CHAPTER - I

INTRODUCTION

1.1.0 COMMERCE EDUCATION

“Commerce Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels.”

-Fredrick G. Nichols

1.2.0 IMPORTANCE OF COMMERCE EDUCATION

“There is”, as the great philosopher Whitehead (1861-1947) puts it, “only one subject matter of education, and that is life in all its manifestation” Trade, Commerce and industry constitute a vital part of our life’s activities. These aspects of our life’s experiences are extremely important and if we despise these, all our educational effort will be fruitless toils.
The explosion of “information” in Science and Technology has influence in every area of life, including complexity of business and commerce organizations in the present day world would make it obligatory for students to be conversant with modern principles and practices of management and accounting. The use of computers and the management techniques of the behavioral sciences have completely revolutionized the running of modern business and commercial enterprises. It therefore, has become very necessary to pay adequate attention to Business and Commerce Education.

The importance of Commerce Education has gained recognition only in recent years in India is borne out from the fact that the Education Commission 1964-66 which went into all aspects of education and at all stages of education did not include the study of Business and Commerce in the school curriculum.

1.3.0 NATURE OF COMMERCE EDUCATION

Commerce Education is not a new one. The Scottish Education Department in its booklet on the commercial subjects in secondary schools, stresses that “the function of Commercial Education is not merely to satisfy the vocational need of the pupils but also to foster an understanding of the economy of the community in which they will be called to play a part. In commerce no less than in industry, it is of primary importance that prospective entrants should have a sound general education. “Mr. Graham Savage of the London Country Council in his pamphlet on “Commercial Studies in Secondary Schools” explains that “the essential function of a secondary school commercial course should be to give the pupils a
knowledge of the background of Commerce and of the way it affects the life of the community’ the pupil’s interest in Commerce cannot, therefore, be confined to subjects which are specially commercial, but will influence their approach to other subjects”.

1.4.0 SCOPE OF COMMERCE EDUCATION

Scope of Commerce Education has changed radically during the past six decades. In this context it would be have interest to note what Abbot-Wood Report (1937) said about Commerce Education.

“This branch (Education for Commerce) of vocational education differs so greatly from education for industry, that it demands separate consideration. It must be so framed as to meet the needs of both the two main groups into which we have divided workers in commercial occupation, that is, (a) of the group of which the members have the responsibility for transacting business on an important scale or for performing the professional functions of banking, accountancy and the like, and (b) of the very large group engaged in recording the transactions of the member of the first group”.

1.5.0 OBJECTIVES OF TEACHING COMMERCE AT THE HIGHER SECONDARY STAGE (XI AND XII)

The Central Board of Secondary Education has listed the following objectives of teaching commerce at the Higher Secondary Stage;
⇒ To develop an interest among the students in theory and practice in business, trade and industry;
⇒ To acquaint students with the theoretical foundations and practices of organizing, managing and handling routine operations of a business firm;
⇒ To inculcate attitudes and values leading to the integration of business with the social system with a positive approach;
⇒ To enable students to apply the principles and functions of management to specific aspects of business;
⇒ To equip the students with essential fundamental knowledge for setting up, organizing and handling routine operations of a small scale factory;
⇒ To equip the students with basic information on modern methods of office operations for effectively carrying out paper work in a business office;
⇒ To impart knowledge of methods considered useful in maintaining records of proprietary and partnership firm companies and non-trading organizations;
⇒ To generate and promote awareness of students in modern techniques of maintaining accounting records with the help of computers;
⇒ To enable the students to analyze financial statements and interpret the results for decision making;
⇒ To acquaint the students with practice and procedure of determination of cost from the point of its elements;
To create an awareness of the necessity of auditing the detection/rectification of errors/frauds in the process of accounting;

1.6.0 AIMS OF COMMERCE EDUCATION

Aims are, necessary to select meaningful and significant content, teaching methods and techniques. They point to the broad ideas we intend to achieve.

Among the important specific aims of the study of Commerce, following may be mentioned;

⇒ Vocational aim of the study of Commerce.
⇒ Consumer efficiency aim of the study of Commerce.
⇒ Economic efficiency aim of the study of Commerce.
⇒ Training or a professional career aim of the study of Commerce.

