CHAPTER – I
INTRODUCTION

1.0 INTRODUCTION

Anantnag is a very good-looking place in South Kashmir valley. It is known for its innate beauty and hospitality people. Kashmir has a disturbed olden times which is extremely prejudiced by the various populace of this place. The district has varied inhabitants of different caste, religion and origins; its culture is largely affected due to this multiplicity. People of Anantnag reflect the culture of Anantnag and like valley their beliefs are lively and fanatical.

Kashmiri is the common language spoken by majority of the people, although official language is Urdu. The tribe’s people in Anantnag like Gujjars and Bakerwals speak Gojri and some people speak Pahari. Anantnag district is in southern part of Jhelum valley. Geographically the district lies between the Banihal, Kulgam, Kargil and Pulwama. It has largest number of streams flowing through it which irrigates its vast area. As per Census 2011, it has 10.70 lac populations out of which 5.52 lac males and 5.17 lac females. It is having 64.32% literacy rate (Census 2011, wikipedia), male literacy rate is 74.13% and female literacy rate is 54.15% which is low as compared to national average. There are 929 primary schools, 320 middle schools, 91 high and higher secondary schools and 5 colleges in Anantnag.

As far as academic achievement in the present scenario in context of cultural and socio-economic status is concerned, places a great emphasis on achievement right from the commencement of the formal education. Academic achievement is a quantitative assessment of the educational input articulated in terms of a numerical value either as marks or grades. Academic achievement is influenced by a number of
factors and its implications in the society are manifold. It is very important to each and every student in school as it affects both its personal and social life. The craving for a high level of achievement puts a lot of pressure on students, teachers, school in particular and the educational system in general. Education system revolves round the academic achievement of the students and as such efforts are made by the schools to help students to achieve high in their academic achievement. Therefore, the importance of academic achievement has posed several issues for educational researchers. For example: what factors promote achievement in students? How far do the different factors contribute in academic achievement? What are the correlates of achievement? A review of researches conducted in the field reveals that academic achievement is elucidated through the studies conducted in cognitive, conative and psychomotor domains.

Parents now-a-days are expecting a high achievement scores, which increases the mental stress and strain of students thereby putting them at a risk of acquiring mental health problems. These problems can be tackled by the provision of mental health programs and the schools need counselor for tackling the mental health problems. Murray, N.G., et al. (2007) studied mental health programs and the result showed positive effect on some academic outcomes.

Another issue in the secondary stage of learning is the lack of ability to control one’s emotions and relations with others. This results in the less intellectual ability and consequently less academic achievement. This problem of the students can be overcome by the competent teachers through the development of emotional intelligence in the students and quality of teaching in teachers. Bar-on (1997) points that emotional intelligence develops over time and can be improved through training and therapy. Day, C. and Leitch, R. (2001) highlighted that the quality of teaching and
learning can be enhanced through the improvement of the quality of the teachers. Moreover, Goleman, D. (1995 and 1998), focuses on people who were unsuccessful in their life situations despite their high IQ said that people have to recognize their own and others emotions in order to be successful in life and should have positive thinking toward the personal relationships. Also these sorts of things can be improved and increased through training programs.

There is also an attitudinal problem with respect to some subjects where many students feel it difficult and lack interest in it. Budhdev and Preavina (1996) studied the attitude of secondary school students towards various school subjects and found that attitude of girls towards Hindi, Mathematics and Social studies were more positive than boys and attitude of boys towards science was more positive than girls. Therefore it would seem that the issue has to be tackled by achievement motivation. Roberts, S.G. (2002) noted the lack of women choosing to study science related subjects as the science education was inexperienced by the students and also shortage of well qualified science teachers and the students poor reflection of science education. Price, R.K. (2001) studied that those who got support by teachers, parents and peers in academic interests and made science enjoyable came towards the subject.

Educational development in India is changing, so the curricula and teaching techniques need up-to-date information to correlate student’s achievement. Students study habits, socio-economic status, intelligence, language, medium of instruction, personality traits, motivation and method of teaching, etc. all have their effect on academic achievement. These factors help in developing suitable curricula and designing educational programs to suit the needs of the pupil’s of various backgrounds. The study has special relevance to indicate to the teacher for planning, curriculum development, effective teaching and better academic achievement.
Every learning oriented course as a rule of the thumb incorporates an evaluative process aimed at assessing the student’s extent of knowledge acquired and the ability to apply it to situations as in the form of achievement tests. In a school situation, overall academic process is estimated as academic achievement and is considered the most immediate and the direct indicator of the level of education. Academic achievement is the casual interaction of many variables of which perhaps emotional intelligence, mental health and achievement motivation appear to be the most general frequently encountered variables in a school setting.

