CHAPTER – I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1.1. INTRODUCTION

“A healthy tree does not bear bad fruit; nor does a poor tree bear good fruit. Every tree is known by the fruit it bears”.

The Bible - St. LUKE - CHAPTER 6- 43 & 44

According to the New Educational Policy (1986) education aims at the all-round development of the individuals. It has to bring out the best from the individual. It is the process whereby mankind is working out into fruition of its own inner nature; it is man’s means of realizing his destination; of reaching his goal of largest power, joy and service. The effectiveness of education depends on the performance of the individuals involved in education which in turn depends on the influence of self esteem and emotional intelligence on it.

Man has been created to live every moment of life. Modern science acts as a springboard for the progress of mankind and enables us to conquer time, distance and many more things. It has improved the conditions and quality of life.

Life is experience, Experience is education. Education is enlightenment;

Enlightenment is truth. Truth is wisdom and wisdom is God.

- Vedic Wisdom

In the present world of science and technology, the education has to determine the levels of well-being and prosperity of the people. Education is considered to be one of the most powerful agencies in moulding the character and in determining the future of individuals. Education is regarded as the potential instrument of social transformation and an important means of national development. Education is a service commodity, which involves the process of acquisition to attain knowledge,
skills and attitudes, which are essential for achieving success in one’s life. Education leads an individual from darkness into light and from falsehood to truth. It brings about considerable changes in the individual relating to his or her physical intellectual and spiritual conditions. Education, thus, is concerned with bringing about changes in the three board domain of the individual, normally cognitive, affective and psychomotor.

Education today has become a powerful tool for the development of the society. Education is considered as an instrument for social changes resulting in industrialization, urbanization and social enlistment. Many people believe that education solves many of the individual and social problems, resulting in individual and social disorganization and disintegration. The main question is whether education can solve the social problems generating from social process. The educators believe that education should also take this added function within its purview. The modern school is a community centered and teacher is a friend, philosopher and guide. The school is a miniature society or a social constitution, which is entrusted with the responsibility of bringing up the students to participate effectively, efficiently and harmoniously in the community to which they belong. The modern school is not a knowledge shop and the learning experience should not be limited to four walls of the classroom. The school should provide various opportunities to the students for participating in social services, community activities, health campaigns, literacy derives and other kinds of public service of educational importance. This will break the barriers between the school and the community and make school life and experiences meaningful, lively, realistic and natural. (Mohanty, 1991).
1.2. IMPORTANCE OF EDUCATION

The Kothari Commission (1964 -1966) pointed out, “The destiny of India is being shaped in the classroom”. It is the education that determines country’s level of prosperity, welfare and security of people. Realizing this fact, the Government of India has been spending large sum of money on education; no investment is likely to yield greater returns than investment of human resources of which the most important component is education. The National Policy on Education (1986) emphasizes the need for a National System of Education to promote its unique socio cultural identity and to meet the challenges of times and education for equality. The national system of education represents common educational structure throughout the country and national curricular framework with common core components of national significance. Laik (1994) states, “The contemporary system of education has become mechanical as it stuffs the young minds with dry information leaving little scope for thinking. The present system of education needs to be revamped and stimulated with a spirit of scientific thinking in teaching and learning process”.

Education is the process by which people acquire knowledge, skills, habits, values or attitudes. It is an endeavour and to refine human behaviour and to improve his knowledge and to mould men and women to serve as true citizens of a country. A country depends very much upon the educational system of that country and it mends the pupils to become the honorable citizens of tomorrow. Education is a process by which an individual can adjust himself or herself to the world of nature, the world of human being and the world of value. It also influences one’s vocation, home life, friendship, marriage, travel, recreation and hobbies and reveals his or her personality to the world. There has been a constant quest to determine the basic issues of education. Various philosophers and educators have attempted to define the term
“education”. ‘The scholars from Socrates and Plato to Dewey and Mahatma Gandhi have expressed divergent views’. (Mohanty, 1991).

The primary meaning of education appears to be “bringing up”, leading out or making manifest and exhibit the potentialities and talents in a child. That is Education means bringing out of the idea of universal validity which are latent in the minds of man. (Chaube, 1999). Education should help to discover lasting values so that pupil does not merely cling to formulate or repeat slogans; it should help them to break down their national and social barriers also. Thus “education should awaken the capacity to be self-aware and merely indulge in gratifying. That education is given in five different levels in India such as primary, upper primary, secondary, higher secondary and tertiary i.e. higher education.

1.3. OBJECTIVES OF HIGHER SECONDARY EDUCATION

The objectives of secondary education as proposed by higher secondary education commission involve the full and all round development of every individual’s personality. According to Patel Committee, the objective of secondary education is “acquisition of the skills and habits of self-training, broad-based general education, develop aesthetic appreciation and creativity through participation in artistic activities”. According to Edmonson et al. (1953), “The duty of the higher secondary school is to provide experiences and information that will lead to the fullest development of students as individuals, both in their adolescent years and in adult life. Before this can be accomplished, those in charge of the institution must determine as accurately as possible the present and probable future needs of students. These needs should be translated into the significant general aims and more toward performance of these functions and attainment of these aims. By encouraging the maximum
development of its students, the schools contribute to the welfare and progress of society through improving the quality of participation in social situations”.

