CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

An essential aspect of a research project is the review of related literature. Though the search for related material is time consuming, it is a fruitful phase of any research programme. For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the work which has already been done in the area of his/her choice. The review of the literature is an exciting task, calling for a deep insight and clear perspective of the overall fields. According to Mouly (1964), “Review of related literature is a crucial step which invariably minimizes the risk of dead ends, rejected topics, rejected studies, wasted effort, trial and error activity oriented towards approaches already discarded by previous investigators and-even more important-erroneous findings based on a faulty research design”.

Man has the unique advantage of not having to “begin now in every generation, but can take advantage of the knowledge, which has accumulated through the centuries. This fact is of even greater importance in research. The knowledge gained by previous research leads not only to greater understanding of the problem but also provides comparative data the basis of which the investigators evaluate and interpret new research. In order to benefit from previous research, a survey of previous studies in the field becomes imperative. According to Best (1995), “Efective research must be based on past knowledge. This step helps to eliminate the duplication of what has been done already and provides useful hypotheses and helpful suggestions for significant investigation”.

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The review of the literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication. In the light of the earlier research done, the problem was better understood and better viewed in different perspective.

In the following pages, the studies conducted in India and abroad related to the present study have been discussed under following headings.

- Studies Reviewed on Self Esteem
- Studies Reviewed on Emotional Intelligence
- Studies Reviewed on Academic Achievement

2.2. INDIAN STUDIES

2.2.a. STUDIES REVIEWED ON SELF ESTEEM

Ponni, Santhi and Palanisamy (2014) did a study with an aim to find out the level of self-esteem and its domains (competency, global self-esteem, moral and self-control, social-esteem, family and body and physical appearance) of various professional course students with respect to gender and location and differences between and within the students of engineering, medicine, management and computer applications. It has been found that the level of self-esteem of the professional students is high (74.9%). Further, it was observed that there was a significant difference in the level of self-esteem between rural (71.4%) and urban (75.9%) students, whereas there was no significant difference in the level of self-esteem between male and female students except family domain (84.2% female 88.6%). It was also found that there was no significant difference between and within the students of various professional courses.

Agarwal and Raj (2013) conducted a study on the relation between self-esteem and school performance - A Behaviour Modification Approach was followed to study the
relationship between self-esteem and school performance among children and also analyze the effectiveness of psychological intervention in enhancing self-esteem and the effect of enhanced self-esteem on school performance. The study was conducted in two parts, i.e. Part-A and Part-B. For Part-A, a sample of 505 children in the age range of 8 - 14 years were selected from schools of Agra. Taking Part-A as a baseline 130 children with low self-esteem were given psychological treatment. Pre and Post test design was used. Self-esteem Inventory (Coopersmith, 1975) and School Performance Scores of the children in tests and examinations in schools were used to measure self-esteem and school performance respectively. Data were treated with product moment of co-efficient correlation and ‘t’ test. It was concluded that higher the self-esteem higher the school performance. Children given psychological intervention proved to be better in their school performance.

Eminah (2012) conducted a study on influence of meta cognition and self esteem on teaching competency of prospective teachers. The main objectives of this study were: i) to find out the level of self esteem among prospective teachers. ii) to find out whether there is any significant difference between self esteem among prospective teachers. and iii) to find out the relationship between self esteem and teaching competency among prospective teachers. Sample selected for the study was based on simple random sampling technique. The 393 prospective teachers of Thoothukudi were taken as the sample for the study. Self Esteem and Teaching Competency Scale were developed by the investigator. Mean, median, mode, SD, percentage analysis, t-test, F test and Pearson’s product moment co-efficient of correlation statistical techniques were used for data analysis. The major findings of the study were: i) there was significant difference between male and female prospective teachers in their self esteem. ii) there was no significant difference among Hindu, Christian and Muslim
prospective teachers in their self esteem. iii) there was significant difference between male and female prospective teachers in their teaching competency. iv) there was no significant difference between rural and urban prospective teachers in their self esteem and v) there was significant relationship between self esteem and teaching competency among prospective teachers.

Sivakumar (2011) conducted a study on influence of environmental factors, study habits and self esteem on academic achievement of higher secondary biology students. To find out the level of self esteem of higher secondary students with respect to gender and total and to find out the differences, if any, in the self esteem of higher secondary students with respect to gender and total. The researcher adopted the survey method. Population for the study was higher secondary students in Thoothukudi, Tirunelveli and Kanyakumari districts. From the population 1000 students were selected by using simple random sampling technique. Percentage analysis and ‘t’ test were employed for data analysis. The study found that there was no significant difference between self esteem of higher secondary students with respect to gender and total and there is significant difference between male and female higher secondary students in their self esteem.

Seyed-Hossein Salimi (2010) conducted a study on association of parental self-esteem and expectations with adolescents’ anxiety about career and education. The views of students in their last year of high school on the effects of parental expectations on students’ anxiety about education and a career were studied with 214 boys and girls from six single-sex high schools. Participants were asked to reply to two questionnaires, the Educational and Career Anxiety Questionnaire and the Parent's Self-esteem and Expectancy Questionnaire as well as to respond to a personal
informational form. Analysis yielded negative significance for relations between parental self-esteem and expectations and students’ anxiety about education and career. Moreover, the study showed that adolescent girls had significantly higher self-esteem than boys. In addition, comparing adolescents’ views by their fathers’ education showed that fathers with high education were more likely to have children with high parental self-esteem and rational expectations and lower anxiety about education and careers than those whose fathers had only primary education.

Aruna (2010) conducted a study on effective of self-esteem and students experiences and perception on gender bias in curricular practices. The purpose of the study was to investigate if there was any significance of difference in the mean score of self-esteem. A sample of 431 students was selected through stratified random sampling technique. The results of the study revealed that mean scores of self-esteem experiences and gender bias in curricular practices in the investigation found that the relationship among the above variables is significant but negative.