1.1 THEORETICAL FRAMEWORK

As the investigator has carried out the study on the influence of emotional intelligence, mental health and achievement motivation on academic achievement, the theoretical framework is given hereunder.

1.2 EMOTION

It is a psychological reaction to a stimulus or situation that it can’t be left to intellect or mind alone. For example danger, painful loss building a family, etc. Ekman and Richardson (1994) noted that among the eight basic emotions of anger, fear, happiness, sadness, love, surprise, disgust and shame, the first four has characteristic facial expressions which have been found consistent in all cultures including primitives with no world excess. Salovey, P. and Mayer, J.D. (1990) through review of researches defined the following measures of emotional intelligence.

1. Knowing one’s emotions: self awareness, ability to monitor feelings from moment to moment.
3. Motivating oneself: marshaling emotions in the service of a goal.
4. Recognizing emotions in others: empathetic behavior
5. Handling relationships: the art of managing emotions in others.
1.2.1 Emotions in Education


1.2.2 Emotional Intelligence

Bradberry and Greaves (2005), “Emotional intelligence, often measured as emotional intelligence quotient (EQ), is a term that describes the ability, skill to identify, assess and manage the emotions of one self and of others”.

Mayer and Salovey (1993) studied that disagreement exists between the different models of emotional intelligence in using the term. Bar-on (2006) mentioned that the roots of emotional intelligence can be traced to Darwin’s work on the importance of emotional expression for survival and adaptation. Smith (2002) studied that traditional types of intelligences fail to fully explain cognitive ability.

1.2.3 Components of Emotional Intelligence

Emotional intelligence includes abilities in five main areas.

1. Self awareness
2. Managing emotions
3. Motivating oneself
4. Recognizing emotions in others
5. Handling relationships
Emotional intelligence is measured using five components and fifteen sub-components.

1. Intrapersonal skills: ability to understand and apply personal emotions.
   a. Self regard – ability to accept oneself as good.
   b. Emotional self awareness – ability to recognize one’s own feelings to make better decisions.
   c. Assertiveness – ability to express feelings beliefs and thoughts without becoming antagonistic.
   d. Independence – ability to be self directed and free of emotional dependency.
   e. Self actualization – ability to realize one’s emotion.

2. Interpersonal skills: people skills
   a. Empathy – ability to understand the feeling of others.
   b. Social responsibility – ability of being cooperative.
   c. Interpersonal relationships – ability to maintain relationships.

3. Stress management: ability to handle challenges.
   a. Stress tolerance
   b. Impulse control

4. Adaptability: ability to react quickly to changing situations.
   a. Reality testing
   b. Flexibility
   c. Problem solving

5. General mood
   a. Optimism
   b. Happiness
Emotional intelligence allows thinking creatively to solve problems. Goleman (1998) believes that emotional intelligence is a set of psychological abilities like empathy, communication skills, social and leadership skills that helps to succeed in life and personal relationships. Goleman (1998) said that if one wishes to be a valued and productive member of the society, it is better to have a high emotional intelligence. According to him a person with high emotional intelligence has successful relationships family, friends and fellow workers.

1.2.4 Emotional Intelligence Models

1. **Ability based model**: Salovey and Mayer’s (1993) continuous research lead to the revision of their initial definition of emotional intelligence to: “the ability to perceive emotion, integrate emotion, to understand emotions and to regulate emotions to promote growth.” The ability based model views emotions as useful sources of information that help to make sense of and to adjust the social environment. According to this model that individuals vary in their ability to process information.

   According to this model emotional intelligence includes four types of abilities.

   a. Perceiving emotions – ability to detect emotions and to identify one’s own emotions.

   b. Using emotions – ability such as thinking and problem solving.

   c. Understanding emotions – ability to comprehend relationship among emotions.

   d. Managing emotions – ability to regulate emotions both in ourselves and in others.