The Commission on ‘Life Adjustment Education’ in 1947 by the federal government has laid down the objectives of higher secondary education as successful citizenship, training the young man in day to day life requirements, making worthy members of the family, to be able to understand the basic rules of learning, to prepare for a vocation, to be able to make worthy use of leisure, to develop spirit of appreciation of beauty, to understand the significance and method of science to developmental health and physical fitness and good moral and ethical development. Judd et, al., (1942) pointed out that the objective of higher secondary education should be to provide such general education as to equip the students with basic knowledge in all subjects and skills in some fields to enable them to pursue a life of their own, the knowledge and skills for the student to pursue higher academic or technical courses. Thus, higher secondary education should be both terminal and continuing.

1.4. THE CONCEPT OF SELF–ESTEEM

The amount of value ascribed to the self is ‘Self-Esteem’. Like the other aspects of the self, this is learned from others and becomes a reflection of how others regard or more accurately, the value we think others attach to as persons. One’s behaviour is likely to reflect the self-esteem, and this, in turn, has a reassuring effect on others. Thus there is “a reciprocal interaction between one’s self-esteem and the esteem expressed for one by others”. When an individual has established a concept of self, then he or she is able to determine or not he or she is satisfied with what he feels about himself. Thus self-esteem can be judged. It will be more appropriate to indicate that all individuals have self-esteem because they have worth, value and high regard,
but it may range from high to low in various individuals and in various aspect of the substantive self.

Becker (1971) urges that the dominant motive of man is the need for self-esteem. Hayakawa (1963) also suggested that the main purpose of all human activity is to enhance self-esteem. It is the effective portion of the self. It refers to the extend to which one admires or values the self. Different people have different levels of awareness of the self, different feelings about themselves as persons. Self-esteem is the individual’s satisfaction with his or her self-concept and positive beliefs of them are termed as positive self-esteem. It is the complex picture of perceived self value. It is the disposition to feel worthy of happiness, respect, friendship, achievement and success defined feelings of self-worth provide the foundation for motivation, mental development and healthy interpersonal relationships. It is usually defined as the personal judgment of worth lying along a dimension with positive and negative ends. It is usually defined in terms of self-attitudes, which have emotional and behavioral components. According to Wells and Marwell (1976) self-esteem refers to the way a person perceives and defines himself or herself is postulated to have an effect upon his or her behaviour, how he or she will relate to other people, what tasks he or she will attempt, what states of tension he or she will experience and how he or she subsequently will perceive himself or herself.

Self-esteem refers to the extent to which one admires or value of self. Coopersmith and Feldman (1974) have explained what is self-concept and self-esteem. Self-concept consists of the beliefs, hypothesis and assumptions that the individuals have about him. On the other hand, self-esteem represents his or her judgment of the concept that he or she has formed through his or her interpretation of the feedback from his or her physical and social experiences. Self-esteem is the
person’s evaluation of whether his or her self-concept attains his or her standards and values or not, it is a generalized positive and negative attitude towards, himself or herself.

1.5. ASPECTS OF SELF-ESTEEM

1. **Self-concept:** In the dictionary of behavioral science, self-concept is described as, “the individual’s appraisal or evaluation of himself.”

2. **Self-image:** It is the perfect and ideal state which the individual imagines himself to be after identification with an idealized conception of what he should be.

3. **Self-acceptance:** A healthy attitude towards one’s worth and limitations consisting of an objective recognition of each quality and an acceptance of each as being part of the self.

4. **Self-insight:** Self-insight means an awareness of one’s basic motivation and the effects that these motivations may have on thinking and conduct.

5. **Self-knowledge:** Self-knowledge requires an intelligent inventory of personal assets and liabilities. Personal improvement begins with the courage and determination to face the truth about one’s self.

6. **Healthy self-concept as a sign of mental health:** The effect of self-concept on mental health has received a great deal of attention in recent years. A healthy self-concept leaves ample room for humility and banishes the foolish pride that leads to the development of egoism or neurotic defense mechanisms.

Obviously, the term self-concept is used in a particular way in a statement of this sort. These terms are used to refer to children’s evaluations of themselves, that is, whether they feel good or bad about themselves. In other words, all are talking about children’s self-esteem. But a statement like “Arden thinks of himself as a helpful
individual” is concerned with people’s cognitive conceptions about themselves that is, how they think about themselves.

1.6. TYPES OF SELF-ESTEEM

*People can develop the following types of self-esteem*

(a) High self-esteem (Normal): The persons love themselves and accept who they are.

(b) Low self-esteem: The persons don’t love themselves, don’t accept who they are and don’t value their qualities.

(c) Inflated self-esteem: The persons love themselves more than others and they exaggerate their qualities.

