CHAPTER - 1
INTRODUCTION AND CONCEPTUAL FRAMEWORK

EDUCATION

“The real purpose of education is to enlarge intellectual horizon, emotional responsibilities and aesthetic sensibilities”.

(Indira Gandhi, 1985)

According to Kothari Commission (1964-66), “The destiny of India is now being shaped in her class-rooms. This we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people”.

In the context of today, it is necessary for us to inquire into the factors influencing the growth and development of education for the contemporary world and reassess its responsibilities towards the present generations, which it must prepare for the world of tomorrow.

Rastogi (1983) while emphatically ascertaining the individual progressive perspective on education opinionates, “Everyone involved and interested in education has some understanding of educational processes. But to a large extent, this understanding comprises of common sense, personal reactions, personal evaluations, popular beliefs and in some cases even religious beliefs. It is the special contribution of educational psychology to correct misconceptions and misunderstandings of educational behaviour and to help acquire new insights into educational processes”. (P.3)

Bhatia (1988) sticks to the indubitable relationship between behaviour and characteristic features in an individual saying, “The behaviour of the individual is marked by certain characteristic features of body and mind. In fact, life is growth, maturity and decline and its span is characterized by certain distinguishable stages such as infancy childhood adolescence, youth, maturity and old age, at each of which behaviour is marked by certain characteristic features” (P.9). The coinciding retrospective causatum of mind and body in determining the intellectual upward growth, charismatic personality and exotic emotional ambiance is a truism, just as the timeworn saying promulgates ‘A sound mind in a sound body’.
SECONDARY EDUCATION

The secondary stage of education plays a pivotal role in channelizing the future scholastic route and deciding the career option in the life of an individual and so it gains a significant momentum. This important stage of education takes place during the adolescent stage. Due to this reason, adolescent stage still turns out to be a hub among the educationists kindling the desire to make an in-depth study for its educational application. It is a terminal stage of a large number of public, who enter life. It assists them to become useful members of a complex modern society. Secondary education leads to higher education. It is expected that students completing this stage of education should possess a budding maturity to blossom in the field of higher education.

OBJECTIVES OF SECONDARY EDUCATION COMMISSION

The commission recommended four aims, keeping in view the needs of democratic India as envisaged in the constitution.

i. Development of democratic citizenship

This implies the development of these qualities, like clear thinking, respect for new ideas, clearness of speech and writing. Education teaches the art of living in a community, passion for social justice, development of tolerance and true patriotism.

ii. Improvement of vocational efficiency

It includes creating an attitude of dignity of works, promoting technical skills, increasing productivity and providing diversified courses fetching employment.

iii. Development of personality

This means appreciation of cultural heritage, cultivating varied interests and development of hobbies.

iv. Development of quality of leadership

It is considered essential for the successful functioning of our democracy.

PSYCHOLOGY OF THE HIGH SCHOOL STUDENTS

All cultures recognize childhood and adulthood as important stages. Nevertheless, adolescence is a stage that has not been recognized to that extent. The period of adolescence is an important stage in determining the growth of the individual.
Adolescence is a period of biosocial transition between childhood and adulthood. In this period, body grows rapidly, because of the increased secretion of hormones causing a noticeable change in the external physical movements, internal feelings including change in the voice. A sense of cute self-consciousness, rebelliousness and attraction towards idealism becomes the trademarks of this stage.

Adolescence is the period of transition from dependency of childhood to the relative autonomy of adulthood. This is a period of adjustment to the physical and social changes, which distinguishes childhood behaviour from adult behaviour.

**ADOLESCENCE AND THE SCHOOL**

According to McClelland (1970) the school should perform two essential functions: (a) maintenance actualization and (b) skill training and cultural transmission. It is the duty of the school to provide the adolescents with a happy, challenging and self-fulfilling environment. The school programme should enrich the children and the adolescents particularly, since more than eighty percent of the children enter the school from a background of cultural deprivation, emotional and financial poverty. The schools should help actively such children to overcome these handicaps and help them become fully grown up personalities. The task of the school is to help the children and the adolescents to achieve self-acceptance by setting realistic self-esteem. He must be accepted as an adolescent, a worthwhile human being and has to be treated with dignity by teachers and not be condemned on the grounds of caste or class from which he hails from.

The teacher should have confidence in him and his potentialities. The authorities should not stand in the way of his legitimate attempts to achieve his own goals. The aim of the skill training and cultural transmission is to provide the children and the adolescents with the skill and knowledge of reading, writing, arithmetic, health, social studies, science, art and music. The school atmosphere should provide opportunities to develop the attitudes of equality and social justice, the twin pillars of a democratic society.

The high school must provide a setting, in which most of adolescents can find from a harmonious and synchronized transmittance from childhood to adulthood without
causing any damage to the emerging self and it serves as a beacon light for an ideal teacher at this level.

**ADOLESCENCE AND ITS CHARACTERISTICS**

Adolescence is the most crucial and significant period in the life of an individual. Nearly 100 years ago, G. Stanley Hall (1904) described it as a period of inherent stress and storm. Etymologically, the term ‘adolescence’ means ‘to grow to maturity’. So the essence of the word ‘adolescence’ is the growth and changes it makes in almost all aspects of a child's physical, mental, social and emotional life.

It is also defined as a transitional period in life. The individual experiences a number of changes in this transitional period. He encompasses the stages between childhood and adulthood and it is called as the period of ‘teen age’.

Jean Piaget (1962) defines adolescence as "the age of great ideals and the beginning of theories as well as time of simple adoption to reality".

Thus it could be inferentially suggested that the term adolescence has a broader spectrum of meaning including physical, emotional social, mental, moral and religious development in an individual.

**i. Physical development**

During adolescence, the physical growth reaches its peak and human body finds its shape. The maximum limit with regard to increase in size, weight and height is achieved. Bones and muscles increase to its maximum possibility, leading to a remarkable increase in motor activity. The growth and function of all other external and internal organs also reach its maximum growth and almost all the glands become extremely active at this stage. Physiologically, the boys and the girls attain all the male and female characteristics during this age and prepare themselves for being called men and women or gentlemen and ladies.

**ii. Emotional development**

Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love and anger. In the words of Ross, "The adolescent’s lives are intensely emotional life, in which we can see once more the
rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression”.

In this way as Peter Ross (2005) clarifies, the adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and quickly. The current of emotional flow in the adolescence is too intense. Self-consciousness, self-respect and personal pride have increased much. Group loyalty and sentiments of love are developed making an adolescent more sentimental and passionate.

iii. Social development

Adolescence is a period of increased social relationship and contacts. He ceases to be ego-centric, selfish and unsocial. The social circle of an adolescent is very wide. The friendship is no longer nominal. He believes in making intimate friendship and attaches himself closely to a group. The rejection is costly as it creates so many adjustment problems. He gives more importance to the values and beliefs maintained by his peer group than the advice of his parents.

The adolescent boys and girls form their own groups based on their common interests and goals. The social groups of boys are larger than the girls because of the greater amount of freedom enjoyed.

iv. Mental development

Adolescence is the period of maximum growth and development with regard to mental functioning. Intellectual powers like logical thinking, abstract reasoning and concentration are developed much during this period. An adolescent learns to reason and seeks answer to 'how' and 'why' of everything scientifically. Writers, artists, poets, philosophers and inventors are all born in this period. Hero worship is more prominent in this period. Adolescents, generally, love adventures, wandering, fairy tales and develop interest in reading such books. The cognition and memory are important process of mental development.

v. Moral and religious development

With the development of social and civic sense, the children during the period learn to behave according to the norms of their society and culture.
The growing ‘group feeling’ makes them follow moral and ethical code in accordance with the group to which he is attached. It prepares a stage for moral development. The impact of religion and religious thoughts is also felt for the first time at this age in one's life.

EMOTIONS

Originally, the word emotion was a general term for any sort of turbulent movement. People used to talk about thunder as an "emotion of the atmosphere". Eventually, the word came to refer only to feelings associated with vigorous motion of the body, such as fear, anger and joy (Kalat, 1999). Emotions are states of feeling characterized by internal bodily changes that arise in response to imagined or actual events or experiences (Jewell, 1989). Etymologically, the word emotion is derived from the Latin word 'emovere' which means to 'stir up' or 'to excite'. Emotion can thus be understood as an agitated or excited state of our mind and body.