2. **Mixed or emotional competence model**: This model of emotional intelligence by Goleman (1998) focuses on wide range of competencies and skills that deal with leadership performance. This model has four main constructs as given.
a. Self-awareness – ability to read one’s own emotions.

b. Self management – ability to control one’s own emotions and adjust to changing conditions.

c. Social awareness – ability to sense and understand social relations.

d. Relationship management – ability to inspire, influence and manage conflicts.

3. **Bar-on model of emotional social intelligence:** Bar-on (2006) first measured the emotional intelligence and defined it as effectively understanding oneself and others, adjusting well with people and adapting to the new and changing environmental situations. According to Bar-on (1997) emotional intelligence develops over time and emotional intelligence can be improved through training, programming and therapy. According to him lack of emotional intelligence means failure or deprivation to success and the people with low emotional intelligence will be lacking problem solving, stress tolerance and impulse control.

4. **Trait emotional intelligence model:** Petrides, K., Frederickson, N. and Furnham, A. (2004) proposed a trait emotional intelligence model, “a constellation of emotion related self perceptions located at the lower levels of personality”. This definition of emotional intelligence encompasses behavioral dispositions and self perceived abilities measured by self report as opposed to ability based model consisting of actual abilities and which is resistant to scientific measurement.

1.2.5 Emotional Intelligence and School

Emotional intelligence which affects the educational processes depicts its need to reorganize and rearrange the educational programs in order to bring in the new competencies. Educational programs are interdisciplinary in nature and the school which is a synthesis between pupil, educator and the educational programs. So the input and output is human and the need to improve emotional intelligence in school setting is imperative (wikipedia).
1.2.6 Emotional Quotient (EQ)

Emotional quotient is actually emotional intelligence quotient and like IQ, EQ stands for the person’s emotional intelligence measure.

Mayer and Salovey (1993), “Emotional intelligence is the ability to monitor one’s own and others feelings and to use this information to guide one’s thinking and action and promote emotional and intellectual growth.”

Bar-on (1997), “Emotional intelligence is the sum of emotional and social competencies that determine modalities with which a person relates to himself and to others in order to cope with environmental pressure.”

1.2.7 Emotional Intelligence and Achievement

It is believed that main objective of education among students is success. In past it was the mind which was responsible for success but for now many theories has been introduced which are Multiple intelligence theory and Emotional intelligence theory (Mayer & Salovey, 1993; Goleman, 1995). IQ alone is no more the measure for success, emotional and social intelligence also plays a vital role in the success (Goleman, 1995). Emotionally intelligent people are more likely to succeed in life situations, so teaching emotional and social skills is very important at school as it improves the academic achievement not only during the prescribed period but also during the many years to follow. Teaching skills has a long term effect on achievement (Elias et al., 1991). Evidences supporting the importance of emotional intelligence in academic achievement vary from positive relationship (Barchard, 2003; Brackett & Mayer, 2003) to less relationship or no relationship at all (Bakar, Tarmizi, Mahyuddin, Elias, Luan, Fauzi &Ayub, 2010).
1.3 MENTAL HEALTH

Mental health is an important asset in whole humanity and without which life has no meaning. Before we go in detail description of mental health, we should discuss mental hygiene first.

1.3.1 Mental Hygiene

It is the branch which deals with the mental health of the individuals. Mental hygiene deals with the prevention and treatment of mental illness, disorder and maladjustment in individuals. It shows the ways and means of maintain proper mental health and also helps in its proper growth and development.

Crow and Crow, (1983) “Mental hygiene is a science that deals with the human welfare and pervades all fields of human relationship”.

1.3.2 Aims and Purpose of Mental Hygiene

Mental hygiene is not just to prevent and treat mental disorders or illnesses but it is somewhat more to preserve and promote mental health of the individual. So aim and purpose of mental hygiene is prevention, preservation and cure.

So the first aim of mental hygiene is to give details of various causes of maladjustment; to give knowledge of drives, needs, motives, conflicts and tensions; suggest ways and means to attain emotional and social adjustment and to suggest solution for inner conflicts.

Second aim is to develop potentialities of an individual, attain personal and social security and developing relations. The third aim deals with the providing knowledge about the type of mental illness and its therapeutic treatment and rehabilitation.