1.6. a. Characteristics of High Self-Esteemers

High self-esteem has different potentials. Achievement is not the most important thing of authenticities. The authentic person experiences self-reality by knowing, being and becoming a credible, responsible person. Authentic people actualize their own unprecedented uniqueness.

1. Authentic persons, high-self-esteemers do not dictate their lives to a concept of what they imagine or what they should be; rather, they are themselves and as such they do not use their energy petting on a performance maintaining pretence and manipulating others.

2. High self-esteemers can reveal themselves instead of projecting images that please, provoke or entice others. They are aware that there is a difference between being loving and acting knowledgeable.

High self-steamers need not hide behind a mask. They throw off unrealistic self-images of inferiority or superiority.

3. Autonomy does not frighten high self-stemmers. They are able to sustain their autonomy over-increasing periods of time. They may lose ground occasionally
and may even fail. In spite of set backs, high self-esteemers maintain a basic self-confidence.

4. High self-esteemers are not afraid to do their own thinking and to use their own knowledge. They can separate facts from opinions and don’t pretend to have all the answers. They listen to others; evaluate what they say but they have their own conclusions. Although they can admire and respect other people, they are not totally defined, demolished, bound or awed by them.

5. High self-esteemers do not play “helpless” nor do they play the blaming game. Instead, they assume responsibility for their own lives. They do not give others a false authority over them. High self-esteemers are their own bosses and they know it.

6. High self-esteemers respond appropriately to the situation. Their responses are related to the message sent and preserve the significance worth, well-being and dignity of the people involved.

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8. High self-esteemers know that for every activity a time is needed.
   i. A time to be aggressive and a time to be passive,
   ii. A time to be together and a time to be alone,
   iii. A time to work and a time to play,
   iv. A time to cry and a time to laugh,
   v. A time to confront and a time to withdraw,
   vi. A time to speak and a time to be silent,
   vii. A time to hurry and a time to wait.
9. To high self-esteemers time is precious. They don’t kill it, but live it here and now. Living in the now does not mean that they foolishly ignore their own past history or fail to prepare for the future. Rather, high self-esteemers know their past, are aware and alive in the present and look forward to the future.

10. High self-esteemers learn to know their feelings and limitations and to be unafraid of them. They are not stopped by their own contradictions and ambivalences. Being authentic, they know when they are angry with them. They can give and receive affection.

11. High self-esteemers can be spontaneous. They do not have to respond in predetermined, rigid ways, but can change their plans when the situation calls for it.

12. High self-esteemers have a zest for life, enjoying work, play, food, other people, sex and world of nature. Without guilt they enjoy their own accomplishments. Although high self-esteemers can freely enjoy themselves, they can also postpone enjoyment; can discipline them in the present to enhance their enjoyment in the future.

13. High self-esteemers are not afraid to go after what they want, but they do so in appropriate ways. Self-esteemers do not claim security by controlling others. They do not set themselves up to lose.

14. A self-esteemer cares about the world and its people. He or she is not isolated from the general problems of society, but is concerned, compassionate and committed to improving the quality of life. Even in the face of national and international adversity, a High self-esteemer’s self-image is not one of a powerless individual. A high self-esteemer works to make the world a better place.
1.6. b. Characteristics of Low Self-Esteemers

Although people are born to win, they are also born helpless and totally dependent on their environment. High self-esteemers successfully make the transition from total helplessness to independence and then to interdependence. Low self-esteemers do not. Somewhere along the line they begin to avoid becoming responsible for their own lives.

1. Some low self-esteemers speak of themselves as successful but anxious, successful but trapped or successful but unhappy. Others speak off themselves as totally beaten, without purpose, unable to move, half dead or bored to death. Low self-esteemers may not recognize that, for the most part, they have been building their own cages, digging their own graves, and boring themselves.

2. A low self-esteemer seldom lies in the present, but instead destroys the present by focusing on past memories or future expectations. The low self-esteemer who lives in the past dwells on the good old days or on past personal misfortunes. Nostalgically, the low self-esteemer either clings to the way things used to be or bemoans his or her bad luck.

3. The low self-esteemer is self-pitying and shifts the responsibility for an unsatisfactory life on to others. Blaming others and excusing oneself are often part of the low self-esteemer’s games.

A low self-esteemer who lives in the past may lament if only:

“If only I had better parents …………”

“If only I had been born rich …………”

“If only I had been handsome …………”

“If only I had a different job …………”
People may in the future dream of some miracle after which they can ‘Live happily ever after’. Rather than pursuing their own lives, low self-esteemers wait-wait for the magical rescue. How wonderful life will be when:

“When the kids grow up …”

“When the new job opens …”

“When the boss dies …”

“When my ship comes in …”

In contrast to those who live with the delusion of a magical rescue, some low self-esteemers live constantly under the dread of future catastrophe. They conjure up expectation of what if:

“What if I lose my jobs …”

“What if I lose my mind …”

“What if something falls on me …”

“What if I break my leg …”

“What if they don’t like me …”

“What if I make a mistake …”

By continually focusing on the future, these low self-esteemers experience anxiety in the present. They are anxious over what they anticipate—either real or imagined-tests, bill paying, a love affair, crisis, illness, retirement, the weather, and so forth. Persons involved too much with imaginings let the actual possibilities of the moment pass them by. They occupy their minds with material that is irrelevant to the current situation. Anxiety tunes our current reality. Consequently, these people are unable to see for themselves, hear for themselves, feel for themselves, or taste, touch, or think for themselves.
4. Unable to bring the full potential of their senses into their immediate situation. Low self-esteemers’s perceptions are incorrect or incomplete. They see themselves and others through a prism like distortion. Their ability to deal effectively with the real world is hampered.