According to Kleinginna and Kleinginna (1981), "an emotion is a complex pattern of changes including physiological arousal, feelings, cognitive processes, and behavioural reactions made in response to a situation perceived by an individual to be personally significant in some way". The physiological arousal includes neural, hormonal, visceral, and muscular changes. The feelings include both a general affective state (good-bad, positive-negative) and a specific feeling tone, such as joy or disgust. The cognitive processes include a person's interpretations, memories and expectations. The overt behavioural reactions both expressive (crying, smiling) and instrumental (screaming for help).

![Fig. 1. A language for the emotions by Robert Plutchik](image)
Emotions, made up of four pairs of opposites; joy-sadness, fear-anger, surprise-anticipation, and acceptance disgust. All other emotions are assumed to be variations or blends of these basic eight (Zimbardo, 1988).

Emotions enable us to experience life. They are most powerful factors that determine how we act, make decisions, set personal boundaries and communicate with others. If we understand and manage our emotions, we can improve the quality of our lives.

**THEORIES OF EMOTION**

Theories of emotion generally attempt to explain the relationship between physiological and psychological aspects of experience of emotion. There are three major theories of emotion.

a) **Cannon-Bard Theory**

According to this theory both physiological and the emotional experience are produced simultaneously.

Emotion provoking events or stimuli stimulate the nervous system. (e.g.: watching or participating in an exciting sports event)

This stimulation results in physiological reactions (e.g.: faster pulse and higher blood pressure).

Simultaneously, this stimulation also produces the subjective cognitive states we label emotions (e.g.: anxiety, joy, anger)

b) **James-Lange Theory**

American psychologist William James and Danish psychologist Carl Lange (1884) proposed the following sequence of events in emotional state.
i. One can perceive the situation that will produce emotion.

ii. One can react to the situation

iii. One can notice his/her emotion

In short, they proposed that we experience emotions as a result of psychological changes with respect to the specific sensations. These sensations are interpreted by brain as particular kind of emotional experiences.

c) Schachter-Singer Two-factor theory

This theory states that emotions are determined jointly by a non-specific arousal based on environmental clues.

Emotion-provoking events (e.g.: watching or participating in exciting sports events) produce increased arousal.

In response to this state of increased arousal, we search for the external environment. (especially in situations where several potential causes exist).

The emotions we experience depend on the causes we choose (Baron, 1995).

INTELLIGENCE

Intelligence is the capacity to acquire and apply knowledge. Stern (1914) defines, “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life".
It is known that intelligence as a general capacity of an individual to adjust his new environment. Buckingham says, “Intelligence is the learning ability”. It is the ability to undertake activities that are difficult, complex and abstract and which are adaptive to a goal, and are done quickly and which have social value and which lead to the creation of something new and different (Mangal, 1999).

KINDS OF INTELLIGENCE

According to Thorndike (1927) there are three types of intelligence.

i. Concrete intelligence

This refers to the ability of an individual to comprehend actual or concrete situations and to respond to them adequately. This type of intelligence manifests itself more in mechanical contrivances.

ii. Abstract intelligence

This refers to the aptitude for learning to read and solve problems presented in the form of words, symbols, numbers, formulae and diagrams (Kulshrestha, 2006). In other words, this kind of intelligence manifests itself in the management of abstract symbols.

iii. Social intelligence

This refers to the ability to adjust and to adapt with the people in different social situations. Socially intelligent people establish good relationship quickly with others.

iv. Multiple intelligence

Howard Gardner, a Howard psychologist in 1983 proposed a widely regarded model of multiple intelligences. According to Gardner, there are at least seven ways that people perceive and understand the world.

i. Verbal Linguistic Intelligence: It is an ability to use words and languages.

ii. Logical-Mathematical Intelligence: It refers to the capacity for inductive and deductive thinking and reasoning, as well as the use of numbers and the recognition of abstract patterns.

iii. Visual-Spatial Intelligence: It is the ability to visualize objects and spatial dimensions and create internal images and pictures.
iv. **Body-Kinesthetic Intelligence**: It is the wisdom of the body and the ability to control physical motion.

v. **Musical-Rhythmic Intelligence**: It refers to the ability to recognize tonal patterns and sounds, as well as sensitivity to rhythms and beats.

vi. **Interpersonal Intelligence**: It refers to the capacity for person-to-person communication and relationship.

vii. **Intrapersonal Intelligence**: It refers to spiritual, inner state of being, self-reflection and awareness.

The seven kinds of intelligences included by him are interpersonal and intrapersonal intelligences. The two intelligence’s along with social intelligence have given rise to emotional intelligence. Emotional intelligence is a type of social intelligence or non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environment demands and pressures.

**Emotional intelligence (EI)**

EI is a popular concept in Psychology that has attracted the attention of educationists and recent researchers. The early researchers recognized the significance of non-cognitive elements along with cognitive aspects in the growth of a person. In the late 1930’s, Robert Thorndike coined the term ‘social intelligence’ which was the root for emotional intelligence. In 1983 in the context of Gardner’s theory of multiple intelligences, the idea of emotional intelligence resurfaced. In 1985, a graduate student at an Alternative Liberal Arts College in USA wrote a doctoral dissertation, which included the phrase ‘Emotional Intelligence’ in the title (Gupta and Kaur, 2006). Though Wayne (1995) used the term later in the early 1990’s, Mayer and Salovey defined EI as ‘the ability to monitor one’s own and other’s feeling and emotions to discriminate among them and to use this information to guide one’s thinking and action’. Again the corporate definition of EI was derived and popularized by Daniel Goleman in 1995 through his Book “EI: Why it can matter more than 1Q?” According to Goleman (1998), EI refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. Later many other theorists like Baron (1997), Robert K.Cooper (1999) defined the EI as non-cognitive capabilities. Again Salovey and Mayer, along with Laruso (2000), have stated that EI “refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required
behaviours”. Hein (2004) defined EI as ‘the mental ability we are born with, which gives us our emotional sensibility and our potential for emotional learning, management skill which can help us maximum in our long-term happiness’ (Gupta and Kaur, 2006).

EI is neither the opposite of general intelligence (IQ) nor the triumph of heart over head, rather it is the unique intersection of both. People with EI have a notable capacity for commitment to the responsibility; they empathize with the suffering and care for genuine relationship. Emotionally they are sound and hence they are at ease with themselves, others and the universe they live in, they are able to express themselves adequately and in an appropriate manner. Thus, their behaviour becomes appropriate, relationship with others is well established and knowing of themselves becomes deeper.

Goleman in 1995 identified five domains of characteristics among persons of high emotional intelligence. They are: self-awareness, self-regulation, motivation, empathy and social skills. The above domains comprised of twenty-five competencies are categorized under two major domains, namely (i) Personal competence and (ii) Social competence. Personal competence determines how one manages himself / herself. Social competence determines how one manages the relationship with others.

According to Goleman (1998), emotional competence is a learned capacity based on EI that results in outstanding performance at work. Our EI determines our potential for learning the practical skills that are based on its domains, namely self-awareness, motivation, self-regulation, empathy and adeptness in relationships. Our emotional competence shows how much of that potential we have translated into on-the-job capabilities. EI is not a strong predictor of job performance. Rather it provides a basis for competencies that are predictors of job performance.

Goleman along with his companions Boyatzis and Rhee (2000) presented a new model, refining the 1998 model, which has the following emotional intelligence framework. There are four dimensions/domains of EI and twenty emotional competencies.
### A FRAMEWORK OF EMOTIONAL COMPETENCIES

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(Cary Cherniss and Goleman, 2000)

### Three Main Aspects of Emotional Intelligence

Emotional Intelligence has many aspects. Among them three of the me are considered very important.