1.3.3 Meaning of Mental Health

Mental health which today is recognized as an important aspect of individuals total health status is a basic factor that contributes to the maintenance of physical
health as well as social effectiveness. It is a normal state of well being and is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations. By the word relative we imply that the degree of mental health which an individual enjoys at a time is continuously changing.

It is a positive, active quality of individual’s daily living. Mental health has two aspects – individual and social. The individual aspect connotes that the individual is internally adjusted, self confident and free from internal conflicts and tensions or inconsistencies. And he is able to adapt to the new situations. But this can be achieved only in the social set up. Society has value systems, customs and traditions by which it governs itself and promotes the general welfare of its members. It is within this social framework that the internal adjustment has to be built up. Only then an individual becomes the responsible and acceptable member of the society.

As such mental health is a process of adjustment which involves compromise and adaptation, growth and continuity. Because of the significance of individual and social aspects, some psychologists have defined mental health as the ability of the individual to make personal and social adjustments.

WHO (2011), “Mental health is a state of well being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to the community.”

1.3.4 Characteristics of a Good Mental Health

Mentally healthy person can be differentiated from the other individuals by the personality characteristics and his behavior. Following are the characteristics of a good mental health.

1. Knows his strengths and also chooses his work according to his strengths.

2. Ability to adjust to changing situations.
3. Control over emotions.
4. Sociable.
5. Ability of decision making.
6. Lives in reality and has a power to meet adverse situations and failures in life.
7. Never pretends to be perfectionist.
8. Free from frustrations, conflicts, anxieties and illnesses.
9. Does not suffer from sex abnormalities and dissatisfaction.
10. Satisfied with the present occupation.

Contrary to the above defined characteristics, mentally poor individuals have all the opposite negative features of personality characters and behavior.

1.3.5 Importance of Mental Health

Health is wealth. Mental health is as important as physical health. Mental health helps in proper personality development and helping a person to be a normal individual in all situations and spheres of life. Following is the importance of mental health.

1. Personality development: Mental health helps in development of personality and a mentally healthy person maintains a balance between his life and environment.
2. Emotional development: One who is mentally healthy also has emotional development in them.
3. Social development: Mental health makes a person sociable.
4. Moral development: When there are no conflicts, frustrations and tensions individual will be mentally healthy which keeps him away from immoral things.
5. Aesthetic development: One becomes creative and has aesthetic sense when one has good mental health because then only will one have no guilt feelings, inferiority and conflicts.
6. Development of potentialities: Mental health keeps a person in a position where he is able to judge himself about the difficulties in any situation or his abilities.

7. Adjustment and prevention of mental illness: Proper mental health makes a person to adjust in a new and changing situation and helps one to protect him against mental diseases, maladjustment and illness.

1.3.6 Mental Health and the School

As we all know that mental health programs can help to overcome the mental disorders to some extent if not whole but the professional educators and members of the public differ among themselves as to what extent schools can be held responsible for fostering the mental health of its students. Some give preference to the mental health more than the academic achievement while others still insist that schools main priority is the student’s intellectual development.

1.3.7 Mental Health and Learning

Learning can be mastered only if one is in proper mental health. As has been suggested, the child with unwholesome fears and worries can’t be expected to give his full attention to the subject matter. Instead he will be trying to escape from the obnoxious emotional circumstances. On the other hand mental health facilitates the attainment of academic goals so does academic achievement favorably affect the students emotional development (Pragyan Mohanty, 1998).

1.3.8 Role of Home, School and Society in Mental Health

A good foundation paves the way for sound development. Children should be given a proper mental health care so as to build their personality with sound mental health. When we speak of developing proper mental health in children, it should start from home. Parents should be mentally healthy so as to keep their children in good mental health condition. Parents should make children imbibe proper health habits.
They should take care of their daily physical activities and help them to channelize their frustrations and anger by playing games. Proper medical care should be given whenever there is a need. They should be trained to have proper emotional development. Parents should remember that their ward should not get rejection either by them or by classmates or others in a social group and for that proper adjustment training should be provided. Teachers can also play a role in their adjustment in school setting.

