the task tests.
Soloman, Paark and Gorcia (2001) identify the impact of attending charter school on student achievement using data Arizona. Based on a sophisticated statistical analysis, these authors report that charter school attendance increases test score gains of students.

According to Muney’s (2001) study, secondary schooling experienced incredible growth in the first 40 years of the 20th century. Was legislation on compulsory attendance and child labour responsible for this growth? Using individual’s data from the 1960 census, the effect of several laws on educational attainment for individuals who were 14 years old between 1915 and 1939 was estimated. The results showed that legally requiring a child to attend school for one more year, either by increasing the age required to obtain a work permit or by lowering the entrance age, increased educational attainment by about 5%.

Heady (2003) found that child work has relatively little effect on school attendance but had a substantial effect on learning achievement in reading and Mathematics. The adverse consequence of child labour on student’s learning was attributed to exhaustion or lack of interest in academic performance.

Chung (2004) also reported a significant correlation between achievement and attendance, homework and mini-quizzes.

After reviewing the literature and keeping in mind the importance of scholastic achievement towards national development, the investigator found that the area of scholastic achievement of senior secondary school students, was much ignored in the field of research in India. Hence, the investigator took a step in this direction. On the other hand factor which compelled the investigator to select the present problem is that the adolescent age is the age of stress and strain in which students face multiple problems. Achievement in examination depends upon not on the marks but various other cognitive and non-cognitive factors too. Keeping in mind all these factors the investigator has selected the four most important variables affecting scholastic achievement of the child i.e. Personality, Emotional Intelligence, Achievement Motivation and Attendance.

STATEMENT OF THE PROBLEM

STUDY OF SCHOLASTIC ACHIEVEMENT IN RELATION TO COGNITIVE AND NON-COGNITIVE VARIABLES
DEFINITIONS OF RELATED TERMS

VARIABLES: According to Carter V. Good, “Any trait that changes from one case or condition to another, more strictly, the representation of the trait, usually in quantitative form such as a measurement or an enumeration”.

COGNITIVE VARIABLE: As per Merriam-Webster, cognitive variables are those variables which involve intellectual activity (as thinking, reasoning, or remembering)

NON COGNITIVE VARIABLE: Those variables which involve non-academic activities or extra curricular activities (Sackett et al., 2001; Willingham, 1985).

SCHOLASTIC ACHIEVEMENT: According to American Heritage Dictionary of English Language, ‘Scholastic as adjective means academic or education or related to school or learner or student's academic average’. So scholastic is the synonym of academic. Achievement means ‘The proficiency with which an individual performs in any skill or area of knowledge’.

EMOTIONAL INTELLIGENCE: According to Goleman (1995), ‘The term Emotional Intelligence encompasses the following five characteristics and abilities:

1. Self-awareness: Knowing your emotions
2. Mood management: Handling feelings
3. Self-motivation: Gathering up your feelings
4. Empathy: Recognizing feelings in others
5. Managing relationship: Handling interpersonal interaction, conflict resolution and negotiations

PERSONALITY: Cattell (1995) stated Personality as an integration of traits. Cattell used factor analytical method for the discovery of 16-factors underlying human personality. He called these factors as “source traits” because he believed that they provide underlying source for surface behaviour.

These 16-factors are:

1. **Factor A** – Reserved vs. Outgoing
2. **Factor B** – Less Intelligent vs. More Intelligent
3. **Factor C** – Affected by Feelings vs. Emotionally Stable
4. **Factor E** – Humble vs. Assertive
5. **Factor F** – Sober vs. Happy Go Lucky
6. **Factor G** – Expedient vs. Conscientious
7. Factor H – Shy vs. Venturesome
8. Factor I – Tough Minded vs. Tender Minded
9. Factor L – Trusting vs. Suspicious
10. Factor M – Practical vs. Imaginative
11. Factor N – Forthright vs. Shrewd
12. Factor O – Placid vs. Apprehensive
13. Factor Q1 – Conservative vs. Experimenting
14. Factor Q2 – Group Dependent vs. Self-sufficient
15. Factor Q3 – Undisciplined Self-conflict vs. Controlled
16. Factor Q4 – Relaxed vs. Tensed

ATTENDANCE: Good defines “attendance” as the act of being present, particularly in school.