5. Low self-esteemers spend much of their time play-acting, pretending, manipulating and perpetuating old rules from childhood. Low self-esteemers invest their energy in maintaining marks, often projecting a phony front. Karen Horney writes, “The fostering of the phony self is always at the expense of the real self, the latter being treated with disdain, at best like a poor relative.” To the play acting low self-esteemer performance is more important than reality.

6. Low self-esteemers repress their capacities to express spontaneously and appropriately the full range of possible behaviour. They may be unaware of other options for a more productive, self-fulfilling life path.

7. Low self-esteemers are afraid to try new things and instead maintain their own status quo.

8. Low self-esteemers are repeaters, repeating not only their own mistakes, but often those of their families and culture as well.

9. A low self-esteemer gives and receives affection and does not enter into intimate, honest, direct relationships with others. Instead, a low self-esteemer tries to manipulate them into living up to his or her expectations. Low self-esteemers often live up to the expectations of others.

10. People who are low self-esteemers are not using their intellect appropriately, but instead are misusing it to rationalize and intellectualize. When rationalizing, low self-esteemers give excuses to make their actions seem plausible, when intellectualizing they try to show others with verbiage. Consequently, much of
their potential remains dormant unrealized and unrecognized. Like the frog-prince in the fairly lake, low self-esteemers are spell bound and live their lives being something.

**High versus low self-esteem:** When self-esteem is high, one can be confident, feel free to be oneself and to express his ideas freely. When it is low, one would try to hide himself or herself and express very little of oneself. Some of the characteristics of individual with high self-esteem versus low self-esteem are given in table 1.1.

**TABLE- 1.1**

**CHARACTERISTICS OF INDIVIDUAL WITH HIGH SELF-ESTEEM**

**VERSUS LOW SELF-ESTEEM**

<table>
<thead>
<tr>
<th>High Self-Esteem</th>
<th>Low Self-Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceives reality</td>
<td>Avoids reality to avoid anxiety</td>
</tr>
<tr>
<td>Relatively undefensive</td>
<td>Defensive</td>
</tr>
<tr>
<td>Spontaneous</td>
<td>Reserved</td>
</tr>
<tr>
<td>Natural</td>
<td>Plays a Role</td>
</tr>
<tr>
<td>Task centered</td>
<td>Self centered</td>
</tr>
<tr>
<td>Self-reliant</td>
<td>Dependant</td>
</tr>
<tr>
<td>Relationships are intimate</td>
<td>Relationships are Casual</td>
</tr>
<tr>
<td>Feeling valuable</td>
<td>Feeling unworthy</td>
</tr>
<tr>
<td>Makes growth choices</td>
<td>Makes fear choices</td>
</tr>
<tr>
<td>Non-judgmental of others</td>
<td>Critical of others</td>
</tr>
<tr>
<td>Wholeness</td>
<td>A feeling of not belonging</td>
</tr>
<tr>
<td>Enjoys being alone</td>
<td>Oriented towards approval of others</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Strive to be perfect and avoid mistakes.</td>
</tr>
<tr>
<td>Experiences without self-consciousness</td>
<td>Consider what others think as most</td>
</tr>
</tbody>
</table>
Causes of Low Self-Esteem

Some of the important factors considered to be the causes for low self-esteem are given below:

* **Negative body image:** Feeling inferior in contrast with someone else.

* **Criticism:** A pattern of acceptance from parents and others that makes the child feel unworthy because of criticism.

* **Critical blow-ups:** Negative Self-criticism the child gives him or herself.

* **Chronic comparisons to others:** Makes each child thinks that he or she is not important.

* **Demands of perfection:** Perfections are driven by feelings of insecurity, so they compensate by being perfect.

* **Sense of hopelessness:** Negative input from others has destroyed hope.

Sources of High Self-Esteem

Every child needs parents’ approval in terms of

1. his/her own sense of personhood

2. his/her proven ability

3. his/her sense of individuality

4. his/her framework of meaningful value.

Other good examples and about role models.

Sibling and peer approval.

Educational achievements.

Skills, mastery in sports, music, hobbies etc.

To learn to feel self good strokes.

To receive God’s love and acceptance.