**i. Emotions as conscious experience**

Any unforgettable experience in our life would be primarily related the dominant feeling of being happy, angry, and excited and fear, and this experience occurs at the conscious level. This conscious feeling of emotion seems to be of paramount importance in our personal and social adjustment. The conscious aspects of emotional experience are sometimes unpleasant and they sometimes lead us to destructive and anti-social behaviour. But there is a great social as well as personal value in many kinds of emotional experience. If people were devoid of emotion, they would not show loyalty, patriotism or intense interest in social reform.
ii. Emotions as physical response

Two kinds of physical changes are involved in emotional responses. The external responses of bodily and facial muscles play a direct role in manipulating the environment. The other kind of physical response is the internal changes. Any strong emotion, such as fear or rage is accompanied by complexity of internal changes involving muscular, chemical, glandular and neural activities throughout the body. An emotional response also involves changes in facial expression and in overt behaviour.

iii. Emotions as motives

The emotions play a vital part in the total picture of our motivational patterns. A life without emotion would virtually be a life without motion. Like the biological drives, the emotion involves complex physiological changes in the organism. As motives, the emotions may serve to direct behaviour either towards some goal that will give pleasure to the organism or away from some object or situation, which is unpleasant.

Three Chief Components of Emotional Intelligence

i. Emotional perception: It refers to the ability to recognize accurately emotion in oneself and in others. It also refers to the ability to discriminate between honest and dishonest expression of emotion.

ii. Emotional regulation: It refers to the ability to monitor and alter the intensity and direction of an emotion in oneself and others. It includes the ability to moderate negative emotions to remove the detrimental effects on adaptation as well as maintaining positive emotions that have hedonistic value.

iii. Emotional knowledge: It refers to an understanding of emotions and the utilization of such information. It includes using emotion to direct attention to important aspects of the social world, to develop creative and flexible perspectives and to maintain motivation toward goals.

Basic Elements of Emotional Intelligence

Knowledge of a person's own emotions is the basic element of emotional intelligence.

If people cannot recognize their own emotions, it leaves them at other people’s mercy and creates feelings of distress.
Persons having the quality of self-awareness know about their limitation and strengths which allow them exercise self-control.

Self-aware people have a high degree of self-confidence and knowledge of their abilities.

**Basic Competencies of Emotional Intelligence**

i. **Intrapersonal competence or personal competence**
   The capacity to manage oneself through knowing and understanding one’s feelings, wishes, needs and wants intrapersonal competency.

ii. **Interpersonal competency or social competency**
   This type of intelligence, gives individuals the ability to be sensitive to other people's emotions and psychological states.

**FOUR DIMENSIONS/ DOMAINS OF EMOTIONAL INTELLIGENCE**

Daniel Golman (1998) has identified four dimensions / domains of emotional intelligence.

i. **Self-awareness**
   Emotional self-awareness means knowing what one feels. It is a capacity for understanding one's emotions, one's strength and one's weaknesses, knowing what we are feeling at that moment and using those preferences to guide our decision-making having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. Identifying one's state of mind and feeling becomes a very important skill that all of us have to master in order to lead a happy and fulfilling lives. It improves our ability to communicate and reduces the incidence of misunderstanding in relationships.

ii. **Self-management**
   It is a capacity for effectively managing one's motives and regulating one's behaviour, handling our emotions so that they facilitate rather than interfere with the task. It is important to manage our emotions, but this does not mean masking or hiding them. It is less impulsive but more rational. It simply means being able to control the unhealthy expression of negative emotions, so that they are not harmful to our well-being or that of others. They understand the need to persevere and continue a task or goal until it is completed. They do not allow us to give up easily the undertaken tasks and keeps
aside other less important activities until the primary goal is achieved. Thus, he is able to motivate himself to work according to priority.

A person who is able to manage himself will be more responsible and is capable of planning and organizing himself and his daily routine activities, further he is able to focused on tasks at hand and long term goals and achieves the set objective.

iii. Social awareness

It means the capacity for understanding what others are saying and feeling, and why they feel and act so.

Social awareness is the ability to accurately read the emotions of others and understand their mood or the experiencing emotion. This skill is valuable in many social situations. If we identify the emotions of others, then our interpersonal relationships will grow. A person who recognizes and understands others emotions will respect different view points, will be a good listener and will be more sensitive and can imagine himself in others shoes.

iv. Relationship management

It refers to the capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

It gives the capacity to handle emotions in relationship and social situations well and smoothly interact in the relationship networks. Using this skill, we can persuade and lead, negotiate and settle disputes, and win co-operation in team works. Some people seem to have a knack of getting along with others. These people become popular easily, and others feel like being around them. They have many friends and usually live an enthusiastic life.

CHARACTERISTICS OF EMOTIONALLY INTELLIGENT INDIVIDUALS

Emotionally intelligent individuals exhibit a set of traits in their behaviour and some significantly apparent traits as follows:

i. Aware of thoughts and feelings and their impact on behaviour.

ii. Aware of strengths, weaknesses and vulnerabilities and open to feedback from others.

iii. Able to contain intense negative or positive emotions without losing control.
iv. Clear about values and principles that are consistent with actions.
v. Proactive and persistent in achieving goals even in the face of Setbacks.
vi. Sensitive to other people’s feelings and able to offer constructive feedback.
vii. Promote other people’s success without feeling threatened.
viii. Communicate openly, and are willing and able to listen to others.
ix. Capable of taking leading roles in work and family life.
x. Believe in the power of teams and the positive effect of synergy.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence allows one to think more creatively and use one’s emotions to solve problems. Daniel Goleman (1998) believes that emotional intelligence appears to be an important set of psychological abilities that relates to success in one’s life. Empathy and communication skills as well as social and leadership skills will be central to one’s success in life and personal relationships. Rather than high IQ, Goleman purports that it is far better to have high emotional quotient, emotional intelligence, if one wants to be a valued and a productive member in our society.

Daniel Goleman (1998) argues that men particularly need to develop emotional skills and gives many examples of men with high intelligence who were not successful because they had problem with their relationship skills. He found from his research that people with high emotional intelligence generally have successful relationships with family, friends and fellow workers. They are also successful because they persist in the face of set back and channel their emotional energies towards achieving their goals.

REALM OF EMOTIONAL INTELLIGENCE

Reuven Baron (1980) arrived at a way to capture emotional intelligence, by dividing it into five aspects and further subdividing into fifteen subsections or scales.

1. **The intrapersonal realm:** It is concerned with what individuals generally refer to as the ‘inner self’. It determines how the individuals are in touch with their feelings. It lays the basis for knowing whether they (feelings) are good or bad, whether they feel good about themselves. It encompasses five scales.

   i. **Emotional self-awareness:** The ability to recognize how individuals are feeling and why they are feeling in that particular way and the impact of their behaviour on others.
ii. **Assertiveness**: The ability to express clearly individuals’ thoughts and feelings to stand on their ground and defend their position.

iii. **Self regard**: The ability to recognize their strengths and weakness and to feel good about themselves despite their weakness.

iv. **Self-actualization**: The ability to realize their potential and feel comfortable with what they achieve at work and in their personal life.

v. **Independence**: The ability to be self-directed and self-controlled, to stand on their own feet.

2. **The interpersonal realm**: It is concerned about people skills. Those who function well in this area tend to be responsible and reliable. They understand the interactions with others and relate well with others in a variety of situations. It embraces three scales.

   i. **Empathy**: It is the ability to understand what others might be feeling and thinking. It is the ability to view the world through another person’s eyes.

   ii. **Social responsibility**: It is the ability to demonstrate about the co-operative, contributing member of the social group.

   iii. **Interpersonal relationship**: It is the ability to forge and maintain mutually beneficial relationships. It is marked by give and take tendency and a sense of emotional closeness.

3. **The adaptability realm**: It is concerned with our ability to size up and respond to a wide range of difficult situations. It includes three scales.

   i. **Reality testing**: The ability to see things as they actually are rather than the way they wish to be or fear they might be.

   ii. **Flexibility**: The ability to adjust their feelings, thoughts and actions to changing conditions.

   iii. **Problem solving**: The ability to define problems, and move on to generate and implement effective and appropriate solutions.