ACHIEVEMENT MOTIVATION: McClelland and Decharms defined Achievement Motivation as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment.

DELIMITATIONS OF THE STUDY
The step of delimitation of the study according to the time limit and sources at one’s disposal has been universally agreed upon by all research scholars. Here keeping this in view, the present study is delimited to.

1. Students of Senior Secondary Class.
2. Students of Arts, Commerce and Science streams only.
3. Regular students studying in various schools.
4. Students of Amritsar district only.
5. Study of Scholastic Achievement in relation to Emotional Intelligence, Personality, Achievement Motivation and Attendance only.
OBJECTIVES

The objectives of the study were:-

1. To study the relationship between Personality and Scholastic Achievement of Science students of Senior Secondary classes.
2. To find out the relationship between Personality and Scholastic achievement of Art students of Senior Secondary classes.
3. To analyse critically the relationship of Personality and Scholastic Achievement of Commerce students of Senior Secondary classes.
4. To study the relationship between Achievement Motivation and Scholastic Achievement of Science students of Senior Secondary classes.
5. To find out the relationship between Achievement Motivation and Scholastic Achievement of Art students of Senior Secondary classes.
6. To analyse critically the relationship of Achievement Motivation and Scholastic Achievement of Commerce students of Senior Secondary classes.
7. To study the relationship between Emotional Intelligence and Scholastic Achievement of Science students of Senior Secondary classes.
8. To find out the relationship between Emotional Intelligence and Scholastic Achievement of Arts students of Senior Secondary classes.
9. To analyse critically the relationship of Emotional Intelligence and Scholastic Achievement of Commerce students of Senior Secondary classes.
10. To study the relationship between Attendance and Scholastic Achievement of Science students of Senior Secondary classes.
11. To find out the relationship between Attendance and Scholastic Achievement of Arts students of Senior Secondary classes.
12. To analyse critically the relationship of Attendance and Scholastic Achievement of commerce students of Senior Secondary classes.
HYPOTHESES

In order to achieve the objectives, following hypotheses were framed:

1. There is not a significant relationship between Personality and Scholastic Achievement of Science students of Senior Secondary classes.
2. Personality and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
3. Personality and Scholastic Achievement of commerce students of Senior Secondary classes do not have a significant relationship.
4. There is not a significant relationship between Achievement Motivation and Scholastic Achievement of Science students of Senior Secondary classes.
5. Achievement Motivation and Scholastic Achievement of arts students of Senior Secondary classes do not have a significant relationship.
6. Achievement Motivation and Scholastic Achievement of Commerce students of Senior Secondary classes do not have a significant relationship.
7. There is not a significant relationship between Emotional Intelligence and Scholastic Achievement of Science students of Senior Secondary classes.
8. Emotional Intelligence and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
9. Emotional Intelligence and Scholastic Achievement of Commerce Students of Senior Secondary classes do not have a significant relationship.
10. There is not a significant relationship between Attendance and Scholastic Achievement of Science students of Senior Secondary classes.
11. Attendance and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
12. Attendance and Scholastic Achievement of Commerce students of Senior Secondary classes do not have a significant relationship.

METHOD

Descriptive survey method is used for the present study. Relevant data with the help of standardized tools is collected. Then the data is described and analyzed in the light of formulated objectives and hypotheses.
TOOLS

1. Senior Secondary Board Results.
2. DEO - MOHAN Achievement Motivation Scale (n-Ach) (DMAMS)
3. Classroom Attendance of the students.
4. Cattell's 16-PF Test
5. Emotional Intelligence test by Anukool Hyde, Sanjyo t Pethe and Upinder Dhar (2002).

DATA ANALYSES

The description of statistical techniques used is given below:

1. Mean
2. Standard Deviation
3. Stan-Scores
4. Karl Pearson’s coefficient of correlation
5. Percentage

The data thus collected is tabulated as per the need of the study and is analyzed according to the objectives and hypotheses framed.