Parents, teachers and society should not demand for perfection. This creates a lot of tension among the children. Children, in fact should be helped not to struggle for difficult goal and set interests, aspirations and instincts according to their potentialities. They should not force them towards unhealthy competitions to outperform others. By doing so children get jealousy, envy, dishonesty and lie habit. They should be helped to develop proper tolerance in the situations of failures in life.

Proper homework should be assigned which should not be too difficult to do. They should be given freedom so that they will get self discipline. Provision for sex education should be there so that they will not deviate from the right path. Proper religious and moral education should be given which will help students to live their life in harmony with the society set up. Last but not the least, methods of teaching should be proper to teach the children and there should be school and community guidance services available to benefit the children in disseminating their day-to-day life in a healthy and proper way.

1.4 ACHIEVEMENT MOTIVATION

An incredible zeal and zest within the individual to perform and succeed is achievement motivation. Whether one capitalizes the submerged talent or remains complacent depends on the society one lives in (McClelland, 1953). McClelland and
his associates wrote a book at the Harvard University – The Achieving Society. They did a lot of research on achievement motivation symbolically represented as nAch.

Achievement motivation is the mind-set to achieve rather than achievement themselves. It is an intrinsic motivation of delayed reinforcement which arises from an interaction within the person. “Achievement motivation is a pattern of panning of actions and feelings connected with striving to achieve some internalized standard of excellence as contrasted for example will power or friendship” (Vilder, 1977). Need for achievement could be defined as a motive to strive for success. McClelland (1953) attempted to find out the need for achievement in societies and its affect on economic and political growth of a nation. He measured the need for achievement using Thematic Apperception Test. His colleagues devised a method of measuring need for achievement and tried to find how those who were high and low in their motive differed. Parents, who insist on their children to do well at an early age and on their own, are likely to instill the need for achievement (McClelland, 1953). It appears that second factor is the use of rewards and punishments when given along with independence training helps to instill the need for achievement in young boys (Teevan & McGhee, 1972). Thus it can be concluded that individuals with high need for achievement are people interested in excellence for its own sake rather than for the extrinsic rewards. They prefer to make independent decisions based on their own evaluations and experience. They choose challenging goals and prefer delayed rewards to immediate ones. Achievement motive has been studied in relation to academic achievement (McClelland, 1953 & Atkinson, 1966). These studies highlighted the importance of formation of standard of excellence in the development of proper study motivation.
1.4.1 Achievement Motivation and Behavior

Need for achievement appears to have a significant effect on life. People with low levels of achievement motivation are less likely to do better in life situations than those having high levels of this motive (Busato, Prins, Elshout & Hanaker, 2009). It was demonstrated that under some circumstances high need for achievement people will persist longer at a challenging task.

1.4.2 Achievement Motivation and Academic Achievement

McClelland (1953) has provided ample evidences in support of the achievement motivation and economic growth. Empirical evidence on the relationship of achievement motivation and academic achievement has been inadequate (Ulinger, Carolyn, Mark & Stephens, 1960). Bakhtiary, Ahmadian, Delrooz, and Farahani, (2011) showed that achievement motivation has considerable effect on academic achievement.

1.4.3 Factors Contributing to Achievement Motivation

Achievement motivation is a social motive the development of which is influenced by a number of variables in home, school and society. Family is the most important socio-cultural component that affects achievement motivation of the child. Its roots are traced to the early childhood experiences. The child’s achievement expectations arising from the mothers demands are the source of his achievement motivation. Parental expectations for achievement and guidance to the child develop need for achievement in life. The type of parental attitudes facilitates development of achievement motivation (McClelland et. al. 1953; Atkinson, 1966).

Early training promotes high achievement motivation provided there are no restrictions, authoritarianism or rejection by the parents. The stress on independence training at an age neither too late nor too early internalize those standards which are
most favorable for producing high achievement motivation. Setting high standards of excellence for the child to attain without any interference, reward or punishment facilitate the development of high achievement motivation (McClelland, 1953). It is also imperative that homely atmosphere without any restrictions but positive mother child interactions, participation in family decision making are factors which are affable for the development of high achievement motivation.

Adequate achievement motivation motivates an individual to strive for success in various spheres of life. The level at which the goal is set is determined by the expectations of its achievement. Accomplishing a goal leads to satisfaction and pride. Achievement oriented activities are characterized by the fact that individual anticipates some degree of uncertainty or risk (Atkinson, 1966).