4. **The stress management realm**: It is concerned with one’s ability to withstand stress without caving in, falling apart, losing control, or going under. It includes two scales.

   i. **Stress tolerance**: The ability to remain calm and focused to constructively withstand adverse events and conflicting emotions without caving in.

   ii. **Impulse control**: It is the ability to resist or delay a temptation to act.
5. The general mood realm: It is concerned with one’s outlook on life, one’s ability to enjoy others and oneself and overall feelings of contentment or dissatisfaction. It embraces two scales.

   i. Optimism: The ability to maintain a realistically positive attitude particularly in the face of diversity.
   
   ii. Happiness: The ability to feel satisfied with life, to enjoy with others and ourselves, and to experience enthusiasm in a range of activities.

   An individual can possess all the above-defined sub aspects of the emotional intelligence at varying levels. However, if the individuals are emotionally balanced, they can manage any difficult or conflicting situation easily.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-EFFICACY

The investigator compares self-efficacy and emotional intelligence of high school students in relation to some particular factors. Students possess emotional intelligence that emphasizes the value of the positive individual difference, promote the learning of teamwork and problem solving skills and empower children to gain positive social skills. Such social skills boost student’s relationship, mutual respect, and engagement in classroom learning. In the same way, it is being said that high self-efficacy exhibits less anger and less stress, use of fewer control tactics, use of cooperative learning, more participation in many programmes and try new things reduces the barriers to self-efficacy. So, there is interrelation between emotional intelligence and self-efficacy.

1. SELF-EFFICACY

    Albert Bandura, (1977), the former president of the American Psychological Association, developed one of the most influential cognitive theories of personality. He began with observational learning theory and the idea that human beings observe, think about, and imitate behaviour.

    Bandura argued that people’s expectations of mastery and achievement and their convictions about their own effectiveness determine the types of behaviour they will engage in and the amount of risk they will undertake. He used the term ‘self-efficacy’ to describe a person’s belief about whether he or she can successfully engage in and execute a specific behaviour. Judgement about self-efficacy determines how much effort people will expand and how long they will persist in the face of obstacles.
Bandura (1997) says that self-efficacy has a powerful influence over behaviour. For example, a student who has low self-efficacy might not even try to study for test because they do not believe it will do him any good.

A strong sense of self-efficacy allows people to feel free to influence and even create the circumstance of their own lives. In addition, people’s perceived self-efficacy in managing a situation heightens their sense that they can control it (Conyers et. al., 1998). Thus, people who have a high level of self-efficacy are more likely than others to attribute success to variables within themselves rather than to change factors and are more likely to pursue their own goals (Bandura, et. al. 1998), and do better at difficult tasks.

Efficacy is synonymous with the term effective, efficacious, control. Self is defined as the identity of a person.

Bandura (1977) defines self-efficacy, “The belief in one’s capacity to organize and execute the course of action required to manage prospective situations. It is personal judgments about one’s ability to perform a given task”.

2. TYPES OF SELF-EFFICACY

Commonly there are three types of self-efficacy.

i. **Self-regulatory self-efficacy**: Ability to peer pressure, avoid high-risk activities.

ii. **Social self-efficacy**: Ability to form and maintain relationship, be assertive, engage in leisure time activities.

iii. **Academic self-efficacy**: Ability to do course work, regulative learning activities, meet expectancies.

3. SOURCES OF SELF-EFFICACY

Bandura (2000) identifies four sources of self-efficacy

i. Mastery Experiences or experience

ii. Modeling or Vicarious Experiences

iii. Persuasion/Encouragement and

iv. Interpretation of emotional arousal.
i. Mastery experiences or experience

The most effective path to self-efficacy is through mastering new skills. In acquiring difficult skills, people usually make mistakes. In that process, the experience gained by handling these failures is the key to learning self-efficacy. Precisely, individuals gauge the effects of their actions, and their interpretation of these effects help create their efficacy beliefs.

ii. Modeling or vicarious experiences

The second source of efficacy information is the vicarious experience of the effects produced by the action of others. One’s vicarious experience involves the social comparison made with other individuals. These comparisons, along with peer modeling, can be perception of competence. It is important that the person chooses a model who is competent at the task and it helps if the model is similar to the person in age, gender, and ethnicity.

iii. Persuasion and encouragement or social persuasion

Although it is less effective than the first two approaches, a third way to develop self-efficacy is through the encouragement of others. Effective persuasions should not be confused with knee-jerk praise or empty inspirational homilies. Genuine persuaders cultivate people’s beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable.

iv. Interpretation of emotional arousal

The physiological responses that accompany feelings and one’s interpretations of these responses are another source for self-efficacy such as anxiety, stress, arousal, fatigue, and mood states, and they also provide information about self-efficacy beliefs.

Bandura has observed that people live with psychic environments that are primarily of their own making. Often people gauge their confidence by the emotional state they experience as they contemplate an action.

STUDENT EFFICACY

Student efficacy is the student’s belief in his or her capability to organize and execute courses of action requirement to accomplish successfully a specific study task in a particular context. It is in making explicit the judgment of personal competence in light of an analysis of the task and situation.
Greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy. Lower efficacy leads to less effort and give up easily, which lead to poor outcomes, which then produce decreased efficacy. Thus, a study performance that was accomplished with a level of effort and persistence influenced by the performer’s sense of efficacy, when completed, becomes the past and a source of future efficacy beliefs. Over the time, this process stabilizes into a relatively enduring set of efficacy beliefs. Self-efficacy, in general, is understood as being very specific that one can have self-beliefs in different domains or particular situations of functioning even at a given point of time.

**MEANING OF STUDENT EFFICACY**

Self-efficacy has been shown to be a powerful construct related to outcomes such as achievement, motivation and sense of efficacy. Students with a strong sense of efficacy are open to new ideas and more willing to experiment with new methods to meet the needs of their studies, and tend to exhibit greater levels of planning and organization. Greater efficacy enables students to be less critical when they make errors, to work longer with their studies. Students with a higher sense of efficacy exhibit greater enthusiasm and greater commitment for their studies.

At the school level, student efficacy is related to the health of the organizational climate, an orderly and positive school atmosphere, greater classroom based decision-making strength of the collective efficacy.

**DIMENSIONS OF SELF-EFFICACY**

Based on the above, the researcher has identified nine dimensions in self-efficacy.

**Reading efficacy**

A student possessing self-efficacy is competent enough to read and understand the concept of the subject. He has a habit of wide reading that can develop the ability to understand the topics in journals. He can recognize relevant and irrelevant points.

**Writing efficacy**

A student with self-efficacy can write without spelling mistakes but with grammatical competence. When he writes for hours together, the written concept is
transferred from short-term memory to long-term memory. If he writes repeatedly, he will get a chance to correct the mistakes and his memory will be enhanced.

**Speaking efficacy**

Delivering speech in a gathering or in a public meeting needs self-efficacy. If he possesses self-efficacy, then he can speak without any inhibition, nervousness and excitement. If his speech is thought provoking and useful, it will be appreciated by the audience. He can take part in any competition and will be successful. If a student listens to the speeches of eminent speakers, he has the power of analyzing the important and unimportant things.

**Personal efficacy**

A student having self-efficacy does his regular routine work throughout the day at ease. He can attend to his day-to-day duties without any deviation from normalcy. This leads him to achieve his aims successfully.

**Social efficacy**

A student with self-efficacy could move smoothly with his peer-group and teachers. The surrounding students and others also benefit much by him.

**Computer efficacy**

In these modern days, everything is computerized. A student with high self-efficacy can develop computer efficacy to collect data quickly and use them effectively in his communications. He could overcome the scholastic barriers easily using his knowledge on computer.

**Leadership efficacy**

A student with self-efficacy is so confident that he can lead and guide others. As a leader, he develops the capacity of taking appreciable decisions. He can solve problems of the group and himself smoothly.

**Co-curricular efficacy**

Apart from his educational and academic activities, a student with self-efficacy can involve himself in all cultural and sports activities. He can improve his social relationship and shine in co-curricular activities
Scientific efficacy

He becomes competent enough to undertake research activities. He improves his scientific efficacy applying his empirical knowledge based observation. He can develop a capacity to be objective in all his endeavours.