Other aims are (i) Knowledge (ii) Character development (iii) Social efficiency (iv) Citizenship development aim, (v) Ethical, moral and spiritual aims. (vi) Hobby development aim.

1.7.0 VALUES OF TEACHING COMMERCE

Aims are considered as conscious purposes and goals. Values are the outcomes or results achieved after teaching according to these aims. Aims are ideals which are not based on experiments. Values on the other
Values of the study of Commerce may be divided into the following four categories;

- Cultural Values
- Disciplinary Values
- Practical Values
- Social Values

**Cultural Values:**

Commerce is an important aspect of the life of a nation. It explains the nature of the society in its special aspect of business and material prosperity. Commerce attempts to relate production with consumption. Fair dealings, good salesmanship, honesty in business and pleasing manners – all go to make up the good cultural tracts of the individual in the commercial field. Several philanthropists in India from the business community have set up a large number of cultural and educational institutions in the country.

**Disciplinary values:**

The word “discipline” has a special connotation in Commerce. It is not in terms of ‘order’ and ‘authority’. It is to be interpreted in terms of intellectual traits only. A study of Commerce helps to develop the powers of
knowing, understanding and application. It also develops certain skills – how to write good business letters etc.

**Practical Values:**

Practical Values relate more to the needs of various occupations at different levels in the hierarchy of employment – from clerical to management level.

**Social Values:**

The study of Commerce should enable an individual to appreciate that man is a social being and he must play an important role in bringing about social progress. Bad business dealings, corrupt methods, smuggling and tax evasions are examples of anti-social values which should be avoided as outcomes of a study of Commerce. Profit motive should not be the end and-be-all of all business enterprises.

**1.8.0 ROLE OF COMMERCE IN THE NATIONAL AND ECONOMIC DEVELOPMENT**

The role of Commerce in accelerating the process of Socio-economic development is now accepted as key mover by policy maker and practitioners of industrial technology. It is high time to develop appropriate interest in commercial studies linked with industrial technology for students to develop themselves. Today organized sector is considered to be a powerful engine of overall development of a country and a catalytic
agent for bringing about the desired change and attaining the cherished goal of socialist as well as a welfare society.

The *New Educational Policy (1986)* emphasized the need to develop innovative organization structures to meet the challenges of development. It makes a scathing attack on the management structures of education. In the Indian system, decision making, administration and implementation and more particularly the management of changes are characterized generally by lack of entrepreneurship and excessive emphasis on hierarchical status. The courses which are introduced after Higher Secondary must have social relevance, i.e., relevant to the needs of society. They must be specially tailored to the requirements of the working population in different sector. Here the vocational and technical courses of Commerce and Accountancy assume importance. Job oriented courses are introduced on experimental basis, Commerce, Insurance and Management as one group, and Commerce, Railway Engineering and Accountancy as another group, paving the way to the students to join as administrative staff after completing their Higher Secondary Course.

Commerce refers to an organized system for the exchange of goods between the members of the industrial world. The world has shrunk with the development in science and technology, and any commodity manufactured today, enjoys a world market overcoming all hindrances of knowledge, person, place and time. The need of Commerce arises, because of the diversity of natural resources and their geographical distribution all over the surface of the birth, and difference of human tastes and also because of the division of labour as the result of the first two factors.
Boys and girls require Commerce education, as it is an integral part of life. The part that industry is supposed to play the modern community is a subject that has been widely discussed by socialist groups.

No other social goal is more strongly avowed than economic growth; and this is true of all countries, developed or underdeveloped; communist, socialist or capitalist. Business is a human organization designed for joint performance and capable of preceptuality itself. It exists a society and economy. Anticipation of social climate and economic policy is business need. The specific purpose of business is to supply an economic good and service. This is the only reason why business exists.