1.4.4 Factors Affecting Achievement Motivation

Extensive research has been done to study the influences on student’s achievement motivation. A review of literature indicated that family background, individual, school experiences are some factors related to achievement motivation (Eccles & Harold, 1993).

1.4.5 School and Achievement Motivation

Few studies have investigated the significance of school environment on adolescent’s achievement motivation (Quagila & Cobb, 1996; Wilson & Wilson, 1992). The school environment may hinder or support children’s development and achievement motivation (Espostico, 1999; Goodenow, 1994; Mouton & Hawkins, 1996). Factors within the school atmosphere that may influence adolescents motivation to achieve include sense of safety, belonging and support in the classroom. Goodenow (1994) recognized that sense of belonging was related with achievement motivation and academic achievement. Mouton and Hawkins (1996) indicated that
lack of attachment may lead to isolation in the school which eventually will result in failure. Wilson and Wilson (1992) said that adolescent’s perceived teacher’s aspirations had a significant effect on adolescent’s aspirations. Burger (1997) indicated that high need achievers are moderate risk takers, energetic approach to work and prefer jobs that gives them personal responsibility for outcomes. However, Burger indicated that it is important that parents provide enough support to allow the child to develop a sense of personal competence.

1.4.6 McClelland’s Need for Achievement

In his book ‘The Achieving Society’ he attempted to categorize societies achieving and non-achieving. He asserted that the impact of culture on child upbringing is paramount. Parents could assist child to strive for excellence by setting the example of their own life. This excellence can’t be achieved invidious comparisons of one child with the other, but by helping each child to improve his own previous performance. McClelland represented need achievement as nAch.

1.4.7 Ausubel’s Perception of nAch

Ausubel perceives achievement motivation in three components. These are

1. Cognitive urge: Which is task oriented. The reward of discovering new knowledge resides in the carrying out of the task.

2. Self enhancement: This is ego oriented and represents a desire for increased prestige and status. It leads to feelings of self esteem.

3. Affiliation: Dependence on others for approval. Parents, teachers and peers play a role in affiliation.

1.4.8 Measuring Achievement Motivation

McClelland used the test material designed by his mentor, Murray who prepared projective test of personality known as Thematic Apperception Test. It
consists of pictures depicting different situations one has to study each picture and write a whole story. An nAch individual is likely to exhibit positive outlook, faith in future while an individual lacking nAch would exhibit pessimism, distrust and despair.

1.5 SOCIO-ECONOMIC STATUS

Socio-economic status is an individual’s or family’s economic and social position in the society in relation to others based on income, education and occupation. Socio-economic status mainly consists of three categories which are high SES, middle SES and low SES. Income, education and occupation can be assessed by placing an individual or a family in any one of these categories of High, Middle and Low SES.

Income refers to wages, salaries, profits or any other earnings received by the person or a family. Income can be of two types – one is absolute and other one is relative. Absolute income refers to the income in the family which gets increased and the consumption does not get increased at the same rate. While as relative income is one in which both income and consumption will move based on the family’s income in relation to others in the society (Wikipedia). Income inequality exists there in every corner of the world. Low income people will always strive for fulfillment of their basic needs while high SES people will enjoy luxurious life with saving for the future too, thus creating an inequality between the categories of SES.

Education also plays a role in the society’s stratification. People with high SES will always prefer skilled and high profile courses for their children by paying money as institutional fees while low SES people can’t afford to do this. They strive for highest degrees and courses where as low SES people hardly manage to a few classes of education. Ultimately good job and prestigious posts will be held by the high SES people leaving behind low SES category, creating an inequality.
Occupation, which is the combination of both high income and high qualification, is the job or work a person does. It is directly related to SES as one can get a high profile job only when one is having higher degrees and qualifications. In fact all these factors are essential when SES is studied. Family structure also affects the SES and family with nuclear structure is expected to have high SES than their joint family counterparts.

SES is also having serious consequences on one’s individual and social life. One living with low SES will have associated low mental health and low emotional intelligence and consequently their academic achievement suffers a lot, Padhi (1994). Provisions should be made to uplift these sections of the society so as to reduce the income, educational and occupational inequality.

