CHAPTER – III

REVIEW OF RELATED LITERATURE

3.1.0 INTRODUCTION

The Review of Related Literature is one of the significant parts of the research study. The investigator has to acquire information about what has already been done in a field of study, to arrive at some meaningful conclusion. The review helps the investigator to gather up-to-date information about what has been done in the particular area in which one intends to do research. The researcher has to be familiar with studies in the area of research for identifying new grounds. Further, it helps him in planning and designing his research study. It also helps to avoid duplication of work. It enables the investigator to identify the existing research gap in order to create a new ground to pursue research. So a review of related studies in the relevant area is attempted and presented in this chapter.
STAGES INVOLVED IN THE REVIEW OF RELATED STUDIES

Figure 2
3.2.0 REVIEW ON EMOTIONAL INTELLIGENCE: STUDIES ABROAD

The researcher identified the research studies so far conducted in foreign countries in order to identify the gaps, guidelines and to draw conclusion and presented below;

Elias et al.,(1991) teaching emotional social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement.

Kobayashi, Yoshilkazu (1994) analyzed the role of social interaction as a facilitator of learning in general and conceptual change in particular. These conditions are proposed as necessary for social interaction to facilitate knowledge, and availability of cognitive tools. He suggested that these conditions assure the eventual confrontation of different perspectives and foster metacognitive awareness of one’s conception.

Gearhart, Julia Mary (1994) found out that self-concept for religion/spirituality, honesty/reliability, and emotional stability was positively correlated.

Blake E. Ashforth (1995) studied emotion in the workplace: A reappraisal. Although the experience of work is saturated with emotion, research has generally neglected the impact of everyday emotions on organizational life. Further, organizational scholars and practitioners frequently appear to assume that emotionality is the antithesis or rationality
and, thus, frequently hold a pejorative view of emotion. This has led to four institutionalized mechanisms for regulating the experience and expression of emotion in the workplace: (1) neutralizing, (2) buffering, (3) prescribing, and (4) normalizing emotion. In contrast to this perspective, we argue that emotionality and rationality are interpenetrated; emotions are an integral and inseparable part of organizational life, and emotions are often functional for the organization. This argument is illustrated by applications to motivation, leadership, and group dynamics.

**Ingleton. C (1995)** raises a question whether emotion makes a difference in gender and learning? Research into learning the tertiary level has paid little attention to emotional factors in learning, in the study, emotions experience in classrooms are examined through written narratives, using the methodology Memory–work. The experience, relationships in the construction of beliefs about themselves as learners and the persistence of such belief through to adulthood and tertiary education. The findings suggest that emotionally laden beliefs and behaviors, which are inextricably bound up with cognition, profoundly influence learning at tertiary level. Particularly powerful for women are emotions associated with being affirmed and being shamed. Conflicting discourses of caring and competitiveness, compliance and rebellion and silence and risk taking, have their roots in pride and shame. These emotions are basic organizing around which well – being is constructed. They are constructed differently for men and women; both emotion and gender are significant factors in leaning.
John Gottman (1997) conducted in-depth research in two studies of 119 families, observing the parents

- become aware of the child’s emotion;
- recognize the emotion as an opportunity for intimacy and teaching;
- listen empathetically, validating the child’s feelings;
- help the child find words to label the emotion he is having; and
- Set limits while exploring strategies to solve the problem at hand.

Fineman S (1997) in “Emotional and management learning” argued that what and how learning takes place of managers inextricable emotional, or of emotion. The traditional cognitive approach to management learning has obscured the presence and role of emotion illustrated though it is concluded that the author needs more explicit frameworks, derived from the wider organizational literature on emotion, to place emotion as both a product and process of learning. Special attention is required to the growth of corporate emotion engineering: “Flexible” work structure and ‘virtual’ managing. These areas raise challenging technical and moral questions for ‘learning’ theorists and practitioners.

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing inter-personal, intra-personal and emotional intelligence, arguing that these intelligences are essential for personal accomplishment.
Pasi (1997) stated that the La Salle Academy, a private school in Providence, Rhode Island; students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called “Success for life”. The school’s academic council voted to approve this program by 20 - 0 vote.

Finnegan (1998) argued that schools should help students to learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, “can lead to achievement from the formal education years of the child and adolescent to be adult’s competency in being effective in the work place and in society.

D Offer, M. Kaiz, K.I. Hoard and E.S. Bennett (1998) have studied about “emotional variables in adolescence and their stability and contribution to the mental health of adult men: implications for early intervention strategies.” This longitudinal study documented the stability of the emotional states of a sample of males from adolescence (age 14) through young adulthood (age 19) and into middle adulthood (age 48) using the Offer Self – Image Questionnaire (OSIQ) the Hess and Henry Identity Test and the Symptoms Checklist (SCI -90), distinct emotional traits were found in 67 adolescent males that were important in determining their mental health status in adult life (age 48). The results clearly demonstrated that certain adolescent emotional states tend to remain a problem in adulthood as well. Intervention work that could be done in order to change any adverse trajectories set by these variables was discussed.
Sachs. J and Blackmore. J (1998) in their study illustrated the emotional labour of a group of women in leadership positions in promenade secondary schools in Queensland, Australia. These women negotiate the demands of continual change. It is argued that the emotions of people working in leadership positions are regulated by emotional rules that are implicit within the organizational ethos of the education system and the school itself.

Argument of Chngelosi and Petersen (1998) revealed that students often experience failure in school, at home, with friends and on the job because they have poor communication skills. In September 1999, conference on “Emotional Intelligence” was held in Chicago. The conference mission was to “provide the most comprehensive learning forum on emotional intelligence and its impact in the work place. “ Linkage Incorporated claims the “research shows the well developed EI distinguished individual “Star performers” and plays an important role in determining which organizations will out perform the competition, due in par to higher retention rates, better morale and heightened results”

Rebecca Abraham (1999) studied on Emotional Intelligence in Organizations. The findings of the study were: Emotional Intelligence was theorized to have a positive effect on the organizational outcomes of work, group cohesion, congruence between self and supervision appraisal of performance, employee performance, organizational commitment and organizational citizenship. It also prevents emotional dissonance, ethical role conflict and job insecurity from affective organizational commitment. The
most beneficial effect of emotional intelligence may occur in environment in which there is a high degree of job control.

Vinden P.G. (1999) conducted a research on “Children’s understanding of mind and emotion” in four different cultural groups (three non – western and one Western) to test the hypothesis that prediction of emotion based on false belief develops universally. This results variety of cultures eventually develops and understanding of belief as it affects behaviour. Children from all cultures also were able to make correct desire – based judgments about emotion. The children from Western literate cultures came to understand belief.

Mayer J.D. and Coop’s C.D. (2000) study on “Educational policy on emotional intelligence” provides an overview of the research areas of emotional intelligence, social and emotional learning and character education. It is further examined how these areas became linked in the popular press. Also it is examined whether emotional intelligence underpins social and emotional learning, how emotional intelligence relates to success and whether it is central to character.

Hamachek D. (2000) conducted a study on Dynamics of self understanding and self knowledge: Acquisition, advantages and relation to emotional intelligence” examines what it means to have self knowledge and self understanding, explores ways to acquire this intra – psychic intelligence, considers personal growth gains that may accrue form its acquisition and explores relationships between intellectual intelligence and the emotional
intelligence that can grow from increased self knowledge and self understanding.