SELF-EFFICACY OF ADOLESCENTS

i. Self-efficacy and self-regulation

Self-efficacy beliefs are sensitive to variations in the conditions and outcomes of actual performance. Social and behavioral events that lead to changes in self-efficacy in due course influence self-efficacy on adolescent motivation and behavioral outcomes. Self-efficacy belief system is bound to have a lasting impact on regulating oneself and this inter-woven relationship helps a lot in attaining set-goals of an individual.

ii. Self-efficacy and social development

Social Cognitive Career Theory (SCCT) (Lent, Brown et. al, 1996) represents an effort to extend Bandura's general Social Cognitive Theory (SCT) (1986) to the context of career development. SCCT is specifically concerned with understanding (a) how academic and career-related interests develop, (b) how interests and other factors give rise to educational and career choices, and (c) what factors affect the quality of people's performance and persistent behavior in school and work settings. The theory drawn on basic social cognitive constructs such as self-efficacy beliefs, outcome expectations, and goals is explaining these interrelated aspects of career development.

iii. Relationship between self-efficacy belief system and academic performance

Positive self-efficacy plays a vital role in education. "Positive academic efficacy beliefs elevate educational expectations that lead to academic success (Bandura, 1997). However Bandera’s Social Cognitive Theory (SCT) did not explain explicitly the relationship between self-efficacy and academic achievement. So Lent, Brown and Hackett developed a Social Cognitive Career Theory (SCCT) that is concerned with two primary aspects of academic performance: the level of achieved success or proficiency and the degree of persistence despite encountering obstacles. SCCT assumes that complicated task performance requires possession of requisite mastery skills and works in tangent with a sense of personal efficacy that enables the translation of skills into productive performances. SCCT proposes that the self-efficacy belief system is impacted
by past performance (as reflected by achievement or ability indicators) therefore directly or indirectly affecting performance. Past performance, self-efficacy, outcome expectations, and goals combine to influence performance.

The model of performance, one of the three interlocking models within social cognitive career theory is often seen as useful in explaining achievement. The performance model is concerned with the level or quality of people’s accomplishments, as well as with the persistence of their behavior in career-related pursuits there is a connection among past performance, self-efficacy, outcome expectations, and goals in determining performance outcomes. Additionally, consistent with social cognitive career theory’s triadic reciprocal view of interaction, they propose a feedback loop between performance attainments and subsequent behavior. The nature of goals within the performance model concerning ‘performance goals’ refers to the level of attainment toward which one aspires within chosen performance domains.

The relationship between academic achievement and self-efficacy is brought out in the model given below:

![Figure 1.2. Social-Cognitive Career Theory Model of Performance](source)

**Source:** Adapted from Lent, Brown, and Hackett (1994) Social Cognitive Career Theory Model of Performance.

**iv. Self-efficacy and learning disabilities**

Adolescents with learning disabilities frequently have difficulties in accurately evaluating their academic skills and predicting their performance. Self-efficacy plays an
important role in the academic functioning of students in a wide variety of settings, but the efficacy beliefs of students with learning disabilities may be mis-calibrated, resulting in insufficient preparation and poor performance.

v. Self-efficacy and academic achievement motivation

Self, relational, and social efficacies have direct and mediating influence on educational achievement. Socialization practices that promote close parent-child relationship are responsible for high levels of self-regulatory, relational, and social efficacy. Self-regulatory efficacy is a powerful predictor of students' academic performance. Relational efficacy and social support received from parents have a strong influence on students' academic performance. Social efficacy and social support received from teachers are important factors when students are young. When they enter a high school, social support received from friends becomes important.

RELATIONSHIP BETWEEN SELF-EFFICACY AND REFLECTIVENESS

There is a relationship between self-efficacy and reflectiveness. Those who possess high self-efficacy can develop reflective thinking, self-decision making, self-regulation, leadership qualities and critical thinking. Such students possess reflectiveness that they understand and answer questions promptly, sharpen rational thinking to deal effectively with society open-mindedly that help them in managing everything in every way.

REFLECTIVENESS

Thinking is an extraordinarily complex mental phenomenon that exists beyond the realm of direct observation to arrive at doubtless conclusive truths. Yet the ceaseless pursuit on unraveling this mysterious process drives the humanity to continue its age world voyage using reflectiveness. Reflectiveness or reflective thinking, a healthy intellectual practice, becomes a necessity to pin-fix its complexities. The inferences derived on experience based reflection, in a way, avoids committing mistakes further and improves the quality of work that keeps the society moving upward in all its directions, without harming the individual and societal values and belief systems.

Origin of reflectiveness

John Dewey introduced the concept of ‘reflective thought’ in 1910 in his “How We Think”, a work designed for teachers. Dewey admitted a debt to both William James
Definitions of reflectiveness

Dewey's (1933) definition of reflective thinking was, “Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends” and it has been in usage repeatedly over long years.

Socrates used the questioning method to kindle and arouse reflective thinking among the multitude of gathering to cause awareness with the objective of bringing a social change. This link between Socratic Method of questioning and reflectiveness as expressed by Lambright (1995) is, “The purpose of Socratic seminars is to enlarge understanding of ideas, issues, and values. The intent is to create dialogue that gives voice to rigorous thinking about possible meaning. Seminars are structured to take the student-thought from the unclear to the clear, from the unreasoned to the reasoned, from the unexamined to the examined.”

Though many other definitions exist emphatically asserting various aspects, they are unanimous in the conviction of the impact of reflectiveness on individuals in learning process. Some are more generalized nature as given above. Others assume that true reflective thinking can only be derived from the application of the various intellectual disciplines.

THINKING INVOLVED IN REFLECTIVENESS

Thinking is a complex phenomenon. Reflectiveness includes four types of thinking.

i. Analytical thinking

The abstract separation of a whole into its constituent parts in order to study the parts and their relations is analytical thinking. The objective of analytic thinking is exploring the relationship between part and whole. The preferred activities or analytic thinking are collection of data, listening to informational lectures, reading text books, judging ideas based on facts, criteria and logical reasoning. The abstract separation of a
whole into its constituent parts in order to study the parts and their relations is its prime function.

ii. Sequential thinking

Thinking is a continuum and is sequential in nature. The sequential thinking establishes the chain of relationship that runs from one nexus to another for explaining the causative relationship between one entity and the other. Its preferred activities are following directions, repetitive detailed homework problems, time management and schedules.

iii. Interpersonal thinking

Thinking is an act of potential brain and it has found its maximal actualization in the supreme creation of man. The human sapiens is destined to live in a social grouping as man is defined as a social being in which interpersonal thinking becomes vital for its existence. The smooth running of the individual’s family and the society in which he lives depends on the level of interpersonal thinking. The preferred activities are listening to and sharing ideas, looking for personal meaning, sensory input, and group study.

iv. Imaginative thinking

Reflection is an act of thinking that always either before or after the event and not while the event is occurring. Taking into consideration the intrinsic and extrinsic factors that has affected or would affect the event, it postulates different options not in reality but in imagination. The ability to solve a particular problem lies in successful visualization or imagination foreseeing the pros and cons. It is a kind of daydreaming towards problem solving or inventing a creative work of science or art. The preferred activities are looking at the big picture, taking initiative, simulations, and visual aids, appropriate study of a problem and brainstorming. A combination of different techniques can be used to arrive at a better solution and by developing.

SOLVING PROBLEMS IN UNCERTAINTY

King and Kitchener (1994) developed a model of reflective judgment. It emphasizes that the thinker’s epistemic assumptions can be known. In this vision of the higher order cognitive ability, the reflective thinker examines and evaluates the available relevant information and opinions to construct a possible solution. It becomes the individual’s belief that is subjected to change as he gathers more information. A
reflective thinker draws all available information to construct his own belief system that is subject to change based on further experience.