1.6 ACADMIC ACHIEVEMENT

The main function of the educational process is to improve the performance or learning of the students, which is measured in the form of their achievement or performance. Performance assessment is the process of measuring the terminal behavior of the students at the end of the instruction. It is the job of a teacher to measure the component of a concept before continuing his instruction which arranges these concepts for the learning of principles.

Academic achievement is the performance of the pupil’s accomplishment in a subject of study. Academic achievement is important to assess the progress made by the individual in whole educational programme. Achievement is what the mind has gained. It is the task oriented behavior. Thus the level of achievement reached by the students in the school is called academic achievement. Academic achievement of an individual tells the students present level of performance. Academic achievement can be assessed through achievement tests. These tests help in evaluating the effectiveness
of teaching instruction. It provides feedback to both students as well as teachers. These tests help in realization of the teaching learning objectives. Achievement tests measure the educational outcomes. These tests are of four types which are Yearly, Half yearly, Quarterly and unit tests.

1.7 TITLE OF THE STUDY

The title of the study is stated as “Influence of Emotional Intelligence, Mental Health and Achievement Motivation on Academic Achievement of Secondary School Students in District Anantnag of Jammu and Kashmir”.

1.7.1 Statement of the Problem

To study the influence of emotional intelligence and its categories on academic achievement of the students and to check how much students are able to monitor their emotions and feelings and compare that with others to discriminate. Mental health is often ignored in the schools which is full and harmonious functioning of the whole personality. Mental health is studied in the secondary school students to know its effect on academic achievement and to study the influence of mental health categories on academic achievement. And to study achievement motivation to measure the capabilities within the individual which helps him to perform and succeed in life situations.

1.8 VARIABLES OF THE STUDY

Variables of the study include both dependent and independent variables.

**Dependent variables:** Academic achievement

**Independent variables:** Emotional intelligence, Mental health and Achievement motivation

**Demographic variables:** Type of School, Gender, Locality

**Background variable:** Socio-economic status
1.9 RATIONALE OF THE STUDY

The study undertaken for the research is unique in the sense that it has its relation with the particular geographical area which has suffered from the past 25 years due to some unfavorable circumstances. As far as the Jammu and Kashmir is concerned, the Kashmir Division which includes the District Anantnag as well suffered a lot during the early nineties because of the unrest. Though the things have changed and improved a lot but the situation is still alarming and not congenial for the normal life as one can’t expect the things which are going to happen tomorrow. There will be frequent hartals and curfews which halts the normal functioning of life.

This has created a halt in many spheres of life and the worst hit among all is the educational system of the Kashmir Division where students are not able to cover the entire syllabus of their course. The incidents happening in day-to-day life has created insecurity feelings among the students which has put them under lot of mental stress and strain and has rendered them emotionally unstable which ultimately hinders their achievement motivation consequently hampering their academic achievement. Ahmad and Rana (2012), Kaur and Babita (2014), Tickoo and Jagdish (1997), Alam (2009), Usha and Rekha (2009) and Lather (2009) studied Emotional intelligence, Mental Health and Achievement Motivation and found significant relation with Academic achievement.

With these circumstances a sizable chunk of the adolescent population has to terminate studies at the school level due to insecurity feelings and economic deprivation. This population which enters trade school takes up a profession or train vocationally needs to succeed in life for which the current study aims to highlight the need to maximize emotional intelligence while reducing mental health problems and augment achievement motivation to help them achieve academically at the school as a
preparatory for their life. For the fragment of those who continue along the academic streams, the need to develop their emotional intelligence in tune with their mental health will serve to raise their achievement motivation to excel academic achievement.

Also an in-depth review of literature reveals the felt need for the study as today’s children are the citizens of the future society. To foster a healthy eclectic society we need to nurture and groom its members from grass root level and in this context the school is the crucial stage where such constructive inputs are practicable and a dire necessity. The high school stage is a turning point in the life of adolescents who need to face the competitive world outside their immediate domain.