**Paulou M. And Norwich B. (2000)** in the study on “Teacher’s casual attribution, cognitive, emotional and behavioral responses to students with emotional and behavioural difficulties” examined Greek teacher’s casual attributions, emotional and cognitive responses, coping strategies and suggestions for effective coping strategies with students with emotional and behavioural difficulties. Teachers expressed feeling of sympathy for these children and perceived themselves as causal of emotional and behavioural difficulties. Finally, they reported using supportive techniques to handle emotional and behavioural difficulties, which they also considered as effective. Teacher Training becomes crucial as process of adopting patterns of thought and strategies for responding to students with emotional and behavioural difficulties.

**Astleitner H. (2000)** presented an aspect of systematic instructional design, which was received relatively, little attention so far: Strategies for making instruction more emotionally sound. The roles of emotional in cognitive instructional design, in motivational design of instruction, in affective education and in emotional education are briefly outlined.

Five major dimensions of instructionally relevant emotions are identified: fear arising from judging a situation as threatening, envy resulting from the desire to get or not to lose something, anger coming from being hindered in reaching a goal, sympathy as a experience in relation to
other people who are in the need of help and pleasure based on mastering a situation with a deep devotion. The author described 20 instructional, strategies that can be used to decrease negative feelings (fear, envy and anger) and to increase positive feelings (sympathy and pleasure) during instruction.

Campbell Mary Kathryn (2000) made a study on exploring the relationship between EI, intuition, and responsible risk taking in organization. The major findings of this study were EI was positively correlated with responsible risk taking behaviour in the organizational settings. Responsible risk taking scores & innovation tendency were significantly higher in the high risk versus low risk job environments.

Kwon J.Y. and Yaw key T.D (2000) in the ”Principles of emotional development and children’s pretend play” stated that the children’s understanding of emotion and its constructivist links with pretend play and is of increasing interest as an element of cognition. This article examines emotional development and pretend play using basic foundations of psychoanalytic and learning theories and several understandings about emotional development.

According to them emotional development and pretends play through interactive levels of expression, control and modeling of emotion, and emotional intelligence. Through each of these levels, emotional development can be practiced and enhanced. To be a competent and positive person, children use pretend play as a learning opportunity to deal with their
feelings, to have empathy for other’s feelings and to develop emotional health.

A study conducted by Nada Abisamra (2000) shows that there was a positive relationship between emotional intelligence and academic achievement of eleventh graders, thus laying emphasis on the importance of emotional intelligence for the student’s school performance.

Research on brain – based learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infants Programs, the most critical element for a student’s success in school is an understanding of how to teach (Goleman, 1998). The key ingredients for this are:

- Confidence
- Curiosity
- Intention
- Self – control
- Relatedness
- Capacity to communicate ability to cooperate

These traits are all aspects of emotional intelligence. Basically students who learn to learn are much more likely to succeed that the ones who lack that understanding.

Hirschhoorn, Douglas Kamin (2000) investigated the relationship between EI levels & performance statistics of NCAA division I
caliber baseball players. Comparison of EQ scores from 61 players (40 hitters & 21 pitchers) were made to specific performance statistics from the 2000 baseball season. Data indicated that stronger relationships existed between EQ scores & pitching statistics than EQ scores & hitting statistics

**Ross, Margo. R. (2000)** made a study on the assessment of professional development needs of middle schools principals around social & emotional learning issues in schools. Results indicated that most principals view social and emotional learning / emotional intelligence (SEL / EQ) as an important issue for themselves & faculty. They are actively engaged inactivates related social & emotional issues, such as developing positive relationships and encouraging shared visioning & decision –making.

**Lamanna, Marlene. D (2000)** made a study on the relationship between EI, locus of control & depression in selected cohorts of women. This study investigated the relationship of one psychological construct and one social leaning construct to the incidence of depression in women. The results evidenced significant relationship among demonstrated EI, locus of control & depression. Demonstrated EI is positively correlated to internal locus of control, and negatively correlated to both external locus of control.

**Suzy Fox Paul E.Spector (2000)** Relations of emotional intelligence, practical intelligence, general intelligence, and trait affectivity with interview outcomes: it’s not all just ’G’. Emotional intelligence was conceptualized as competencies that may enable people to use emotions advantageously to achieve desired outcomes. Measures of three components of emotional intelligence (empathy, self-regulation of mood, and self-
presentation) as well as affective traits (positive and negative affectivity) and
general and practical intelligence were related to a major facet of work success, job selection experience, consisting of paper and pencil tests and a videotaped structured interview. Results partially supported the proposed model. Some but not all of the affect and ability measures were related to interview outcomes, both directly and mediated by the interviewer’s affective response (perceived similarity and liking). In addition to measures of emotional intelligence, measures of general and practical intelligence were associated with interview outcomes, but the orthogonal of IQ and the major emotion variables argue for the unique contributions of emotional intelligence and trait affect to interview success.

**Palmer B., Walls M., Burgess Z. and Stough C. (2001)** in their article “Emotional intelligence and effective leadership” explores the relationship between emotional intelligence and effective leadership. Effective leaders were identified as those who displayed a transformational rather than transactional leadership style as measured by multifactor leadership Questionnaire. Emotional intelligence correlated with several components of transformational leadership suggesting that it may be an important component of effective leadership: In particular emotional intelligence may account for how effective leaders monitor and respond to subordinates and make them feel at work.

**Karen Van der Zee Melanie Thijs: Lolle Schakel (2001)** The relationship of emotional intelligence with academic intelligence and the Big Five. 2000 The present study examines the relationship of self-and other ratings of emotional intelligence with academic intelligence and personality,
as well as the incremental validity of emotional intelligence beyond academic intelligence and personality in predicting academic and social success. A sample of 116 students filled in measures for emotional and academic intelligence, the Big Five, and indicators of social and academic success. Moreover, other ratings were obtained from four different raters on emotional intelligence and social success. Factor analysis revealed three emotional intelligence dimensions that were labeled as ‘Empathy’, ‘Autonomy’, and ‘Emotional Control’. Little evidence was found for a relationship between emotional intelligence and academic intelligence. Academic intelligence was low and inconsistently related to emotional intelligence, revealing both negative and positive interrelations. Strong relationships were found on the emotional intelligence dimensions with the Big Five, particularly with Extraversion and Emotional Stability. Interestingly, the emotional intelligence dimensions were able to predict both academic and social success above traditional indicators of academic intelligence and personality.

**Walker, Alic Elizabeth (2001)** made a study on EI of the classroom teachers. Several of the research hypotheses were developed to assess change in participation with low emotional intelligence; however, the ECI results suggest that all research participants have an above average and higher EI.

**Byron, Christine Mary (2001)** made a study on the effects of emotional knowledge education in the training of novice teachers. The results demonstrated that novice teachers scored no differently form
measures EI than the normative sample. In other words, novice teachers have no more or no less emotional competence than the normative sample.

Furthermore, the results indicate that an emotional knowledge workshop is effective in increasing the emotional knowledge skills of novice teachers.

Orr, Larry George (2001) investigated how EI facilitates spiritual formation. This dissertation addresses the issue of emotional competency and presents guidelines for personal growth as well as models for the incorporation of an emotional literacy teaching in the local churches spiritual formation strategy. These strategies will not only help to bring emotional wholeness & competency to individuals, they will also empower people to become more effective beings in their relationships Gill, 2003; Gosh (2003) have described that Children with high EQ are more confident, are better learners, have higher self – esteem, have few behavioural problems, are more optimistic and happier, handle their emotions better and even to be a successful entrepreneur one needs to have a high emotional intelligence.