1.9.0 EMOTIONAL INTELLIGENCE

It is being able to monitor our own and others' feelings and emotions, to discriminate among them, and to use this to guide our thinking and actions (Salovey & Mayer, 1990). The emotionally intelligent person is skilled in four areas: Identifying, using, understanding, and regulating emotions (Salovey & Mayer, 1993). According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.
1.9.1 WHAT IS EMOTIONAL INTELLIGENCE?

Recent discussions of Emotional Intelligence proliferate across the American landscape -- from the cover of Time to a best selling book by Daniel Goleman, to an episode of the Oprah Winfrey show. But EI is not some easily dismissed "neopsycho-babble." Emotional Intelligence has its roots in the concept of "social intelligence," first identified by E.L. Thorndike in 1920. Psychologists have been uncovering other intelligences for some time now, and grouping them mainly into three clusters: abstract intelligence (the ability to understand and manipulate with verbal and mathematic symbols), concrete intelligence (the ability to understand and manipulate with objects), and social intelligence (the ability to understand and relate to people) (Ruisel, 1992). Thorndike (1920: 228), defined social intelligence as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations." And (1983) includes inter- and intrapersonal intelligences in his theory of multiple intelligences (These two intelligences comprise social intelligence. He defines them as follows:

Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful salespeople, politicians, teachers, clinicians, and religious leaders are all likely to be individuals with high degrees of interpersonal intelligence. Intrapersonal intelligence ... is a correlative ability, turned inward. It is a capacity to form an accurate, veridical model of one and to be able to use that model to operate effectively in life.
Emotional intelligence, on the other hand, "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (*Mayer & Salovey, 1993: 433*). According to *Salovey & Mayer (1990)*, Emotional Intelligence subsumes *Gardner's* inter- and intrapersonal intelligences, and involves abilities that may be categorized into five domains:

**Self-awareness:**

Observing yourself and recognizing a feeling as it happens.

**Managing emotions:**

Handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.

**Motivating oneself:**

Channeling emotions in the service of a goal; emotional self control; delaying gratification and stifling impulses.

**Empathy:**

Sensitivity to others' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
Handling relationships:

Managing emotions in others; social competence and social skills. Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essential dimensions of social intelligence.

1.9.2 DEFINING EMOTIONAL INTELLIGENCE

There are lot of arguments about the definition of Emotional Intelligence, arguments that regard both terminology and operationalizations. One attempt towards a definition was made by Peter Salovey and John D. Mayer (1990) who defined Emotional Intelligence as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.”

Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. Up to the present day, there are three main models of EI:

1. Ability-based EI models
2. Mixed models of EI
3. Trait EI model
1.10.0 APTITUDE

1.10.1 MEANING AND DEFINITION

An **Aptitude** is an innate, acquired or learned or developed component of a competency (being the others: **knowledge**, **understanding and attitude**) to do a certain kind of **work** at a certain level. Aptitudes may be **physical** or **mental**. The innate nature of aptitude is in contrast to **achievement**, which represents knowledge or ability that is gained.

The word "Aptitude" is used to refer to many different personal characteristics. It is frequently misused to mean **ability** or **achievement**. These three words: **achievement, ability and aptitude** have very different meanings. Here's how to distinguish between the three:

**Achievement** - What you have accomplished (in the past)- You won an award last year.

**Ability** - What you can currently demonstrate (now in the present) - You can do algebra well.

**Aptitude** - The quickness or ease with which you can learn (in the future) - You want to learn to swim.

Aptitude is variously defined as innate learning ability, the specific ability needed to facilitate learning a job, aptness, knack, suitability, readiness, tendency, or natural or acquired disposition or capacity for a
particular activity. Aptitude assessments are used to predict success or failure in an undertaking. For vocational/career guidance and planning they are used to measure different aptitudes such as general learning ability, numerical ability, verbal ability, spatial perception, and clerical perception. Objective aptitude tests are based on timed sub-tests – results are compared to age-group norms or other criteria – as opposed to self-report inventories of abilities often found in computerized career exploration systems. For helping a person find and pursue a career or course of study, aptitude assessment should logically precede achievement testing or skills assessment.