THE REFLECTIVE NATURE OF PHILOSOPHICAL MINDS

Reflective thinking requires the continuous evaluation of beliefs, assumptions, and hypotheses against existing data and other possible interpretations of the data (King, et. al. 1994)

The philosophical mind routinely probes the foundations of its own thought, realizes that its thinking is defined by basic concepts, aims, assumptions, and values. It considers alternative and competing concepts, aims, assumptions, and values. It enters empathetically into thinking fundamentally different from its own, and does not confuse its thinking with reality. By habitually thinking in a global way, it gains self-command.

Reflective thinking mind of philosophers gives a thorough consideration to all of one’s thoughts and all alternatives to one’s thoughts. Reflective thinking is that allows an individual to have some self-control and command over his own thinking and beliefs instead of his socially constructed thinking. According to Paul (1990) only an individual with a philosophical mind can fully and freely accept and act on his beliefs, as they are attained through self-reflection.

THE HIDDEN EXPRESSIONS OF REFLECTION IN ART

Art is unique and more creative than reproductive so that it gives a sense of joy to all its viewers, as John Keats, the eighteenth century English poet puts it, “A thing of beauty is a joy for ever”. An introspective and inquisitive inward journey would enlighten the truth that a work of art remains an immortal piece forever because the artists reflected conscious thoughts have found a dramatically new expression, which others cannot ever imagine. The art kindles the observer to recall his own experiences and reflect the past of an individual. Perking aptly points out that reflective thinking could be developed by looking at an art, even though an art has certain boundaries by its subject matter, style, materials, and techniques. The mind of the art interpreter considers the various perspectives in its historical, social, and cultural contexts and using them as frames of reference of his own individual and common social thoughts.

When writing one’s portfolio of practice one will be expected to include a piece of reflection after each placement. This reflection must relate to situations in individuals
clinical work where individuals feel that they have learnt something worth to their practice and future career. It maybe a positive experience where something went well or a negative one where you need to think about what has happened. From each piece of reflection individuals must identify what they have learned from the experience and how this relates to the theory that they have been taught or researched. To help individuals with this reflection there are several models that might be useful to help guide your reflection. One can choose any that one will help him. Individuals only need to use one model. The following model, proposed by Gibbs explains the concept of reflection.

Fig.1.3. Gibbs’ model of reflection (1988)

**Components of reflectiveness**

There are suggests three components of reflectiveness.

1. Thinking about thinking
2. Understanding and caring about different perspectives
3. Ethical reasoning

**i. Thinking about thinking (meta-cognition)**

A learner becomes independent and self-directed by understanding how to talk about, describe and improve their thinking. Self-questioning, self-correction and self-
evaluation on the quality of his own arguments and activities involves the act of reflecting upon how he organizes his thinking. In other words, thinking on thinking, the reflective process sharpens further the thinking process. In learning, the meta-cognitive process plays a vital role in finding out solutions to the faced problems whether it be textual or life-oriented.

Within framework of learning, focused reflective thinking in all curriculum programs, regardless of the grade or age of the learners, does improve the qualitative output. Reflective thinking is an essential component of generic and discipline inquiries.

Curriculum programs designed with on-going reflection in mind, work toward enhancing the art of learning to think and understand the thinking process.

ii. Understanding and caring about different perspectives

In order to deal successfully with the complexities of living and working in the present and future world, learners need to accept and value differences based on culture, race, gender, ability and appearance. Respecting others and their viewpoints, acknowledging different perspectives, listening carefully and attentively, being willing to share ideas, and being prepared to canvass areas of disagreement are fundamental to working and learning together.

Learners need to develop thinking dispositions that will enable them to be empathetic, fair-minded, caring about themselves, others and the environment.

A focus on understanding and caring about different perspectives underlines the valuing diversity. Building and maintaining identity and relationships are key elements of learning.

iii. Ethical reasoning

There will be many encounters for each learner that will require him to think ethically about issues, events and actions. A learner needs to be able to identify the foundations upon which others and he base judgments about what is right and wrong and to analyze and evaluate ethical principles that underlie ethical standpoints and values. They need to be able to evaluate ethical dilemmas in their lives or in the world, and take a stand that reflects their personal value systems and defend his position.
Essentials of Reflection

Halton and Smith (1995) identified four essential issues concerning reflection.

i. One should learn to frame and reframe complex or ambiguous problems, test out various problems and interpret them to modify one’s actions consequently.

ii. One’s thoughts should be extended and systematic by looking back upon our actions that have taken place.

iii. Certain activities labeled as reflective, such as the use of journals or group discussions follow experiences that are often not directed towards solution of specific problems.

iv. One should consciously account for the wider historic, cultural, and political values or beliefs in practical problems to arrive at a solution. This is often identified as critical reflection. However, critical reflection, like reflection itself, appears to be used casually to the extent that some take it to mean no more constructive self-criticism of one's actions with a view to improvement.

Models of reflectiveness

KaAMS model of PBL and its relationship to reflective thinking

When students are faced with a perplex thinking helps them to move towards progress, choose appropriate strategies to identify the ways to build the knowledge problem. The KaAMS model of PBL in components prompts students' reflective learning process. The lesson plans:
The Kids as Airborne Mission Scientists (KaAMS) model of Problem Based Learning (PBL) consists of six major steps aligned with the processes of scientific inquiry, including: (1) identifying the problem scenario, (2) interactions of proposing ideas to explore problems and (3) searching for key information to support their planned explorations, (4) collecting data, (5) analyzing data, and (6) going to the public with their solutions. Throughout the entire process, students are prompted to reflect on what they have learned and what they still need to know, similar to the process scientists go through during their scientific explorations. The use of these inquiry-oriented steps helps students become familiar with scientists' reasoning processes while they fill in gaps in their own knowledge during investigation of the mission problem. Students then use their newly acquired knowledge to refine or discard their ideas and generate new ideas based on their learning.

Reflectiveness is the framework or pattern within which creative thinking and reasoning take place. There, it is necessary that on the one hand we try to develop intelligence and emotional intelligence on the other hand we should also develop self-efficacy and academic achievement through proper education and training of our young boys and girls.

**SIGNIFICANCE OF THE STUDY**

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child understand the society and adjust with the social environment. It is in the school that positive attitude towards life and work is developed. Personality development is the concern of every individual of the society and of the world at large. The home is the first institution that forms the base for the child’s character and personality. It is needless to bring out to limelight the importance of the emotional stability of the student as a factor in the growth of the intellectual and emotional growth of the students.

The present age is an age of changes in all the social systems with perplexities and turbulences. The increasing demands of the growing population with over growing need create competition and conflict. Emotional balance is the needed trait in individuals who form ‘social groups’ both with the positive and negative action. Every student should possess emotional stability. If we accept emotional intelligence as the basis of this
trait, the performance of Goleman’s viewpoint on emotional intelligence goes with self-awareness, self-management, social-awareness, and relationship management.

Hence, it is of utmost important that a student should be aware of the need for his/her emotional stability. The students’ level of involvement in their mission depends on their emotional intelligence. It helps the students to have confidence in themselves. Self-awareness, self-management and social awareness are mandatory for proper relationship with other students. Hence with ‘self education’ and ‘self processing’ students can acquire a high emotional quotient at any time and so the knowledge of emotional intelligence is the most needed equipment for the students.

School attending students come from different familial and educational backgrounds. The school curriculum plays a vital role in developing the personality of the students. To do any work, we must have confidence in ourselves that we can do that work and complete it in a successful way. It is the duty of the students to develop their self-efficacy for setting and attaining their goals.

The student can achieve many things in his life, if he has faith in himself. The students must be motivated both affectively and cognitively to perceive self-efficacy in them. To lead a well-structured life, one must have undaunted confidence in himself.

One can recover quickly after failures, while making an effort to attain his goals. Lack of self-efficacy blocks personal growth and affects the self-esteem of an individual. The students should set both long-term and short-term goals. The self-efficacy in the students helps to improve the skills like reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy and scientific efficacy. Lantern and Maureen Lacey observed that efficacy is related to collaboration through the power of shared resources and further it is related to empowerment through the role of self-confidence. This self-efficacy induces the students to achieve on the academic side.