Sudhakar and Venkatapathy (2003) used Bar-On EQ-I in their study and compared the emotional intelligence among engineering and management graduates and reported that they were different in their scores. However, no difference was found in the scores of adaptability scales. Comparatively difference was identified in interpersonal, stress management, general mood and interpersonal scales. In the sub scale scores, statistical differences were found in emotional self-awareness, self-regard, independence, empathy, social responsibility, stress tolerance, problem
solving flexibility and optimum. No difference was found in assertiveness, self-actualization, interpersonal relationship, impulse control, and reality testing and happiness scales.

Robert J. Emmerling Cary Cherniss (2003) in his research emotional intelligence and the career choice process. Once seen as something avoided in making important life decisions, recent research and theories of emotional intelligence point to the interdependence of emotion and cognition in the decision-making process. Emotional intelligence as conceptualized by Mayer and Salovey consists of four interrelated abilities (a) perceiving emotions, (b) using emotions to facilitate thoughts, (c) understanding emotions, and (d) managing emotions to enhance personal growth. It is hypothesized that such abilities facilitate the career decision-making process and lead to decisions that more fully satisfy career-related interests, values, and aspirations. Emotions experienced during this process have implications for the perception of risk related to specific career options, amount and kind of self-exploration individuals will engage in, and how information related to career choice will be processed. Also reviewed are issues of reliability and validity of the Multifactor Emotional Intelligence Scale and the implication of emotional intelligence for the career counseling process.

Moshe Zeidnera, Gerald Matthews, Richard D. Robertse, Carolyn MacCanne (2003) Development of Emotional Intelligence: Towards a Multi-Level Investment Model. This paper examines the development of emotional intelligence (EI) in childhood. It is proposed that ambiguities in conceptualizing EI may be resolved by distinguishing
multiple levels of emotion-regulation processes. Temperament, rule-based skill acquisition, and self-aware emotion regulation are differentiated as potential sources of individual differences. We review empirical studies that demonstrate multiple mechanisms linked to these levels. Temperament is shaped by genes, interacting with environmental influences such as patterns of infant-caregiver interaction. Early, language-dependent skill learning is governed by reinforcement and modeling processes. Subsequent, insightful learning is influenced by emotional discourse with parents and others, and cultural factors. Cognitive abilities may also influence individual differences in emotional function. At the same time, the biological and socio cultural factors that influence EI interact in complex and interrelated ways. Lower-level competencies may provide a platform for developing more sophisticated emotion-regulation skills, with competencies becoming increasingly differentiated over time.

**Alonso – Gancedo, Mario Nieves (2004)** made a study on emotional awareness and moral development. The aim of this study is to underline the relevance of developing in an integrated manner moral and emotional education. This program was administered to a sample of 12 students. This program obtains the expected objectives. Its activities are interesting and useful. Student’s emotional awareness and moral maturity were improved.

**The study of Behera (2004)** found that there is a significant positive relationship between Teacher effectiveness and Emotional intelligence of junior college teachers as a whole and with the various dimensions of teacher effectiveness.
Rabineau, Kristen. M (2004) examined the role of parents and teachers in preschoolers’ emotion regulation development. Using multiple regression analysis, parenting stress, non-supportive parental responses to emotions and teacher’s supportive responses to emotions emerged as significant predictors of preschoolers’ emotion regulation. Finally, emotion regulation was identified as a mediator between the parental non-support & social / behavioral outcomes and between parenting stress and behavioral adjustment.

Pandit Bansibihari, Yunus G. Pathan (2004) examined the level of emotional intelligence (EQ) of secondary teachers in relation to gender and age. The findings are; Large majority of teachers fall under ‘low’ category (64%) and ‘extremely low’ (34.4%) of emotional intelligence. Only 8 teachers (1.6%) fall under the average EQ level. There is no significant difference in the level of emotional intelligence of male and female secondary teachers. There is no significant difference in the levels of EQ among Group I, II and III (i.e.) Age is independent of EQ.

The study of Behera (2004) found that there is a significant positive relationship between Teacher effectiveness and Emotional intelligence of junior college teachers as a whole and with the various dimensions of teacher effectiveness.

Nadia Garnefski and Jan Terds (2004) examined “Cognitive emotion regulation strategies and depressive symptoms: differences between males and females.” In both groups, higher extents of reporting self – blame,
rumination and/or catastrophizing as strategies were strongly related to higher depression scores, whereas higher extents of using positive reappraisal were related to lower depression scores.

**Tharp – Taylor, Shannah (2004)** made a study on the effects of early social emotional deprivation on social and emotional development after adoption from orphanages in the Russian federation. A sample of 84 children is taken into account. Their adoptive parents on various areas of social and emotional development using the Infant Toddler Social and Emotional Assessment rated the children. Adopters were less likely to be high risk for problems with aggression towards adults & peers and negative emotionality than home reared children. The study suggested that problems with anxiety were a persistent result of exposure to social and emotional deprivation.

**Drage, Judy .M (2004)** made a study on the relationship between emotional intelligence and academic achievement in non traditional college students. Non cognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. Data were collected using the Mayer-Salovey – Caruso Emotional Intelligence Test (MSCEIT) and this study revealed the following finding:

- No significant relationship was found between emotional intelligence and achievement motivation.
- Emotional intelligence is significantly related to student cognitive ability scores and student age.
➢ Academic achievement is related to students’ ability to recognize, use and manages their emotions.

➢ Students anxiety was related to certain emotional intelligence abilities.

**Burbach, Mark E (2004)** made a study on testing the relationship between emotional intelligence and full range leadership as moderated by cognitive style and self-concept. Analyses were carried out on data collected from 146 self identified leaders’ and 649 raters and found that, a significant relationship was found between cognitive style or direction of self – concept and emotional intelligence while predicting full range leadership style from leader perceptions.

- No significant interaction was found between cognitive style or direction of self – concept and emotional intelligence while predicting full range leadership style from leader perceptions.
- Internal self–concept is associated with transformational leadership over and above emotional intelligence.

**Easton crystal .J (2004)** explored the relationship between emotional intelligence and counseling self – efficacy. The purpose of this study was to examine the measures of validity and reliability associated with the Bedwell Emotional Intelligence and counseling students and professional counselors participated in the study. Results suggested that emotion is a core characteristic in individuals choosing professional counseling as a career.
**Stubbs, Elizabath Christine (2005)** made a study on emotional intelligence competencies in team and team leader. Data were collected from 422 respondents representing 81 teams in a military. Emotional intelligence (EI) will influence the development of group level and emotional intelligence, which was measured teams emotionally competent group norms (ECGN) and found out that;

- Team leader emotional intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and the emotionally competent group norms are related to team performance.
- Team leader’s emotional intelligence has on the teams they lead as well as by showing team level emotional intelligence affects team performance.