Career expertise and enjoyments and Root-value transfer.
1.6. c. Characteristics of Inflated Self-Esteemers

1. They believe they can do everything; there is nobody better than themselves.
2. They believe they are always right and that they never make any mistakes.
3. They are excessively confident of themselves; as a result they don’t see the risks of their actions.
4. They believe everyone loves them.
5. They speak out of turn and are scandalous.
6. They don’t consider anyone when they carry out their tasks or carry out any type of activity.
7. In general, people reject them for knowing everything.
8. They love themselves.
9. They feel attractive.
10. They believe they are the most interesting people in the world.
11. They believe they are natural winners.
12. They like people to praise them.
13. They believe they are their best friends.
14. They are extremely optimistic.
15. They are self-worshipping.

1.7. MEASURING SELF-ESTEEM

Ideally the most appropriate way of assessing self-esteem levels of a child or class is to get to know them well over a period of time. However this is not always possible if dealing with a new (unknown) class or a difficult individual child, when speed of assessment, is of the essence. If the teacher does not wish to engage in
complex assessment methods, a few simple techniques as the following ones can be used.

- **Interviews** - where by a skilled teacher (such as a counselor or pastoral care taker) can encourage the child to discuss his or her self-concept. Interaction with the child can be both helpful and inhibiting dependent upon the previous relationship between teacher and pupil. The drawing up by the teacher of a list of standard question responses, in advance, can be of great advantage in the approach.

- **A Teacher Check List** - this is filled in by the teacher, based on observations of the pupil’s behaviour.

**For example,**

- Does Pupil make self-disparaging remarks?
- Is pupil boastful?
- Is pupil hesitant and timid in new situations?
- Does the pupil make excuses to avoid situations which may be stressful?
- Is pupil continually asking for help and/or reassurance?
- Is pupil continually asking if he or she is liked or popular?
- Does pupil hang back and remain on the fringe of a group?
- Is pupil apathetic in a learning situation?
- Does pupil daydream a lot?
- Does pupil avoid work even though risking teacher's displeasure?
- Does pupil tend to blame others for his or her own failures?
- Is pupil reluctant to assume responsibilities?

Even if all these questions are answered affirmatively, the feelings of low self-esteem are merely being *inferred*, not *observed directly*. There is also a set average (or
Mean) value, as to what a child with average self-esteem should score, leading to inaccuracy in results.

- A Child Check List - basically a list of similar questions to the Teacher Check List, however this is for self-completion by the child. A list of personal attributes, such as;
  - Outgoing or Not Outgoing,
  - Friendly or Unfriendly,
  - Helpful or Unhelpful,
  - Good Worker or Poor Worker, etc.

These are examined by the child, who ticks those they feel apply to them. The completed list is studied by the teacher and based upon the results and the own personal knowledge of the child, a judgment is made. This approach has the added advantage of providing material for discussion later with the child or children, as to why they perceive themselves that way.

- Free Response Method-the children are asked to write an essay about them and to list attributes which they believe to be personal characteristics. This can also take the four of twenty or more questions about the child, beginning with “I am ……….” For children with learning difficulties, this additional structure can be very helpful. The completed essay or list is then analysed by the teacher, as per the Child Check List (as above), giving points for later discussion.

- Q-Sort - this involves the sorting into different piles by the child, of a series of card. Each card contains a statement about the self (e.g. I am always happy). The first ordering is ranked in priority of how the child sees itself, and the second ordering is how the child would like to be. There are over 22 different set of these cards on the market, however Bulter and Haigh’s (1954) 100 card set, is the most frequently used
and is fairly accurate. Although time consuming to set-up, the effort is repaid by the involvement and interest levels.

Psychometric Tests - Some psychometric tests are sufficiently user friendly to be considered for use in the mainstream classroom. Included here are the LAWSEQ “Primary School” Version (Lawrence, 1982) and the LAWSEQ “High School” Version (1983) which measure global self-esteem in a speedy and simple manner.

Although people customarily speak of self-esteem as a single entity or global-esteem it also includes many compartmentalized situation. Specific aspects vary according to circumstances. Nevertheless, all of us some time and sizable minority most of the time suffer from low self-esteem, because self-esteem resides largely within oneself and ultimately one has the power to change it. As Seneca, the ancient philosopher said, ‘what you think of yourself is much more important than what others think of you.’

1.8. DEVELOPMENT OF SELF–ESTEEM

The development of self-esteem is important because it may play a mediating role in assisting an individual to adjust to environmental demands and to develop socially appropriate behaviors and self-regulations (Higgins, 1991). Positive self affects may also foster development and mastery of various competencies, whereas negative self-conscious emotions may provoke behaviors that inhibit the individual's pursuit of life goals. A positive view of self will affect the feelings, behaviors, and thoughts of an individual child. The resulting sense of self-efficacy may assist the child in working through difficult times and applying the self regulation necessary for personal growth.