Hurlock (1973) reported that pleasant emotions have favorable effect on one’s personal and social adjustments. Jershild (1963) reported that many delinquents are emotionally disturbed. Emotional adjustment and emotional competence both converge into emotional intelligence. Lamborn and Steinberg (1993), Kuruvilla and Usha (2000) and Hart (1997) found the emotional adjustments has significant effect on the academic performance of adolescents. Zimbardo and Gerring (1996) observed that a lot of people with high IQ scores were significantly unsuccessful in life. At this juncture Goleman made a provocative claim that IQ contributes up to 20% of the life success, the remaining was fulfilled through one’s emotional intelligence. It is recognized from previous researches that factors which influence academic achievement of a student are manifold. However, it has been examined and highlighted by the review of research that an academic achievement is a direct product of student’s innate capabilities and intense features like intelligent quotient, emotional quotient, manifest anxiety and self esteem Doring (2006), Vela (2004) and, Chadha and Sunanda (1990).
Gurubasappa (2005) studied the adjustment and mental health as correlates academic achievement of secondary school students and found positive and significant correlation between these variables. Sridhar and Badiei (2007) studies teacher efficacy and emotional intelligence of primary school teachers and found no significant difference between the means of TE and EQ with reference to gender and educational level. Alam (2009) studies the academic achievement in relation to creativity and achievement motivation and found significant relationship between these variables. Usha and Rekha (2009) studied the emotional competence and mental health as predictors of academic achievement and found both emotional competence and mental health has high correlation with achievement. Vittorio, Prins, Elshout, and Hanaker (2000) studied the intellectual ability, learning style, personality, achievement motivation and academic success of psychology students and results showed that intellectual ability and achievement motivation are positively associated while learning style has no positive association with academic success.

Hence, as far as review of related literature is concerned academic achievement has been studied with lot of variables and the investigator found a clear gap in the research. As per the research gap academic achievement has been chosen as the dependent variable to be studied with the factors like emotional intelligence, mental health and achievement motivation is what has been considered as relevant and significant in the present study.

1.10 OBJECTIVES OF THE STUDY

1. To study the influence of Emotional intelligence, Mental health, Achievement motivation and Socio-economic status on Academic achievement.

2. To find out the relationship between Emotional intelligence, Mental health, Achievement motivation and Academic achievement.
3. To study the significant difference between the Government and Private school students in Academic achievement.

4. To study the significant difference between the Boys and Girls in Academic achievement.

5. To study the significant difference between the Rural and Urban school students in Academic achievement.

6. To know whether the Emotional intelligence, Mental health and Achievement motivation predicts the Academic achievement.

1.11 RESEARCH HYPOTHESES

1. There is no significant mean difference between Mental health categories with respect to Academic achievement.

2. There is no significant mean difference between Emotional intelligence categories with respect to Academic achievement.

3. There is no significant mean difference between Achievement motivation categories with respect to Academic achievement.

4. There is no significant mean difference between Socio-economic status categories with respect to Academic achievement.

5. There is no significant relationship between Emotional intelligence and Academic achievement.

6. There is no significant relationship between Mental health and Academic achievement.

7. There is no significant relationship between Achievement motivation and Academic achievement.

8. There is no significant difference between the Government and Private school students with respect to Academic achievement.
9. There is no significant difference between the Boys and Girls with respect to Academic achievement.

10. There is no significant difference between the Rural and Urban school students with respect to Academic achievement.

11. Emotional intelligence, Mental health and Achievement motivation do not predict Academic achievement.

1.12 OPERATIONAL DEFINITIONS OF KEY TERMS

**Emotional intelligence:** The ability to monitor one’s own and others feelings and emotions to discriminate among them and manage one’s own and others feelings and emotions and to use this information to guide one’s thinking and action.

**Mental health:** Every individual has a mental health needs, whether or not they have a diagnosis of mental illness. Mental health of an individual is estate of well being in which one enjoys one’s own abilities and resources, can cope up with normal stresses of life and is able to work productively and fruitfully and consequently contributing his community.

**Achievement motivation:** An individual’s ability to improve his/her previous performance and to succeed in the future life situations which also depends on the social and cultural set up of an individual one lives in.

**Socio-economic status:** An individual’s family economic and social position in relation to others based on income, education, family size and occupation.

**Academic achievement:** It is the performance of the pupil’s accomplishment in a subject of study. Academic achievement is important to assess the progress made by the individual in whole educational programme.
1.13 DELIMITATIONS OF THE STUDY

1. Only Anantnag District has been taken for the study and other districts of Jammu and Kashmir are not included in the study.

2. The study was restricted to 23 schools only.

3. The students enrolled in the session 2012-13 were selected for the study.