**Zorana Ivcevicl, Mare A. Brackettt2, John D. Mayer1 (2007)** Emotional Intelligence and Emotional Creativity. Three studies examined the relationship between emotional intelligence (EI) and emotional creativity (EC) and whether each construct was predictive of creative behavior. It was hypothesized that the relationship between EI and EC corresponds to the relationship between cognitive intelligence and creative ability. Therefore, EI and EC were expected to be two distinct sets of abilities. Inter-correlations and confirmatory factor analyses supported the hypothesis. Furthermore, it was hypothesized that EC, but not EI, would correlate with behavioral creativity. Self-reported creativity measures in
both studies, while ability measures of EC only correlated with self-reported artistic activity. EI was uncorrelated with creative behavior.

### 3.2.1 EMOTIONAL INTELLIGENCE:

#### STUDIES IN INDIA

Shanmugam T.E. (1965) has investigated about the emotional instability in adolescent boys of the low socio-economic families.

Lalithamma K. N. (1975) in her study on some factors affecting achievement of secondary school pupils found that environment, intelligence, Study Habits, private tuition, family background and socio-economic status are the factors affecting the achievements of the students.

Kapil, Ram (1992) investigated the nature and source of emotional tension of educated girls of Hindu society. A significant difference was found in the levels of emotional tension of high and low educated girls. Parental levels of education have a significant relationship with different kinds of emotional tensions in educated girls of Hindu society.

Irene (1999) made a study Emotional Intelligence in psychological educational perspective. The aim of this study was to describe EI in psychological educational terms and to analyse the EQ profiles of adolescents who experience emotional problems. The conclusion
of this study was adolescents who experiences emotional problems, are amongst other things depressed, aggressive and emotionally illiterate.

**George (2001)** investigated how EI facilitates spiritual formation. This dissertation addresses the issue of emotional competency and presents guidelines for personal growth as well as models for the incorporation of an emotional literacy teaching in the local churches spiritual formation strategy. These strategies will not only help bring emotional wholeness and competency to individuals, but also empower people to become more effective human beings in their relationships.

**Lori. S (2001)** made a study on assessing the uses and impact of Emotional Intelligence in meditation and meditation training. This thesis surveys meditation trainers about whether meditation training sufficiently teaches trainees how to effectively manage strong emotions in meditation. His study reveals that, currently meditation training does not sufficiently teach meditation trainees how to cope with strong emotions which may occur in meditation and that there is a need for more specific training in emotional self-awareness and self-regulation skills and approaches, which are the foundations of Emotional Intelligence.

**Ramganesh.E and Viswanathan. P (2002)** made a study on Emotional Intelligence – A psychological perspective to understand terrorism. This study focuses upon the importance on every human being to be aware about the Emotional Intelligence, which could help them realize the cause and effect of terrorism. Self Awareness, personal decision making, managing feelings, Handling stress, Empathy, Communication, Insight,
Self-acceptance, Group dynamics and conflict resolutions are some of the ways to develop Emotional Intelligence against terrorism.

**Vandana Gupta (2003)** investigated on the effect of treatment, adjustment and their interaction on emotional self-concept. The size of the sample was 154 undergraduate female students. The findings of the study show that there is a significant effect of treatment on emotional positive, emotional negative and emotional composite self-concept. There is a significant effect of adjustment on emotional positive, emotional negative and emotional composite self-concept. There will be no significant effect of interaction between treatment and adjustment on emotional positive self-concept. There is a significant effect of interaction between treatment and adjustment on emotional negative and emotional composite self-concept.

**Arati C., Rathna Prabha C. (2004)** studied the influence of Family Environment on Emotional Competence of Adolescents. Findings revealed that in family environment dimensions majority of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation, organization and control except independence. In family environment in general two-third of the adolescents perceived average, 16.66% perceived low and 18.34 perceived high about their family environment.

**Alex Raj (2005)** made a study of emotional maturity and self-concept of B.Ed., trainees. The investigator adopted survey method for his study. A sample of 429 B.Ed., trainees from different colleges of education in Pondicherry and Karaikal region was taken. Emotional maturity scale
developed by *Yashvir Singh and Mahesh Bhargava (1990)* was adopted. The findings show that male and female trainees do not differ significantly in their emotional maturity. The rural and urban trainees differ significantly in their emotional maturity. The minority and non minority college trainees do not differ significantly in their emotional maturity. There is a negative and low correlation between emotional maturity and self-concept for the overall sample.

**Thilaka Suresh (2005)** attempted to find out the emotional intelligence among school teachers. Men and women teachers do not differ in their emotional intelligence. Teachers from rural and urban areas do not differ in their emotional intelligence. Teachers from government schools have a higher level of emotional intelligence than those working in private and aided schools. Teachers handling language is found to be at a higher in secondary level in their emotional intelligence, and the teachers handling social science are found to be at lower level in their emotional intelligence.

**Patil A.B. (2005)** constructed the emotional intelligence test for the student teacher. The study was conducted on 303 student teachers belonging to different colleges of education in Kolhapur district Maharashtra. In the preliminary 100 items were selected and were subjected to item analysis. After item analysis 70 satisfactory items were retained in the final form of the test. Reliability of the test was computed by odd-even method, Rulon’s formula and Flanagan’s formula. These values showed that the test was highly reliable. Also the reliability index of the test indicated high validity.
Jain. M., & Singh. S (2006) studied the effect of emotional intelligence and personality type on role stress among medico couples. A sample of 160 couples from government and private sector was taken and a 2 X 2 factorial design was employed. The results indicate that both the variables had significant effect on role stress. The nature of organization also makes significant difference in their emotional intelligence and personality.

Kadhiravan.S. & Amirtha. M (2006) studied the relationship between emotional intelligence and personality of teachers. Normative survey method was used to find the relation between personality and emotional intelligence of the teachers. The sample comprised 207 teachers working in different schools of Chennai city. Emotional Quotient Inventory (EO-I) by Reuven Bar-On and Myers Briggs Type indicator (MBTI) by Isabel Briggs Myers and Katherine Cook Briggs were used to collect the data. The results revealed that gender, age, and qualification influence the emotional intelligence of teachers. It is found that extroversion, introversion and feeling dimensions of personality have a negative impact on emotional intelligence of teachers, whereas thinking and judging dimensions have a positive impact on their emotional intelligence.

Kaur. J.K. & Kaur. H. (2006) conducted studies to analysis the teacher’s efforts to promote emotional intelligence among adolescent students. A shorten form of a scale of Emotional Intelligence prepared by Dr.Harjit Kqur and Savikriti (2005) (English Version) on the basis of Barone’s model of skills of emotional intelligence was used in this study. The
analysis of the total efforts shows that the efforts, which teachers are doing, are below average. The teachers are doing the efforts maximum on the competency of Interpersonal Realm and very few on Intrapersonal Realm.

*Ajay Kumar Bhimrao Patil (2006)* conducted a study on Emotional Intelligence among student teachers in relation to Sex, Faculty and Academic Achievement and found that there is no significant difference between Emotional Intelligence of male and female student teachers, student teachers of Arts and Science faculty and there is no significant relationship between the Emotional intelligence and Academic Achievement of student teachers. There are gender differences in emotional intelligence as well, says *Stein*. After administering EQ assessments to 4,500 men and 3,200 women, his organization found that women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self – confidence measures. In other words, says *Stein*, women and men are equally as intelligent, but they’re strong in different areas.