Reflectiveness is the framework or pattern within which creative thinking and reasoning takes place as thinking involves extraordinarily complex mental processes. The high school students are in the adolescent stage. Adolescence is the age of stress and storm. There are many factors affect the academic achievement of adolescents. The
factors include school environment, facilities at home, and education of parents, occupation of parents, income, type of school, nature of school and type of management.

Healthy school environment is a pre-requisition for developing good academic performance. If the environmental facility in the school gives satisfaction to an individual, he or she will have higher level of achievement.

The investigator has selected emotional intelligence, self-efficacy and reflectiveness for studying the academic achievement of the high school students. The students with strong emotional intelligence can adjust with the environment and they can acquire better academic achievement of the students. Self-efficacy refers to one’s ability to perform a task. The adolescents can complete any difficult task with the help of their reflectiveness. Reflectiveness allows the students to solve problems in any situation. Therefore, the investigator wants to study the variables emotional intelligence, self-efficacy and reflectiveness and their influence on academic achievement of the high school students.

STATEMENT OF THE PROBLEM

Academic achievement involves intellectual skills. High school students are being trained in acquiring and developing intellectual power. The high school students have difficulties in adjusting with the present digital environment. Yet, they have to learn and master multiple learning skills. Most of the students find it difficult to understand their subjects. Further, the students in high school classes are memorizing the learning content without proper understanding and they value it causing emotional tension. Therefore, the investigator attempts to find out how far emotional intelligence, self-efficacy and reflectiveness influence on academic achievement of the high school students.

TITLE

Influence of Emotional Intelligence, Self-efficacy and Reflectiveness on Academic Achievement of High School Students.

Operational Definitions

The investigator adopted the following definitions for the terms used in this title.
Influence

It is the relationship of emotional intelligence, self-efficacy and reflectiveness with the Academic achievement of high school students.

Emotional Intelligence

“Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships”, (Daniel Goleman,1998). To put it in simple terms, it is the skill to identify emotions, to understand them, to regulate them and to use them in handling relationships .It includes self-awareness, self-management, social awareness and relationship management of the individuals.

i. Self-awareness: It is the capacity for understanding one's emotions, one's strengths, and one's weaknesses.

ii. Self-management: It is the capacity for effectively managing one's motives and regulating one's behaviour.

iii. Social awareness: It is the capacity for understanding what others are saying and feeling and why they do so.

iv. Relationship management: It is the capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

SELF-EFFICACY

According to Albert Bandura (1997) self-efficacy beliefs are one's abilities to organize and execute the courses of action required to produce given attainments. It is defined as 'personal judgments about one's ability to perform given tasks.

i. Reading efficacy: Competent enough to read and to understand the concept.

ii. Writing efficacy: Willingness to do writing performance, the work must be meaningful and important.

iii. Speaking efficacy: Without hesitation, they speak anywhere and speak about any topic.

iv. Personal efficacy: Must plan for their learning, set goals for themselves and identify strategies to achieve them.
v. **Social efficacy**: In predicting academic achievement (or) lead to change in social and behavior events, academic performance.

vi. **Computer efficacy**: Manipulating the computer effectively. Easily collect information from computer.

vii. **Co-curricular efficacy**: Having inherent ability in all co-curricular activities. They have the ability to bring out their inherent potentialities.

viii. **Leadership efficacy**: Involves students in making decisions regarding goals and strategies.

ix. **Scientific efficacy**: Ability to solve the problem and have more creativity. They have scientific and experimenting skill.

**REFLECTIVENESS**

Reflectiveness involves active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which it lends.

**ACADEMIC ACHIEVEMENT**

Academic achievement refers to the level of educational development of an individual over a period of study determined by the score of an achievement test or the process of achieving something in certain period of time. Here, it refers to the total marks scored in the quarterly examination by the IX and X Standard students.

**HIGH SCHOOL STUDENTS**

By high school students, the investigator means the students studying in standards IX and X in high schools and higher secondary schools under State Board of Secondary Education.

**Tirunelveli district**

Tirunelveli district is said to be the Oxford of South India. It is of mixed culture. It is a developing city and has well-established educational set up.

**Tuticorin district**

Tuticorin district has more number of shipping agencies and industries. It has a harbour upgraded to the international standard. It is called as the Pearl City of Tamilnadu.
Virudhunagar district

Virudhunagar is called ‘The Mini Japan of Tamilnadu’. Virudhunagar district is famous for small-scale industries.

Madurai district

Madurai district is called ‘The Temple City of Tamilnadu’. The internationally famous Meenakshiamman Temple is recommended to be included in the list of Wonders of the World. It is the second formed city in Tamilnadu.

GENERAL OBJECTIVES

1. To find out the level of emotional intelligence of high school students.
2. To find out the level of self-efficacy of high school students.
3. To find out the level of reflectiveness of high school students.
4. To find out the level of academic achievement of high school students.
5. To find out the relationship between (i) emotional intelligence (ii) self-efficacy (iii) reflectiveness and (iv) academic achievement of high school students.
6. To find out the influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school students.
7. To find out significant factors with positive loading of the variables namely emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school students.

SPECIFIC OBJECTIVES

1. Emotional intelligence of high school students

1.1 To find out whether there is any significant difference between IX and X standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.2 To find out whether there is any significant difference between boys and girls in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.3 To find out whether there is any significant difference between rural and urban students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
1.4 To find out whether there is any significant difference between dayscholar and hostel students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.5 To find out whether there is any significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.6 To find out whether there is any significant difference among boys, girls and co-education school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.7 To find out whether there is any significant difference among government, aided and unaided school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.8 To find out whether there is any significant association between birth order of students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.9 To find out whether there is any significant association between father’s educational qualification of high school students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.10 To find out whether there is any significant association between mother’s educational qualification of high school students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.11 To find out whether there is any significant association between father’s occupation of high school students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.12 To find out whether there is any significant association between mother’s occupation of high school students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.13 To find out whether there is any significant association between parent’s annual income of high school students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
2. Self-efficacy of High school students

2.1 To find out whether there is any significant difference between IX and X standard students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.2 To find out whether there is any significant difference between boys and girls in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.3 To find out whether there is any significant difference between rural and urban students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.4 To find out whether there is any significant difference between dayscholar and hostel students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.5 To find out whether there is any significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.6 To find out whether there is any significant difference among boys, girls and co-education school students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.7 To find out whether there is any significant difference among government, aided and unaided school students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.8 To find out whether there is any significant association between birth order of students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.
To find out whether there is any significant association between father’s educational qualification of high school students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

To find out whether there is any significant association between mother’s educational qualification of high school students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

To find out whether there is any significant association between father’s occupation of high school students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

To find out whether there is any significant association between mother’s occupation of high school students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

To find out whether there is any significant association between parent’s annual income of high school students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

3. Reflectiveness of high school students

To find out whether there is any significant difference between IX and X standard students in their reflectiveness.

To find out whether there is any significant difference between boys and girls students in their reflectiveness.

To find out whether there is any significant difference between rural and urban students in their reflectiveness.

To find out whether there is any significant difference between dayscholar and hostel students in their reflectiveness.

To find out whether there is any significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their reflectiveness.

To find out whether there is any significant difference among boys, girls and co-education students in their reflectiveness.
3.7 To find out whether there is any significant difference among government, aided and unaided school students in their reflectiveness.

3.8 To find out whether there is any significant association between birth order of students and their reflectiveness.

3.9 To find out whether there is any significant association between father’s educational qualification of high school students and their reflectiveness.

3.10 To find out whether there is any significant association between mother’s educational qualification of high school students and their reflectiveness.

3.11 To find out whether there is any significant association between father’s occupation of high school students and their reflectiveness.

3.12 To find out whether there is any significant association between mother’s occupation of high school students and their reflectiveness.

3.13 To find out whether there is any significant association between parent’s annual income of high school students and their reflectiveness.

4. Academic achievement of high school students

4.1 To find out whether there is any significant difference between IX and X standard students in their academic achievement.

4.2 To find out whether there is any significant difference between boys and girls students in their academic achievement.

4.3 To find out whether there is any significant difference between rural and urban students in their academic achievement.