1.10.2 MEASURING APTITUDE.

The terms intelligence, ability, and aptitude are often used interchangeably to refer to behavior that is used to predict future learning or performance. However, subtle differences exist between the terms. The tests designed to measure these attributes differ in several significant ways.

This digest defines aptitude tests in contrast to intelligence tests and achievement tests. It also looks at the value of aptitude tests and examines how the results of aptitude should be used. Finally, this digest discusses whether students can improve their scores on these tests.

1.10.3 WHAT IS AN APTITUDE TEST?

Like intelligence tests, aptitude tests measure a student's overall performance across a broad range of mental capabilities. But aptitude tests also often include items which measure more specialized abilities--such as
verbal and numerical skills--that predict scholastic performance in educational programs.

Compared to achievement tests, aptitude tests cover a broader area and look at a wider range of experiences. Achievement tests tend to measure recent learning and are closely tied to particular school subjects.

Aptitude tests tell us what a student brings to the task regardless of the specific curriculum that the student has already experienced. The difference between aptitude and achievement tests is sometimes a matter of degree. Some aptitude and achievement tests look a lot alike. In fact, the higher a student goes in levels of education, the more the content of aptitude tests resembles achievement tests. This is because the knowledge that a student has already accumulated is a good predictor of success at advanced levels.

1.1.0.4 CHARACTERISTICS OF APTITUDE TEST.

Any definition of aptitude should be in terms of these characteristics:

- ability to acquire the skill, information, etc., necessary for success,
- readiness to acquire,
- constancy, and
- satisfaction

Aptitude tests are made by analyzing the particular occupation or activity for which aptitude is to be measured and test items are then
devised for revealing the component abilities. Tests of aptitude for law will include items which measure accurate recall, reading comprehension of legal material, skill in logic, and reasoning by analogy and by analysis.

1.10.5 WHAT IS THE VALUE OF APTITUDE TESTING?

Research data show that individually administered aptitude tests have the following qualities:

⇒ They are excellent predictors of future scholastic achievement.

⇒ They provide ways of comparing a child's performance with that of other children in the same situation.

⇒ They provide a profile of strengths and weaknesses.

⇒ They assess differences among individuals.

⇒ They have uncovered hidden talents in some children, thus improving their educational opportunities.

⇒ They are valuable tools for working with handicapped children.

In addition, group aptitude tests - usually given as part of a group achievement battery of tests - can be given quickly and inexpensively to large numbers of children. Children who obtain extreme scores can be easily identified to receive further specialized attention. Aptitude tests are valuable in making program and curricula decisions. They can also be used for grouping students as long as grouping is flexible.
1.10.6 HOW CAN WE USE APTITUDE TEST RESULTS?

In general, aptitude test results have three major uses:

*Instructional*

Teachers can use aptitude test results to adapt their curricula to match the level of their students, or to design assignments for students who differ widely. Aptitude test scores help teachers to get realistic expectations of students. Knowing something about the aptitude level of students in a given class can help a teacher identify which students are not learning as much as could be predicted on the basis of aptitude scores. For instance, if a whole class were performing less well than would be predicted from aptitude test results, then curriculum, objectives, teaching methods, or student characteristics might be investigated.

*Administrative*

Aptitude test scores can identify the general aptitude level of a high school, for example. This can be helpful in determining how much emphasis should be given to college preparatory programs. Aptitude tests can be used to help identify students to be accelerated or given extra attention, for grouping, and in predicting job training performance.
Guidance counselors use aptitude tests to help parents develop realistic expectations for their child's school performance and to help students understand their own strengths and weaknesses.

1.10.7 CAN APTITUDE BE IMPROVED?

Although studies seem to suggest that aptitude test scores cannot be improved, other research shows that that may not be the case. Tests such as the Scholastic Aptitude Tests contain many questions that are content-specific, particularly in mathematic areas. Performance on these specific types of items is trainable.

Some experts feel that short-term cramming might not affect aptitude test scores. However, long-term instruction in broad cognitive skills might improve general test performance. Cognitive theory and research suggest that learning ability can be improved by training students in learning strategies. Improving academic aptitude may be possible through a systematic curriculum that complements direct training in learning strategies with both the development of general thinking approaches and the application of those approaches over a variety of different tasks and content areas.