### 3.3.0 COMMERCE APTITUDE:

**STUDIES ABROAD**

*Alexander, Benny (1990)* made a study of the relationship of the critical thinking. Science aptitude and socio-economic status to the achievement for second year Pre University Course (PUC) students. The findings of the study were: High scores on critical thinking, scientific achievement and socio- economic status favoured achievement in science.
The three predictors’ namely scientific aptitude, critical thinking and socio-economic status contributed a variance of 15.4%, 8% and 5.36% to the total variance in achievement in science favouring males. No significant interaction effect between each of the independent predictor taken separately favoured achievement in science.

*Gonzalez-Pienda, et al., (2002)* Used the structural equation model approach to test a model hypothesizing the influence of parental involvement on students' academic aptitudes, self-concept, and causal attributions, as well as the influence of these variables on academic achievement. Results for 261 adolescents aged 12 to 18 years suggest that cognitive-affective variables are crucial in accounting for academic behavior.

*Kupermintz, Haggai  (2002)* Examined the role of affect and conation in the science test performance of 491 high school students. Results show differential patterns of correlations, varying with level of generality of affective and conative constructs and with different aspects of science achievement. Invokes theoretical frameworks to interpret the results.

*Garavalia, Linda; Ray, Marilyn  (2003)* Investigates whether aptitude/achievement subgroups of developmental college students differ in their reported use of self-regulated learning strategies, task value, and grade
expectations. Reports that only low-achieving and low-aptitude students differed significantly from their peers, indicating that subgroups may have a greater need for remediation in basic study strategies.

*Cowan et al., (2005)* Working memory (WM) is the set of mental processes holding limited information in a temporarily accessible state in service of cognition. It is provided a theoretical framework to understand the relation between WM and aptitude measures. The WM measures that have yielded high correlations with aptitudes include separate storage-and-processing task components, on the assumption that WM involves both storage and processing. It is argued that the critical aspect of successful WM measures is that rehearsal and grouping processes are prevented, allowing a clearer estimate of how many separate chunks of information the focus of attention circumscribes at once. Storage-and-processing tasks correlate with aptitudes, according to this view, largely because the processing task prevents rehearsal and grouping of items to be recalled. In a developmental study, we document that several scope-of-attention measures that do not include a separate processing component, but nevertheless prevent efficient rehearsal or grouping, also correlate well with aptitudes and with storage-and-processing measures. So does digit span in children too young to rehearse.

*Zabel et al., (2007)* Juvenile offenders, particularly those with disabilities, are at high risk for school failure and diminished educational, employment, and social opportunities that contribute to continue social maladjustment as adults. To better understand the occupational preferences and aptitudes of juvenile offenders, 201 juvenile offenders, including 52
who had been in special education, completed an inventory of occupational interests and aptitudes. Special education and non-special education groups had similar interests, although the former preferred occupations involving work with plants and animals. Scores on measures of general, verbal, and numerical aptitude were below average, and participants who had been in special education scored significantly lower than others on most aptitude measures. Implications for special education, alternative education, and correctional education programs are discussed. Multifaceted, intervention programs beginning in middle school that keep students in school, remediate academic and social problems, engage students in prevocational and vocational programs with transition specialists, and teach self-determination skills are recommended.

**Gingell, John** (2007) Michael Hand's interesting analysis of the concept of intelligence crucially depends upon three assumptions: firstly, that there is an ordinary use of the term which, when applied to an individual is perfectly general and not context dependent. Secondly, that this use is best cashed in terms of aptitude. Thirdly, that the aptitude in question is to be explained in terms of theorizing. It is argued in what follows that the first assumption may be true, but, if it is true, this presents a problem for Hand's analysis and not a path to a solution. That the second assumption is false but, even if it were true, it would sit badly with assumption one. And, finally, that the third assumption runs into too many difficulties to be acceptable.

**Erdogan et al., (2008)** The main purpose of this study is to explore the predictors of programming achievement. With this aim in mind, the students' success in the programming courses is specified as the
dependent variable and creativity, problem solving, general aptitudes, computer attitudes and mathematics achievement are specified as the independent variables. A correlational design was used to explain the relations between dependent and independent variables. The study group consists of 48 high school students in Profilo Anatolia Technical High School, Istanbul. At the end of the study, significant relations were found between the students' programming achievement and their general aptitudes and mathematics achievement. Also, in order to determine the predictors of the students' programming achievement, multiple regression analysis was applied. The findings reveal that only one variable that significantly predicts the students' programming achievement is general aptitude.

*Falbo, et al.,* (2009) Adults who grew up in families of higher socioeconomic status and who had greater aptitude in high school attained more education, and this advantage, in turn, led to better health in later life.

### 3.3.1 COMMERCE APTITUDE:

*STUDIES IN INDIA*

*Tha* (1970) found a significant negative relationship between achievement in Science and Science aptitude.

Kree Kumar (1972) made a comparative study of science aptitude, science interest, and achievement of science club members. In his study, he found a close relationship between aptitude and science achievement.

Juli (1979) found aptitude for mathematics and achievement in Maths, were significant and positively related to mathematical creativity.

Sree Kumar (1972), Chatterji et al (1978), and Sujatha (1987) identifies the positive relationship between scientific aptitude, science interest and science achievement.

Sumathy Kutty Amma (1973) studied science interests of high school pupils in Kerala and factors contributing to the development of these interests. A questionnaire-cum-inventory was administered to 1000 students of standards VIII, IX and X and a questionnaire for 290 teachers. The main findings of the study were: 1) there was greater like entries for Botany, Zoology, Human physiology and Chemistry while Physics got greater dislike entries. 2) The main reasons for liking a subject were ease, experiments, functions, processes and application. 3) Main reasons for disliking were difficulty, fear, lack of experimental study of inanimate objects and teaching. 4) Parental encouragement and home facilities were significantly related to total science interest.

Badami (1974) compared the attitudes of 297 and female college students concerning instruction, curriculum, teaching methods, and examination procedures. The major findings of the study are:
i) The arts, science and commerce groups significantly differ in their attitude towards studies aspects of education.

ii) The female and male students differ significantly in their attitude towards education.

iii) The female students have expressed more favourable attitude towards education.

iv) The male students have expressed more unfavourable attitude towards education.

Singh (1975) studied High school examination, aptitude and teachers estimate as predictors of achievement in science an intermediate level. The sample included students of either sex from rural and urban schools of the age groups. The main findings of the study were 1) the multiple R and composite reliability of the battery was found to be 49 and 85 respectively.

A regression equation to predict achievement in Science was developed.

Jain (1977) in his study evaluating Commerce Curriculum at the under graduate level in relation to the job requirement to the bank employees has critically examined the B.com. Curriculum for the year 1976 of the University of Rajasthan. The Major findings of the study were as follows. (i) Overall job performance in banks of Commerce group was found to be superior. Only in punctuality and attendance to work, where as there was no difference in various other aspects of job performance, (iii) there exists Correlation between age and job performance. The other statistical techniques established that age does not affect job performance. (iv) There
was no correlation between job performance and job experience in banks, (v) When Commerce and non – Commerce groups were studied separately, it was found that intelligence was not related to job performance. But on combining the two significant correlation was found between intelligence and job performance at 0.05 level, (vi) More than fifty per cent of the college teachers, bank managers and bank employees opined that eleven, seven and eight banking skills respectively were included in the curriculum (out of 34 banking skills), (vii) All three groups opined that only a part of banking skills were included in Commerce curriculum and because of this there was no significant difference in the job performance of commerce and non – Commerce graduates in the banks.