Even though self-esteem has been studied for more than 100 years, specialists and educators continue to debate its precise nature and development. Nevertheless,
they generally agree that parents and other adults who are important to children play a major role in laying a solid foundation for a child’s development. Good self-esteem is important because it helps your students to hold their head high and feel proud of their accomplishments and abilities. It gives them the courage to try new challenges and the power to believe in themselves. It allows them to respect themselves even when they make mistakes. And when they respect themselves, adults and other friends usually respect them, too. Having good self-esteem is also the ticket to make good choices about their mind and body. If they think they’re important, they’ll be less likely to follow the crowd even if their friends are doing something dumb or dangerous. If they have good self-esteem, they know that they are smart enough to make their own decisions. Success in school, getting along in a family or with peers all depend on self-confidence. Without it, children’s talents may be developed as they may be afraid to take risks or be creative. Research shows that a positive self-concept is more important to academic success than a high IQ score. Children will have greater self-esteem if they feel a sense of ownership and responsibility for their experiences.

1.9. SELF-ESTEEM AND ACADEMIC ACHIEVEMENT

An integrated self concept acts as a motivational force in maintaining mental health and influencing the learning situations. A positive relationship has been found between self-esteem and intelligence and self-esteem and scholastic achievement irrespective of the subjects belonging to either of the sexes, to forward or backward communities, to urban or rural communities, although the degree of intelligence or achievement may vary from person to person. There is a perfect relationship between high scholastic achievements and a positive self-concept, while the low ones have got a negative self-concept. Marsh (1992) said that the relationship of self-esteem to school achievement is very specific. General self-esteem and non-academic aspects of
self-esteem are not related to academic work; general academic achievement measures are related moderately to academic success specific measures of subject-related self-esteem are highly related to success in that content area.

Using linear discriminate analysis, Byrne (1990) showed that academic self-esteem was more effective than academic achievement in differentiating low track and high track students. Hamachek (1995) also asserts that self-esteem and school achievement are related. The major issue is the direction of the relationship: does self-esteem produce achievement or does achievement produce self-esteem. George and Berliner (1992) state “the evidence is accumulating, however, to indicate that level of school success, particularly over many years, predicts level regard of self and one’s own ability whereas level of self-esteem does not predict level of school achievement, the implication is that teachers need to concentrate on the academic success and failures of their students. It is the student’s history of success and failure that gives them the information with which to assess themselves”.

If academic achievement leads to increased self-esteem, but self-esteem is a better predictor of being a low track or high track student, it would appear that there is some intervening variable. James (1890) states that the intervening variable is personal expectation. His formula is self-esteem = success + pretensions. That is increasing self-esteem results when success is improved and it is related to expectations and self-esteem: Therefore success = pretensions + self-esteem.

1.10. NATURE AND CHARACTERISTICS OF EMOTIONS

Etymologically, the word emotion is derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Emotions can thus be understood as an agitated or excited state of our mind and body. According to Crow and Crow (1973) ‘Emotion is an effective experience that accompanies generalized linear adjustment
and mental and physiological stirred up states in the individual and that shows itself in his overt behaviour’.

1. Emotional experiences are associated with some instincts or biological drives:

   Every emotional experience is associated with one or the other innate instinct. An emotion is aroused under the current or influence of an instinctive excitement. One can experience emotion of anger only after riding on the instinctive waves of pugnacity or combat.

2. Emotions are the product of perception:

   Perception of a proper stimulus is needed to start an emotional experience. The organic changes within the body then may intensify the emotional experience.

3. The core of emotion is feeling:

   Actually every emotional experience, whatever it may be involves feelings a sense of response aroused in the heart.

4. Emotion brings physiological changes:

   Every emotional experience involves many physical and physiological changes in the organism. Some of the changes which express themselves as overt behavior are easily observable. These changes become so specific and distinguishable in the human being.

1.11. THEORIES OF EMOTIONS

Psychologists have propagated a number of theories on emotion. Among them, the few important one are;

James-Lange Theory

The James–Lange theory advocated that emotions are spring from physiological reactions. The perceptions of a stimulus cause our body to undergo certain physiological changes and we experience emotion. While commenting on the
new theory James (1890) writes, “My theory, on the contrary, is that the bodily changes follow directly to the perception of the exciting fact and that our feelings of the same changes as they occur in the emotion”.

**Cannon-Bard Theory**

Cannon-Bard Theory worked on the thalamus and proposed that the lower brain centers, specifically the thalamus and hypothalamus, are responsible for inciting emotional reactions. After perceiving stimulus, the sensory impulses reach the thalamic hypothalamic regions. From there they are carried simultaneously to the internal organs of the body and cerebral cortex. This in turn, receives and experiences emotion at the same time when physical changes occur in the body. Thus they try to maintain that emotion and physiological responses occur simultaneously, not one after another.

**Schacter – Singer Theory**

Around 1970, the American psychologists Stanley Schachter and Jerome Singer adopted an effective approach to both the earlier theories of emotion and introduced a new theory named cognitive theory of emotion. They suggested that our physical arousal together with our perception and judgment of situation (cognition) jointly determine our emotions. In other words, our emotional arousal depends on both physiological changes and cognitive or mental interpretation of those changes. Since this interpretation is purely a subject of cognitive functioning, the cognitive factors are said to be the potent determinants of our emotional states.