What has been learned about training to improve aptitude can be summarized as follows:
⇒ Attempts to train aptitude must go well beyond practice and feedback. What's needed is intensive training in strategies involved in task performance along with higher level monitoring and control strategies involved in guiding performance and in transferring skills to new areas.

⇒ Educational efforts to improve aptitude need to be long-term.

⇒ Abilities of students and methods of training interact. Attempts to train strategies must fit the tested aptitudes of students.

⇒ Practice and feedback can be effective when students are already proficient in the ability to be trained.

⇒ Intrusive training may be harmful to high aptitude students.

⇒ Training ability works best when treatment utilizes some of the student's other strengths.

⇒ Some aspects of intellectual aptitude may be more easily trained than others.

1.10.8 APTITUDE AND INTELLIGENCE

For some people, aptitude and intelligence is essentially the same thing whereas for others, aptitude is regarded as a specific type of intelligence. Thus, they believe that aptitude and the intelligence quotient (IQ) are closely related but represent opposing views of human mental ability – in other words; IQ denotes intelligence as a single, measurable trait
whereas aptitude breaks that intelligence down into several different characteristics that are relatively independent of each other.

Interestingly, however, despite the two terms representing opposing views of intelligence, test scores invariably show them to be highly correlated. However, aptitude tests are not generally regarded as intelligence tests – in fact, two individuals that achieve the same IQ score may have widely different aptitude test profiles. The IQ score refers more to a broad range of mental abilities whereas aptitude score reflects specialized abilities and provides a profile of ones strengths and weaknesses, which help to predict performance in a specific discipline or career.

Another distinction that is often applied is the difference between skills, abilities and aptitudes. Here, the difference is one of time: skills refer to things an individual has learnt to do in the past, abilities refer to the things he can do now and aptitude refers to the things that he can learn in the future. Another way aptitude is sometimes defined is in contrast to achievement, which represents the skills, abilities and knowledge gained.

**1.10.9. APTITUDE vs. ACHIEVEMENT TESTING**

Aptitude tests are used to predict success in a career path or course of study. Achievement tests are designed to measure how much a person has already achieved or learned in academic knowledge. Achievement testing is becoming ever more important as the accountability increases to prove that students are learning. But for guidance, aptitude might be a better measure for showing potential. For instance, a student who has not learned "the basics" in primary and secondary education - for any
number of reasons - can still have the "aptitude" to do well in a career and related studies - especially if they are interested - although they might have some catching up to do academically.

1.11.0 ACADEMIC ACHIEVEMENT

The meaning of the term "achievement" must be considered in relation to family involvement in schools. It is important to know how the achievement was measured before conclusions can be drawn about the relationship between family involvement and academic achievement.

More often than not, standardized test scores are used to determine how well students are doing in school. Standardized testing is taken for granted in this country. The general population does not question whether or not these measures are valid ways to assess their children's development and learning. In reality, these tests are determinants of accountability, a term used by those in power who need to know how effectively systems work. But should schools be so hooked on standardized tests for children?

In recent years, testing programs have increased (Kamii, 1990). Raising scores and having a good appearance are the goals for most schools because newspapers and other media rank schools and districts by test scores. Other facets of society also rely on these test scores to determine the "best" schools. For example, real estate agents sell houses for families by using test scores to identify "good" school districts. But do these scores depict children's actual achievement?
The newer approaches to teaching children rely upon old methods of assessing achievement, and the two are not compatible. Warash and Comuntzis-Page (1996) have pointed out the inadequacies of mixing a more holistic curriculum with traditional pencil-and-paper assessment tools. The authors make a strong argument for looking beyond the traditional evaluation methods.