Chatterjee, Mukherjee and Mitra (1978) studied the higher secondary science achievement as related to scientific interest and aptitude. A scientific knowledge and aptitude test was administered to 115 students studying class IX. The main findings of the study were: 1) there was systematic positive relationship between science interest and probabilities of success in science at different aptitude levels. 2) The prediction of achievement in science was significantly improved by considering the scores in scientific scale, along with the scientific aptitude.

Senapati (1978) studied interest and ability of the secondary school students in science. Sample consisted of 207 students of age group 17 from class XI. The main findings of the study were: intelligence and interest taken together was a better predictor of achievement in Science than interest of intelligence alone.
Sharma. G.S. (1978) studied the attributes of under achieving undergraduate students and reported that unrealistic level of aspiration adversely affected academic achievement.

Vohra H.B.L (1979) investigated the relationship of the psychological variables of intelligence, aptitude, personality and academic achievement, with the occupational choice of polytechnic students. The main finding of the study was occupational choice and aptitude was significant and positively correlated.

Sharma (1980) has given a report indicative of girls being significantly superior to boys in general Science and Maths.

Srivastava (1980) studied scientific attitude and measurements. A 36 item attitude scale was administered on 50 science teachers and 50 non-science teachers, 100 science and non-science students. The main findings of the study were 1) the amount of scientific knowledge or general exposure to science courses made impact on scientific attitude positively. 2) Scientific knowledge helped in the formation of scientific attitude 3) Boys and girls differed in respect of scientific attitude.

Kanna (1980) found among the students of class VI, VII and VIII that academic achievement was related with SES irrespective of their being from rural or urban area.
Shivappa (1980) also found educational aspirations to be one of the significant correlates of academic achievement of high school students.

Some of the recent studies also reported significant positive relationship between SES and Academic achievement. (Agarwal 1982; Shukla 1984; Singh, 1986; Mehrotra, 1986; Mishra, 1986; Gupta 1987; Kapoor 1987; Tripathi, 1987 and Chakrabarti 1988).

The effect of Socio-cultural background on the academic achievement of disadvantaged children was reported by some researchers. (C. Pandey, 1981; Koul, 1983; Panda 1983; Rao 1986 and Ram 1987).

Pandey. P.S. (1981) in a study of socio economic opportunity and educational achievement observed that education of parents and unitary families had a positive effect on academic achievement. But economic status had a negative impact.

Aruna (1981) found a significant correlation between Socio-economic Status and Academic Achievement of scheduled caste and scheduled tribe students of class VIII.

Arup Rono (1982) attempted to identify the characteristics related to express educational and occupational aspirations and expectations of Secondary school students. They found that previous academic performance to be the best indicator of educational aspirations and expectations.
Ravindranath M.J. (1983) concluded that there was development of scientific attitude on both controlled and experimental pupils of class VII over a period of one academic year. The experimental group had developed scientific attitude to a considerable degree in comparison with the controlled group.

Kolhe S.P. (1985) carried out a study on construction of Attitude Scales and Measurement of Attitudes of Students of Jalgaon District towards Mathematics. The major findings were 1) there was a significant difference between the attitudes of urban boys and urban girls towards Mathematics as a whole, Algebra and Geometry. Urban boys show more favourable attitudes than urban girls 2) there is significant difference between the attitudes of rural boys and rural girls towards Mathematics as a whole, Algebra and Geometry. Rural boys show more favourable attitudes than rural girls. 3) There is significant difference between the attitudes of boys and girls, Boys show more favourable attitudes towards mathematics as a whole, Algebra and Geometry than girls, irrespective of the areas they live in.

Selvaraju (1985) in his study analyzed the syllabus of the Commerce education at different levels in Tamil Nadu. A Comparative content – analysis of these syllabi has been attempted the investigation recommended the topics to be added, deleted and transferred from one level to another have all been given in detail.

Prasad. S.N. (1986) in a study of social stratification and its relationship with educational developments of higher secondary school
students found that SES had a positive relationship with educational development, academic achievement and level of aspiration. The LEA was more for rural than for urban students.

Misra. M. (1986) made a critical study of the influence of SES on academic achievement of higher secondary students in rural and urban areas of Kanpur. The result revealed SES to have a positive influence on academic achievement.

Patel. S. (1986) made a psychological study of high achievers. 94 boys and 76 girls in two medical colleges were chosen as the sample and results revealed that high SES was related to high achievement. Narang. R.H. (1987) in a comparative study of SES and home factors affecting the academic achievement of boys and girls in urban and rural areas found that SES did not affect academic achievement in city, town and village areas.


Pillai (1986), Thankur (1972) and Joseph (1987) found that there was a significant positive relationship between science achievement, scientific aptitude and intelligence.

Jose K. M. (1987) conducted a study by using Kerala University Science Aptitude test and found that about 70 per cent of 9th class
pupils possessed average scientific aptitude, and about 15 per cent each possessed high and low scientific aptitude. The influence of scientific aptitude on the achievement of pupils with different levels of scientific aptitude was different, and the scientific aptitude was highly influencing the biology achievement of the pupils with average scientific aptitude.

**Natarajan. V. (1987)** in his study of the self concept and level of aspiration in relation to academic achievement found that level of aspiration did not directly contribute to academic achievement.

**Gupta. M. (1987)** in his study of relationship between locus of control, level of aspiration, anxiety and academic achievement of secondary students observed that both level of aspiration and SES were predictors of academic achievement, SES and locus of control being the best predictors of all.

**Swarnalatha Das (1988)** in her study of peer influence and educational aspirations of secondary school students revealed that both LEA (9%) and SES (8%) were predictors of academic achievement.

**Babu (1988)** found that (i) A large number of students (87.24%) involved in the study have a favorable attitude towards the study of Commerce, (ii) The urban boys do not have a more favourable attitude towards the study of Commerce than the urban girls, (iii) The rural girls do not have a more favourable attitude towards the study of Commerce than the rural boys.
Deepa, Dabir and Pandit (1988) studied the relationship between vocational aspiration and aptitude of 540 boys and 540 girls of 9, 10 and 11 std, concluded as follows. When all the boys and girls were considered together as a group, the relationship between ‘abstract reasoning’

i) Was found to be significant at .01 levels.

ii) The relationship between ‘Mechanical reasoning’ and vocational aspiration was found to be significant at .01 levels when all boys and girls are pooled together.

iii) The relationship between vocational aspiration and space relation, verbal reasoning, and language usage was found insignificant.

Budl dev P and Rawina V (1989) Studied the attitude of secondary school students towards various school subjects and found that girls were reported to have a better attitude than boys towards Gujarat, mathematics, Hindi, Social Studies and Sanskrit while boys have a better attitude than girls towards science.

Ghosh. Shibani (1989) made a critical study of scientific attitude and aptitude of the students and determination of some determinants of scientific attitude. The study attempted to draw the attention of science educators to the concept of ‘scientific literacy’ and ‘scientific enquiry’ in the teaching of science and to help them with scientific aptitude test and scientific attitude test for facilitating their job. The findings of the study were: It was found that scientific aptitude was significantly related to scientific attitude and academic motivation. No significant difference was
observed with respect to sex, socio economic conditions or place of habitation.

Sathya Narayanan Moorthy and Gopalakrishnan (1989) made a study of scientific attitude and aptitude towards science of X class students. The finding was the mean value of post-test scores is more than pre test. It is found out that girls are more susceptible to change their attitude towards science with the help of guest lectures and film shows.