**Activation Theory**

The theory was actually propounded in 1951 by Donald B. Lindsley. In general, activation theory refers to the view that emotion represents a state of heightened arousal rather than a qualitatively unique type of psychological,
physiological or behavioural process. Emotion-provoking stimuli activate the reticular activating system in the brainstem, which in turn tends impulses both upward, towards the cortex and downward towards the musculature. However, the activating system tries to serve only a general function and the specific structure in the brain organized the input and determines the particular form of emotion to be expressed.

1.12. INTELLIGENCE

According to Stern (1914), ‘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’.

However, the terminology and language used in defining intelligence apart, there seems to be some agreement among the psychologists. They agree on the following:

1. Intelligence must be understood as the mental capacity or mental energy available with an individual at a particular time in a particular situation.
2. This mental capacity helps him in the task of theoretical as well as practical manipulation of this, objects or events present in the environment in order to adapt to or face new challenges and problems of life as successfully as possible.
3. His capacity or the find of mental energy available with him can be judged only in terms of the quality of his behavior or performance.

Thus one can access a person’s intelligence in proportion of his ability to use his mental energy to handle his problems and leading a happy and well-contended life. Greater the intelligent quotient more intelligent the individual was and more
successful he was considered to be. With the passage of time the validity of intelligent quotient as the only measures of a person’s intelligence and success has been formally questioned. There always have been more numerous examples of people with high intelligence quotient who failed in achieving in life what they wanted to achieve. So it was realized that there is definitely much more to success in life than possessing a high intelligence quotient and this realization eventually brought the concept of emotional intelligence.

1.13. EMOTIONAL INTELLIGENCE

The skills which belong to highly developed emotional intelligence include to be independent from one’s own feelings, ability to adjust oneself to others, ability to recognize, name and direct ones feelings, discern the numerous feelings and use them in a positive way and be able to drive actions form them. Emotional Intelligence accompanies ones daily life and in many cases is as important as the ‘common’ intelligence, especially in our modern society. Emotional intelligence is “the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Caruso, Mayer, and Salovey, 2002). Essentially, EI refers to one’s ability to recognise and regulate emotions in one and others (Goleman, 2001). Emotions are high intensity feelings that are triggered by either internal or external stimuli, demand attention, and interrupt cognitive processes and behaviours. Emotional intelligence theory opens the door to a wide variety of teaching strategies that can be easily implemented in the classroom. In the theory of emotional intelligence, teaching strategies are innovative to the educational scene are being suggested.
All students can learn and succeed but not all on the same day in the same way. Intelligence is the ability to see a problem, then solve a problem or make something that is useful to a group of people. Howard Gardner’s theory of emotional intelligences identifies that there are many forms of intelligences and that people have varying strengths. With an understanding of Gardner’s theory of Emotional intelligence, teachers, school administrators and parents can better understand the learners in their midst. They can allow the students to safely explore and learn in many ways and they can help students direct their own learning. Adults can help students understand and appreciate their strengths, and identify the real-world activities that will stimulate more learning. In this world of science and technology only with high level of emotional intelligence one could survive successfully. Application of emotional intelligence theory helps students begin to understand their level of intellectual functioning. Emotional intelligence proposes that there are several important types of intelligence; we must understand in order to get a very big revolution in the information era.

1.14. MODELS OF EMOTIONAL INTELLIGENCE

Affective Regulation Model of Emotional Intelligence

Goleman (1995) viewed emotional intelligence as the ability to know and manage one’s own emotions, recognize them in others and to handle relationships. It includes the abilities such as being able to motivate one and persist in the face of frustrations, to control impulses and delay gratifications, to regulate one’s mood and keep distress from swamping the ability to think, to empathize and to hope. This definition of emotional intelligence includes self-control, zeal and persistence and the ability to motivate oneself. Goleman (1995) calls emotional intelligence “a master
aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.

According to Goleman’s model (Boyatziz, Goleman and Hay or Mec.Ber, 1999) the following ones are included in emotional intelligence.

i. Emotional Self-awareness
   It includes accurate self-assessment and self-confidence and feeling.

ii. Facilitation of thought
   Ability to generate emotion and then reason with this emotion.

iii. Understanding emotions
   Ability to understand complex emotions and emotional ‘chains’ emotions transit from one stage to another.

iv. Managing emotions
   The ability which allows an individual to manage emotions within himself and in others.

**Emotional Competence Model**

Saarnin (1997) identified emotional competence as the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life. It includes self-awareness, emotional regulation, working co-operatively and carrying about oneself and others. Saarni proposed some skills indicative of an emotionally competent person.

i. Emotional Self-management
   It includes self-control, trust worthiness, conscientiousness, adaptability, achievement orientation and initiative.

ii. Social-awareness
   It includes empathy, organization of awareness and service orientation.
iii. Relationship management

It includes developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, team work and collaborations.

**Cognitive model of Emotional Intelligence**

This model primarily focuses on complex intelligence related to emotional reasoning in everyday life. It is based on the assumption that emotions convey knowledge about a person’s relationship with the world. E.g. fear indicates the threat the person is facing. According to Mayer and Salovey’s cognitive model, emotional intelligence consists of four separate components.