Gardner (1993) also agrees that academic achievement should be measured in a number of ways:

"Assessment, then, becomes a central feature of an educational system. We believe that it is essential to depart from standardized testing. We also believe pencil-and-paper; short-answer tests sample only a small proportion of intellectual facility. The means of assessment we favor should ultimately search for genuine problem-solving or product-fashioning skills in individuals across a range of materials." (p. 31)

“Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student’s life in public and on into post secondary years and working life”. (Steinberger, 1993) Merriam Webster defines achievement as “the quality and quantity of a student’s work.” This second definition is the one that more or less applies to this research, the former being too exhaustive. What we need here is the quality of the students’ work; we need to calculate the mean of their overall grades during the first semester of the current year.
Achievement refers to the knowledge attained or skill developed in school subjects usually designated by test scores or by marks assigned by the teachers or by both. According to *Carter V. Good (1973)*, achievement means accomplishment or proficiency or declaring the examinee successful or unsuccessful, choosing the students for various professional and academic courses and selecting the candidates for different jobs.

Evaluation of learning outcomes of the students by measuring their academic achievement, the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, academic achievement is of paramount importance and the schools place great emphasis on it. At all school levels, there exist enormous differences in the academic attainment of students ranging from high to low. Progress in future to a great extent depends upon the academic attainment of the students.

In the words of *Agarwal, J.C (2000)* Achievement tests in all curricular areas from classes I to XII need to be developed which could be used for ascertaining regional or national attainment level of learners.

In short, achievement encompasses student’s ability and performance. Achievement means one’s learning attainments, academic achievement only indicated by the scores awarded to the students during examination.
1.11.1 THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The *Multiple Intelligences theory* has been introduced by *Howard Gardner (1983)*, and the *Emotional Intelligence theory* by *Mayer & Salovey (1990)* then *Goleman (1995)*. IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and academic success. Do high achievers in 11\textsuperscript{th} and 12\textsuperscript{th} std. Commerce students have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the Commerce students of Higher Secondary Schools.

1.12.0 SIGNIFICANCE OF THE STUDY

The present study is a significant one because it has attempted to explain the extent of contribution of emotional intelligence, aptitude and achievement of commerce students.
What is the main objective of educating today’s a student? It is nothing but to attain success. What is the measure of success? Is it a strong scientific mind? The answer is ‘No’. Once upon a time, it was in the past, but now some new fundamental theories have been introduced.

It was during late ‘70s –early ‘80 are that the validity of IQ as the only measure of a person’s intelligence was formally questioned. Further the popularly assumed correlation between IQ and success was also found to be somewhat suspect. The term ‘Emotional Intelligence’ was, perhaps first used by *Peter Salovey* of Yale University and *John Mayer* of New Hampshire University to describe a set of personal abilities of an individual. It was realized that there is definitely much more to success in life than possessing a high IQ and this realization eventually brought the concept of EQ to the fore.

Hence we can say that success depends on several intelligences and on the control of emotions. IQ counts for only 20% and the rest goes for emotional and social intelligences and luck (*Goleman, 1995*). Workshops, conferences and seminars are conducted to help doctors, managers and employees of organizations to enable them to know the components of emotional intelligence and to improve themselves. Since emotional intelligence plays a vital role not only in shaping a person but also bringing success. Why not it be considered as a factor influencing academic achievements?

Academic achievement cannot be reached merely through examinations. It is the outcome of various factors that work within an
individual. A student should have control over his emotions, should possess interest in learning and should have proper approach towards studies.

Today’s child is tomorrow’s leader. A leader is one who influences people towards the accomplishment of organizational goals. Successful leaders have a set of strong personal capabilities in the form of emotional intelligence and these have been found to be more effective than technical and cognitive skills. In the same way one must control elements in his/her life either outside or inside himself/herself.