Ghosh.S. (1989) showed that scientific aptitude was related to scientific attitudes. g’ and vocational aspiration.

Sundararajan. S. (1989) found that the higher secondary boys studying in urban schools did not show greater achievement in biology than the boys studying in rural schools. The higher secondary school girls studying in urban schools showed greater achievement in biology than the girls studying in rural schools. This goes with the finding of Das N.C. (1985)

Sundararajan and Muthumanickam (1990) studied “Higher secondary students’ interest in Commerce and their achievement” Commerce achievement and their interest in Commerce at higher secondary level in Tamil Nadu. Their main findings are (i) There is no significant difference between the urban and rural boys and in the same way between the urban and rural girls in respect of their interest in Commerce (ii) The urban boys have more interest in Commerce than the urban girls and in the
rural girls (iii) The higher secondary students' interest in Commerce achievement are positively and significantly related.

**Sundararajan and Raj Mohan (1991)** in their study “Higher secondary students’ attitude towards the study of Economics and their achievement”, found that (i) A large number of Higher Secondary students (88.45%) have a favourable attitude towards the study of Economics and (ii) There is positive but not a significant relationship between the Higher Secondary students’ attitude towards the study of Economics and their achievement in it.

**Suresh (1993)** found that (i) students are found to have a favourable attitude (84.26%) towards the study of Commerce, (ii) Positive and significant relationship between the Higher Secondary students’ attitude towards the study of Commerce and their achievement, (iii) The boys and girls do not differ significantly in respect of their achievement in Commerce, (iv) The boys and girls do not differ significantly in respect of the attitude towards the study of Commerce.

**Raja Swaminathan.B (1997)** studied the impact of Multimedia package on the teaching of commerce with reference to select variables, and concludes that multimedia package in teaching learning process of commerce pave way for creation of new learning culture.
Shobalatha, K. (1998) studied scientific temper among undergraduate college students. A Scientific Temper inventory was prepared based on seven dimensions viz, Intellectual honesty, objectivity, opposition to superstition, Appreciation of utilization of scientific principles in daily life activities, Scientific approach to problem solving. Readiness to change to new conditions and ability to see cause and effect relationship and studied scientific temper among college students. Findings were college students exhibited scientific temper to the extent of 56%. There existed significant difference in scientific temper at 0.01 levels between science and arts students. Autonomous college students have better scientific temper than affiliated college students due to integrated course system.

Bhattacharya, G.C. (1997) investigated the correlation between cognitive, affective & psychomotor domains of scientific attitude and academic achievement and came out with the following as findings of his study. Those who scored better in the cognitive domain of scientific attitude may also achieve better academically. Higher academic achievement of the students may be considered as the indicator of better scientific attitude in terms of is affective domain. All the three domains of scientific attitude are found highly correlated with academic achievement in a positive way. The development of scientific attitude among the students studying at higher secondary level may necessarily facilitates better academic achievement.
Arun Kumar & Geethanandhani (2006) investigated that Educational Aptitude of prospective teacher and revealed the following findings. Prospective teachers of both the groups (male & female have higher aptitude for teaching than the other there attitudes (Guidance, Management, Research). Male prospectus teacher are better in guidance and management aptitude while female prospectuses teacher have high aptitude for teaching and research.

3.4.0 ACADEMIC ACHIEVEMENT:

STUDIES ABROAD

Mordi, Chinedum (1991) focused on the extent to which students home characteristics, school factors, teaching and teaming variable account for the variance of a measure of students (n=2059) attitude toward science was investigated. The results indicate that most students come form homes do not foster positive attitudes towards science and that variable that could lead to positive attitudes were alterable.

Donnas Jone (1991) in his study on the factors related to the academic achievement of African – American students in two Northeastern Louisiana school district found that there was significant independent relationship between the criterion variable academic achievement and the composite set of independent variables i.e., SES of students, etc.,
Ibrahim Salman Qudah (1994) of the University of North Texas conducted a study on the relationship between family SES academic achievements of students in Jordan State Universities. It was reported to have positive relationship.

Ibrahim Salman Qudah (1994) of the University of North Texas conducted a study on the relationship between family SES and academic achievement of students in Jordan State Universities. It was reported to have positive relationship.

Ibrahim Salman (1994) studied the Relationship between Family Socio- Economic Status and the Academic Achievement of Students in Jordan State Universities, Qudah. The major findings are (i) Statistically significant negative relationships were found between student’s GPA and their father’s and mother’s income, occupation and education. (ii) The influence of parents on students’ educational aspirations was strong and was attributed to their families’ desire that they earn a better living than their parents.

Kayyer, D- Mohammed (1994) made an attempt on academic achievement and its Relation to Family Background and Locus of Control.

The results of the study showed that the girls’ academic achievement was significantly higher than the boy’s academic achievements.
Toan Dang (1996) studied the factors that influence the academic achievement of Vietnamese Americans and reported that SES had no influence.

Michelle Camille Clarke (1997) in his study on the interaction of family structure, SES and academic achievement of high school students found that there was no interaction.

Donnas Jone (1997) in his study on the factors related to the academic achievement of African-American students in two Northeastern Louisiana school districts found that there was significant independent relationship between the criterion variable academic achievement and the composite set of independent variables i.e., SES of students, etc.

Basantia, M. jaga and Dr. D Mukhopadhyaya (2001) conducted a study on Effect of Environmental Factors on Achievement.

The objective was to study the interrelationship of home environment, school environment and academic achievement of rural school climate dimensions. Samples were 320 rural students of students of standard VIII and IX. Tools employed were (1) Basantia Home Environment Inventory; (2) Basantia School Environment Inventory and (3) School Examination Results. Results showed that home environment was significantly related to academic achievement whereas both home environment and school environment were significantly related to each other.
**R.P. Lele and Priti Sachdev (2001)** conducted a study on Academic Performance and Attitude to Learning of Secondary School Students in Relation to Their Perception of the Academic Climate in their school.

Objectives of this study were (1) to study student’s perception of academic climate of their school: (2) to study students’ academic performance; and (3) to study the relationship between students’ perception of academic climate and their academic performance. Samples were taken from secondary school students of class IX of six English medium schools and six Marathi medium schools of Great Mumbai. SSC Nos. 30, 31,32.33. Stratified random sampling method was employed for the sample collection. Tools employed were (1) Average Class Performance; (2) Rating Scale for Attitude to Teaching; (3) Academic Climate Description Questionnaire by M.L. Shah and Anita Shah. Results of the relationship to academic performance was of particular interest, the correlation study indicated that perception of academic climate and attitude to learning both related negative with academic performance which was contrary to expectations.

**Brenda Carol Adams and Cumming Ham (2003)** conducted a study of the Relationship between School Culture and Student Achievement. Results showed that there was a relationship between the overall culture of collegiality and the self – efficacy of the elementary school in this study and the reading achievement of students in those schools.
Abdullalh Muhamed and Almani (2003) conducted a study on Class size and Student Achievement in South Arabia. Results showed the class size and student achievement in south Arabia has negative correlation.

3.4.1. ACADEMIC ACHIEVEMENT:

STUDIES IN INDIA

Muthaya B.C. (1996) studied frustration and Achievement of high achievers and low achievers in the scholastic field. He use TAT on 2 groups of 30 boys each of high and low academic achievement. The main finding that there was a significant relationship between achievement motivation and academic performance.