4.4 To find out whether there is any significant difference between day scholar and hostel students in their academic achievement.

4.5 To find out whether there is any significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their academic achievement.

4.6 To find out whether there is any significant difference among boys, girls and co-education school students in their academic achievement.

4.7 To find out whether there is any significant difference among government, aided and unaided school students in their academic achievement.

4.8 To find out whether there is any significant association between birth order of students and their academic achievement.

4.9 To find out whether there is any significant association between father’s educational qualification of high school students and their academic achievement.
4.10 To find out whether there is any significant association between mother’s educational qualification of high school students and their academic achievement.

4.11 To find out whether there is any significant association between father’s occupation of high school students and their academic achievement.

4.12 To find out whether there is any significant association between mother’s occupation of high school students and their academic achievement.

4.13 To find out whether there is any significant association between parent’s annual income of high school students and their academic achievement.

5.1 **Relationship between emotional intelligence and academic achievement of high school students.**

5.1 a. To find out whether there is any significant relationship between academic achievement and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of high school students.

5.1 b. To find out whether there is any significant relationship between academic achievement and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of the boys.

5.1 c. To find out whether there is any significant relationship between academic achievement and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of the girls.

5.2 **Relationship between self-efficacy and academic achievement of high school students.**

5.2 a. To find out whether there is any significant relationship between academic achievement the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

5.2 b. To find out whether there is any significant relationship between academic achievement and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy of the boys.

5.2 c. To find out whether there is any significant relationship between academic achievement and their reading efficacy, writing efficacy, speaking efficacy,
5.3 Relationship between academic achievement and reflectiveness of high school students.
5.3.a. To find out whether there is any significant relationship between academic achievement of the students and their reflectiveness.
5.3.b. To find out whether there is any significant relationship between academic achievement of the students and their reflectiveness of the boys.
5.3.c. To find out whether there is any significant relationship between academic achievement of the students and their reflectiveness of the girls.

6. Influence of Emotional Intelligence, Self-efficacy and Reflectiveness on Academic Achievement of High school students
6.1 To find out whether there is any significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school student.
6.2 To find out whether there is any significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of boys.
6.3 To find out whether there is any significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of girls.

7. Factor analysis of variables
To find out whether there is any significant factor with positive loading of the four variables namely academic achievement, emotional intelligence, self-efficacy and reflectiveness of high school students.

NULL HYPOTHESES
1. Emotional intelligence of high school students
1.1 There is no significant difference between IX and X Standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
1.2 There is no significant difference between boys and girls in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
1.3 There is no significant difference between rural and urban students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.4 There is no significant difference between day scholar and hostel students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.5 There is no significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district of students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.6 There is no significant difference among boys, girls and co-education students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.7 There is no significant difference among government, aided and unaided, school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.8 There is no significant association between birth order of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.9 There is no significant association between father’s educational qualification of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.10 There is no significant association between mother’s educational qualification of the students and their self-awareness, self-management, social awareness and relationship management and emotional intelligence.

1.11 There is no significant association between father’s occupation of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.12 There is no significant association between mother’s occupation of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

1.13 There is no significant association between parent’s annual income of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
2. Self-efficacy of high school students

2.1 There is no significant difference between IX and X standard students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.2 There is no significant difference between boys and girls in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.3 There is no significant difference between rural and urban students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.4 There is no significant difference between dayscholar and hostel students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.5 There is no significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.6 There is no significant difference among boys, girls and co-education school students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.7 There is no significant difference among government, aided and unaided school students in their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.8 There is no significant association between birth order of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.
2.9 There is no significant association between father’s educational qualification of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.10 There is no significant association between mother’s educational qualification of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.11 There is no significant association between father’s occupation of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.12 There is no significant association between mother’s occupation of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

2.13 There is no significant association between parent’s annual income of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

3. Reflectiveness of high school students

3.1 There is no significant difference between IX and X standard students in their reflectiveness.

3.2 There is no significant difference between boys and girls in their reflectiveness.

3.3 There is no significant difference between rural and urban students in their reflectiveness.

3.4 There is no significant difference between dayscholar and hostel students in their reflectiveness.

3.5 There is no significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district the students in their reflectiveness.

3.6 There is no significant difference among boys, girls and co-education school students in their reflectiveness.
3.7 There is no significant difference among government, aided and unaided school students in their reflectiveness.
3.8 There is no significant association between birth order of the students and their reflectiveness.
3.9 There is no significant association between father’s educational qualifications of the students and their reflectiveness.
3.10 There is no significant association between mother’s educational qualification of the students and their reflectiveness.
3.11 There is no significant association between father’s occupation of the students and their reflectiveness.
3.12 There is no significant association between mother’s occupations of the students and their reflectiveness.
3.13 There is no significant association between parent’s annual income of the students and their reflectiveness.

4. Academic achievement of high school students
4.1 There is no significant difference between IX and X standard students in their academic achievement.
4.2 There is no significant difference between boys and girls in their academic achievement.
4.3 There is no significant difference between rural and urban students in their academic achievement.
4.4 There is no significant difference between dayscholar and hostel students in their academic achievement.
4.5 There is no significant difference among Tirunelveli, Tuticorin, Virudhunagar and Madurai district students in their academic achievement.
4.6 There is no significant difference among boys, girls and co-education students in their academic achievement.
4.7 There is no significant difference among government, aided and unaided students in their academic achievement.
4.8 There is no significant association between birth order of the students and their academic achievement.
4.9 There is no significant association between father’s educational qualification of the students and their academic achievement.
4.10 There is no significant association between mother’s educational qualification of the students and their academic achievement.

4.11 There is no significant association between father’s occupation of the students and their academic achievement.

4.12 There is no significant association between mother’s occupation of the students and their academic achievement.

4.13 There is no significant association between parent’s annual income of the students and their academic achievement.

5.1 **Relationship between emotional intelligence, and academic achievement of high school students**

5.1.a. There is no significant relationship between academic achievement of students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

5.1.b. There is no significant relationship between academic achievement of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of the boys.

5.1.c. There is no significant relationship between academic achievement of the students and their self-awareness, self-management, social awareness, relationship management and emotional intelligence of the girls.

5.2 **Relationship between self-efficacy and academic achievement of high school students**

5.2.a. There is no significant relationship between academic achievement of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy.

5.2.b. There is no significant relationship between academic achievement of the students and their reading efficacy, writing efficacy, self-efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy, scientific efficacy of the boys.

5.2.c. There is no significant relationship between academic achievement of the students and their reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy and co-curricular efficacy, leadership efficacy, scientific efficacy and self-efficacy of the girls.
5.3 Relationship between reflectiveness and academic achievement of high school students

5.3.a. There is no significant relationship between academic achievement of the students and their reflectiveness.

5.3.b. There is no significant relationship between academic achievement and reflectiveness of the boys.

5.3.c. There is no significant relationship between academic achievement and reflectiveness of the girls.

6. Influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of high school students

6.1 There is no significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the students.

6.2 There is no significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the boys.

6.3 There is no significant influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement of the girls.

7. Factor analysis for the four variables

There is no significant factor with positive loading of the four variables namely academic achievement, emotional intelligence, self-efficacy and reflectiveness.

LIMITATIONS OF THE STUDY

1. This study is limited to high school students of Tirunelveli, Tuticorin, Virudhunagar and Madurai district only.

2. In studying the emotional intelligence of high school students, the investigator has used emotional intelligence inventory having four dimensions: self-awareness, self-management, social awareness and relationship management.

3. In studying the self-efficacy of high school students, the investigator has used a self-efficacy scale having nine dimensions: reading efficacy, writing efficacy, speaking efficacy, personal efficacy, social efficacy, computer efficacy, co-curricular efficacy, leadership efficacy and scientific efficacy.

4. In studying the reflectiveness of high school students, the investigator has used reflectiveness questionnaire.

5. Academic achievement is measured in terms of the marks obtained by the students in IX and X standard half-yearly examination marks only. The academic achievement is considered as the total marks obtained in Tamil, English, Mathematics, Science and Social science.