**Perceiving and identifying emotion**

The ability to recognize how one;

i. be aware of his own complex emotional state

ii. able to discern others emotional state

iii. able to state and able to communicate his emotions

iv. able to feel with and for others

v. able to understand that we and others, don’t always show emotions accurately.

**1.15. ELEMENTS OF EMOTIONAL INTELLIGENCE**

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

**a. Self-Awareness**

People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident because they trust their intuition and don't let their emotions get out of control. They're also willing to take an
honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.

b. Self-Regulation

This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity and the ability to say no.

c. Motivation

People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge and are very effective in whatever they do.

d. Empathy

This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs and viewpoints of those around us. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly and they live their lives in a very open, honest way.
e. Social Skills

It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

1.16. ACADEMIC ACHIEVEMENT

Achievement refers to the knowledge attained or skill development in school subjects usually designated by test scores or by marks assigned by the teachers or by both. According to Carter V. Good (1973), achievement means accomplishment or proficiency or performance in a given skill or body of knowledge, help in declaring the examine successful or unsuccessful choosing the students for various professional and academic courses and selecting the candidates for different jobs.

Suppose one have a choice of three video games to play. One game is easy, all know one can get a high score on it; so could anyone else. The second game is more difficult, all are not sure how well one would do. The third is so difficult that all are sure one would lose quickly, as most people do. Which does one choose. Most people prefer the difficult but not impossible game, especially people with a strong need for achievement.

When people receive feedback on their performance, such as “You got 82% correct on the first test”, those with a strong need for achievement usually increase their efforts, no matter what the results were. Apparently, they interpret almost any feedback as meaning that they have room for improvement and need to try harder. People with a need for achievement or a high fear of failure react to feedback by
decreasing their efforts. The feedback either tell them that they are achieving their modest goals or that they are failing and may as well quit.

Evaluation of learning outcomes of the students by measuring their academic achievement, the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, academic achievement is of paramount importance and the schools place great emphasis on it. At all school levels there exist enormous differences in the academic attainment of students ranging from high to low. Progress in future to a great extent depends upon the academic attainment of the students. It has to be pointed out that though several attempts have been made to study the impact of non-intellectual factor on achievement in general, no concrete attempt has been made to study how much variance in achievement is accounted for environmental factors, study habits and self esteem.

1.17. IMPORTANCE OF THE STUDY AMONG HIGHER SECONDARY STUDENTS

Higher secondary school students belong to the adolescent stage of development. Adolescence is a period of concomitant growth. It is the formal operational stage of development (Piaget, 1952). They think in abstract terms, follow the logical propositions and form hypothesis. They can isolate the elements of a problem and systematically explore all possible solutions to problems. It is essentially a period of rapid development and transition and is full of complexities. Academic failure may lead to frustration and poor adjustment. They are emotionally disturbed and develop an unhealthy attitude towards life. The sense of failure complex which in turn may lead to a retreat into non communicative fantasy or overt misbehavior. Maximizing achievement scores is one of the goals of education. A large number of investigators had made efforts to study the determinants of academic achievement. As
Carrel (1943) points out “the bond between intelligence and academic achievement appears to be smaller than is usually assumed”. According the Weinner (1972) intelligence accounts for only 25% of the observed variance in grades. Hence, it follows that the remaining 75% of the variance is due to non intellectual factors. Taylor (1956) has pointed out the importance of personality factors on achievement.

Even a good student, who has the potentiality to achieve better, may not be able to achieve as per expectations if he or she fails to do proper management of time, allocation of weightage to various subject preparing notes and individual modes adopted for preparation of different subjects. In other words, self-esteem and emotional intelligence are relevant factors in determining the achievement of an individual.

Self-esteem tends to be fairly resistant to change once it is established. Individuals who have little self-esteem are afraid to let down their guard. Convinced that they are inadequate, the individuals with very little self-esteem are likely to be maladjusted. Those with good self-esteem have a capacity that will affect their adult live, the capacity to give and receive love. If the higher secondary results are observed, there is very less number of centum scorers in academic achievement. This has been the result for the past ten years of higher secondary examination of Tamil Nadu. In order to have good academic achievement, one should have good self-esteem and emotional intelligence. Hence the problem is selected as “A study of Influence of Self-esteem and Emotional Intelligence on Academic Achievement of Higher Secondary Students in Kanyakumari District.”

1.18. ORGANIZATION OF THE DISSERTATION

The dissertation has been organized in five chapters.
The first chapter presents a systematic introduction of the study, its significance and defining the variables.

The second chapter deals with the abstracts of review of related literature regarding the study done abroad and in India, which presents a vivid picture about the state of art of the study.

The third chapter deals with the methodology of the study, objectives, hypothesis comprising a description of statistical techniques used for the study, tools, sample, data collection and scoring.

The fourth chapter deals with the analysis and interpretation part of the collected data.

The fifth chapter comprises the summary of the study, findings, pertinent recommendations and suggestions for further study.

1.19. CONCLUSION

The first chapter deals with the conceptual framework of the problem. The review of related literature and research studies related with the present investigation are included in the next chapter.