Lakshmi (1996) found that fast learners showed greater need for achievement and also found significant difference between slow and fast learner’s n-Achievement scores.

Chaudhary (1971) conducted a study at Punjab University, on achievement and established that the relationship between achievement and socio-economic status, intelligence and anxiety etc.

Chaidjaru V.P. Jain (1975) study found that girls in comparison with boys had higher achievement. The mean scores of (n-Ach) achievement motivation of boys and girls differ. Boys possess more Achievement Motivation score than girls.
Christian (1977) studied achievement among the female students of Sardar Patel university in relation to their socio-economic status and performance. His findings are (i) achievement (n-Ach) had no relationship with age and (ii) there is a significant positive correlation between n-Ach and student’s academic performance.

Gupta (1978) conducted a research study on achievement in relation to academic achievement, sex and socio-economic status. In his study, he gave conclusions as follows;

1. Boys are more achievement than girls. Correlation between achievement and anxiety, in case of all the groups having low academic achievements is negative, irrespective of socio-economic status.

2. In case of groups belonging to low economic status having upper academic achievement, correlation between anxiety and achievement is negative.

3. In the case of groups belonging to low economic status and having middle academic achievement, correlation between anxiety and achievement motivation is positive.

4. Boys schools had higher mean score of classroom climate, pupils motivation and academic achievement the mixed and girls school.

Goswami P.K (1978) in his research on “A study of self concept adolescent and its relationship to scholastic achievement” found that the global self-concept of male adolescents was significantly different from
that of female adolescents and global self-concept and scholastic achievement has positive correlation.

**Nagalakshmi (1982)** undertook a study on perceived parental behaviour and the level of achievement motivation of class ix students and found that there was no significant difference between boys and girls in achievement motivation. The students from small families had higher achievement motivation than those from large families. Ordinal position parent’s education, parent’s income did not inherent student’s achievement motivation.

**Harikrishan M. (1992).** A study of academic achievement of the Students of the higher secondary stage in relation to achievement motivation and socio-economic status.

**Dandapani C. and R. Natarajan (2003)** attempted a study on Organisational Climate and the Academic Achievement of pupils in Schools.

The objective was to find out the relationship between organizational climate and academic achievement of pupils. Sample was 42 higher secondary schools in Tirupattur Educational District and 20 higher secondary students on willingness. Normative survey method was employed for the selection. Tools employed were organizational Climate Descriptive Questionnaire developed by Motilal Sharma in 1978 and a schedule for collection of a public examination results in the past 5 years. Results showed that there was no significant relationship between different types of climates and the achievement of pupils and the controlled climate was found to be
helpful for the high achievers while autonomous climate was helpful to the low achievers.


This study attempted to find an answer to the variation between students who perform well and who don’t. The present study was conducted to find out the factors influencing the student’s academic performance. It was found that classroom factors, environmental factors, hostel factors, developmental factors, extracurricular factors and library factors are the factors motivating student’s academic performance.

**Manas Ranjan Panigrahi (2005)** conducted a study on Academic Achievement in Relation to Intelligence and Socio-Economic Status of High School Students.

The main objectives were to examine the influence of intelligence and socio-economic status on the academic achievement of high school students. A sample of 100 students, with 50 male and 50 females were selected randomly from different schools of Bhaubaneshwar city of Orissa. Only those students belonging to either higher class or lower class in society were selected. ‘A Group Intelligence Test’ developed by Dr. Prayag Mehta was use to assess the intelligence level of the children. ‘Socio-Economic Status Scale’ developed by Prof, S.N Rao was used to classify children of different Socio economic backgrounds. Academic
achievement was taken in terms of percentage of marks obtained by the students. Findings revealed that (i) there was significant and positive correlation between academic achievement and intelligence, while there was a low positive correlation between academic achievement and socio-economic status. (ii) There was no significant difference between boys and girls with respects to academic achievement.

3.5.0 SYNTHESIS OF RELATED STUDIES ON EMOTIONAL INTELLIGENCE, SUBJECT APTITUDE AND ACADEMIC ACHIEVEMENT

3.5.1 SYNTHESIS OF STUDIES ON EMOTIONAL INTELLIGENCE

In another study assessment, of emotional intelligence of school teachers. It was found that teachers handling language is found to be at higher in secondary level in their emotional intelligence and the teachers handling social sciences are found to be at lower level in their emotional intelligence (Thilaga Suresh 2005) Ajay Kumar Bhimrao Patil (2006) examined that there is no significant relationship between the Emotional Intelligence and Academic Achievement of student teachers. In yet another findings by Kadhiravan S. and Amirtha M (2006) found that extroversion, introversion and feeling dimensions of personality have a negative impact an emotional intelligence of teachers, where as thinking and judging dimensions have a positive impact on their emotional intelligence.

3.5.2 SYNTHESIS OF STUDIES ON APTITUDE

A number of studies examined that aptitude provides an overview of the approach of Garavalia Linda et.al. 2003 reported that only low-achieving and low-aptitude students differed significantly from their peers, indicating that subgroups may have as greater need for remediation in basic study strategies. Eydogen et.al. (2008) in the study there is significant relations were found between students’ programming achievement and their general aptitudes and mathematics achievement. Falbo et.al (2009) examined that adult who grew up in families of higher socio economic status and who had greater aptitude in high school attained more education.
In another study assessment of aptitude, *Tha* (1970), *Ganguly et al.* (1972) *Kree Kumar* (1972) have reported that scientific aptitude was highly associated with academic success in science achievement. *Julii* (1979) has found that aptitude for mathematics and achievement in Maths, were significant and positively related to mathematical creativity. *Pollar* (1986), *Thenkur* (1972) and *Joseph* (1987) have found that there was a significant positive relationship between science achievement, scientific aptitude and intelligence. *Sundarajan and Muthumanickam* (1990) have reported that higher secondary students’ interests in commerce and their achievement are positively and significantly related. *Suresh* (1993), *Sundarajan and Raj Mohan* (1991) have found that there is positive and significant relationship between the higher secondary students’ attitudes towards the study of commerce and their achievement.

3.5.3 SYNTHESIS OF STUDIES ON ACADEMIC ACHIEVEMENT

In a study relating to Academic Achievements, *Ibrahim Saman Qudah* (1994) *Kayyer, D. Mohammed* (1994) have reported about the influence of parents on students’ academic achievement. Home environment was significantly related to academic achievement whereas both home environment and school environment were significantly related to each other. (*Basantia, M. Jaya and Dr. D. Mukhopadhyaya* 2001).

In another study assessment of academic achievement it is noted that there was a significant relationship between achievement motivation and academic performance. In yet other findings by
Nagalakshmi (1982) the; students from small families and higher achievement motivation than those from large families. In another study, it is found that classroom factors, extra curricular factors and library factors are the factors motivating students’ academic performance. (Vijaya Avinashillingam N.A and Upayana Sing 2004). Manas Ranjan Panigrahi (2005) has found that there was significant and positive correlation between academic achievement and intelligence while there was a low positive correlation between academic achievement and socio economic status.

CONCLUSION

Thus this review has helped the researcher to gain insight into the nature of the research problems and it has become clear that so far no study has been undertaken in combining the variables emotional intelligence, aptitude and academic achievement in commerce of Higher Secondary students.