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional intelligence is now emerging as a descriptive science comparable with anatomy. Jersild pointed out, emotions dominate our lives. They lend colour and variety to our lives which otherwise would be dull. They are the basic stuff out of which all motivation arises. Emotions not only impel us to action but often serve as goals of action also: seeking pleasant ends and avoiding unpleasant ends seem to arise from emotions. It is said ‘that man is a speck of reason floating on a sea of emotion’. Success in life’s endeavours does not depend on one’s intelligence alone. One’s emotional intelligence also plays a significant part in determining whether one’s ventures are successful or not. This is true in all academic activities, as success in such activities involves a certain amount of emotional balance. Emotionally intelligent individuals’ generally evaluate, handle, control, and use emotions quickly. This is done
more or less automatically. Those less intelligent often are inefficient, slow to analyse and often do not use their emotions constructively. This results in depleted self-motivation. Motivated achieving individuals have a close match between their intellectual age and their emotional intelligence. Unmotivated individuals have a lag in their emotional intelligence. Emotional development has substantially lagged intellectual development and usually is even behind chronological development. This results in underachievement.

It is a staunch faith of the researcher that the study would reveal significant trend as to the degree and extent of predictability and relationship of emotional intelligence with academic achievement. Such a trend will motivate the educators and curriculum framers to design academic as well as other activities in a way that these will help to foster the ability to face challenges of life right from schooling. It will also help the students to maintain their emotional intelligence and improve their behavior.

1.13.0 NEED FOR THE STUDY

Research in brain-based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infant Programms, the most critical element for student’s success in school is an understanding of how to learn. (Emotional Intelligence, p. 193.) The key ingredients for this understanding are;
• Confidence
• Curiosity
• Intentionality
• Self-control
• Relatedness
• Capacity to communicate
• Ability to cooperate

These traits are all aspects of Emotional Intelligence. Basically, a student who learns to learn is much more apt to succeed. Emotional Intelligence has proven a better predictor of future success than traditional methods like the GPA, IQ, and standardized test scores.

Hence, the great interest in Emotional Intelligence on the part of corporation, universities and schools nationwide. The idea of Emotional Intelligence has inspired research and curriculum development throughout these facilities. Researchers have concluded that people who manage their own feelings well and deal effectively with others are more likely to live content lives. Plus, happy people are more apt to retain information and do so more effectively than dissatisfied people.

Building one’s Emotional Intelligence has a lifelong impact. Many parents and educators, alarmed by increasing levels of conflict in young schoolchildren – from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills, necessary for Emotional Intelligence. The training programs have helped school students
to cooperate better and motivate more, thereby increasing learning skill and their better achievement in their subject.

Student’s emotions are important because their thoughts, feelings and moods affect their subsequent motivational behavior and learning. It is terribly unfortunate that students who are bright and competent, but lacking in Emotional Intelligence, will often sell themselves short and withdraw from Programmes of academic or vocational success, prematurely. Moreover, the students of the age are more susceptible to high – risk behaviors in term of mental health, with the changing social and cultural milieu, fragmenting relationships in the families and the differentiated goals of members in the immediate environment of the subject individual.

Basic understanding of Emotional Intelligence and the dynamics of its concurrent and conjunct variables appear warranted, to have a clear picture of growing needs of the students. Among students, the changing circumstances of social and cultural environment has all the more dishelmed the students’ population and therefore students should be immunized with empowerment, by finding their own voices; they identify their strengths and capabilities.

The skills associated with emotional intelligence develop throughout life. Family and educational institution play a vital role in developing Emotional Intelligence. Basic skills related to handling emotions, settling disagreements amicably and getting along can be improved upon. There is a greater need for systematically and continuously
impacting and facilitating students to develop emotional competencies such as self-awareness, self-control, self-confidence, empathy and they are of listening, resolving conflicts and co-operation.

The purpose of the study is therefore to know the level of Emotional Intelligence, Aptitude and Achievement of Commerce students.

As all these factors – Emotional Intelligence, Aptitude and Achievement play a vital role in the learning process of the students and so the investigator has taken up these factors as variables of the study.

1.14.0 STATEMENT OF THE PROBLEM

The investigator has taken up the topic for the present study so that it may confirm if the above factors really play a role in the achievement of students in Commerce. Hence the present problem is stated as “Emotional intelligence, Aptitude and Achievement in Commerce of Higher Secondary Students”.

1.15.0 DELIMITATION OF THE STUDY

The study is limited to government, aided and unaided higher secondary schools situated in and around the educational district of Cuddalore.

Detailed conceptual clarification/framework for the research base is given in the next page.