Kanmani (2009) conducted a study on influence of self-esteem and awareness of ICT on academic achievement of M.Ed. Students. The purpose of the study was to investigate the level of self-esteem awareness of information and communication technology and academic achievement of the M.Ed., Students. 42 M.Ed., Students were randomly selected for this study. The results revealed that there was no correlation between self-esteem and awareness on information and communication technology and there was influence of self-esteem and awareness of information and communication technology on academic achievement.

Vasanthi Vinoliya and Sivakumar (2009) conducted a study on influence of self-esteem on academic achievement of higher secondary students in Thoothukudi
In the present study, the investigators attempted to find out the self-esteem and academic achievement of higher secondary school students. The sample consisted of 300 in the Thoothukudi Districts and the investigator adopted the survey method. The findings revealed that there was significant relationship between self-esteem and academic achievement of higher secondary students.

Amirt Rai and Annaraja (2008) conducted a study on to find out the self-esteem and level of aspiration of high school students in Sri Lankan Refuge Campus. The sample consisted of 100 high school students of Sri Lankan Refuge Campus in Dindigal and Tirunelveli Districts and the investigators adopted the survey method. The finding revealed that there was no significant relationship between Self-esteem and level of aspiration of high school students. However, there was significant difference between rural and urban high school students in their self-esteem.

Priyadharshini and Velayudhan (2008) did the study focusing on pro-social behavior and self-esteem of hostel students and day scholars (N=120, Hostellers 60 and Day scholars 60). These students were studying in the various departments of Bharathiar University, Coimbatore. The mean, standard Deviation and ANOVA were used to determine the significant difference among university students in their pro-social behavior and self-esteem. Altruism, courtesy and sportsmanship were found to be more among the hostellers whereas there was no significant difference found among the students in their self-esteem.

Surila Agarwala, Meenakshi Verma and Satya Singh (2008) had undertaken the study to compare the self-esteem of orphan and non-orphan children and to study the effectiveness of behavior intervention in enhancing self-esteem. The study was conducted in two parts. In part ‘A’, Self-esteem of orphan and non orphan children
was compared and in part ‘B’, the effectiveness of behavior intervention in enhancing self-esteem of children was studied. In part ‘A’, matched group design was used for the study. The sample of the study comprised two groups of children, group I comprised 50 orphan children and group II comprised 50 non-orphan children. The result showed significant difference in the self-esteem of orphan and non-orphan children. In part ‘B’, pre and post design was used. The sample of this part of the study comprised two groups of children: group I comprised to orphans and group II comprised to non-orphan children, having low self-esteem. The result showed effectiveness of behavior intervention in enhancing self-esteem of both orphan and non-orphan children.

Thilagavathi (2008) conducted a study on academic achievement of adolescents in relation to their self-esteem. This study revealed that the academic achievement of first year higher secondary students was average. Students of high, average and low achievement group significantly differed among themselves in respect to their self-esteem scores. Girls seemed to have comparatively higher self-esteem than boys. Students belonging to private school had a higher self-esteem than those of government schools. Urban school students had higher self-esteem than rural students. Academic achievement and self-esteem were found to be positively and significantly related.

Kalyani alias Usha Raman and Amalraj (2007) conducted a study on effect of self-esteem and classroom culture on the academic achievement. The sample of 250 students in the higher secondary schools of Manur blocks Tirunelveli District. The purpose of the study was to find out whether there is a relationship among class room culture, self-esteem and academic achievement. The study revealed that there was a
significant correlation between self-esteem of school students and their academic achievement with reference to all the students’ boys, girls, urban and rural schools, co-education schools, government aided management schools and self financed matriculation schools. The study revealed that there was significant correlation between classroom culture and self-esteem with reference to government schools and government aided schools whereas there was no significant correlation between classroom culture and academic achievement of students.

2.2.b. STUDIES REVIEWED ON EMOTIONAL INTELLIGENCE

Negrin Hisli Sahin (2014) conducted a study on the relationship between cognitive intelligence, emotional intelligence, coping and stress symptoms in the context of type A personality pattern. The main objective of the study was to determine the relationship between cognitive intelligence, emotional intelligence, coping and stress symptoms in the context of type A. The Raven Progressive Matrices, Emotional Intelligence Questionnaire, Rays of Coping Inventory, Stress Symptoms Scale and Type A Personality Scale were administered to 271 University students. Two groups, Type As and Type Bs were created according to the Type A personality Scale Scored and were compared in terms of their scores on the other scales that were administered. Analyses showed that stress symptoms were negatively correlated with effective coping, stress management and general mood dimensions of the Emotional Intelligence Questionnaire. They were also positively correlated with ineffective coping and Type A behaviors. Being female also significantly predicted stress symptoms when the participants were grouped according to Type A Personality Scale Scores as Type As and Type Bs, the regression analysis showed that the stress symptoms of Type As were significantly predicted by the insufficient use of effective coping styles and deficiencies in the general mood component of emotional
intelligence, whereas the stress symptoms of Type Bs were predicted by the insufficient use of effective coping styles, overuse of ineffective coping styles and increase in the intrapersonal abilities component of emotional intelligence.

**Bass and Bernard (2013)** conducted a study on cognitive, social and emotional intelligence of transformational leaders. Explores how three types of intelligences; cognitive intelligence, social intelligence and emotional intelligence contribute to transformational leadership. This study is that truly exceptional leaders, that call “transformational”, must possess multiple types of intelligence. Social and emotional intelligence are particularly important because these contribute to the transformational leader’s ability to inspire and build relationships with followers. It is known that the multiple intelligences, particularly social and emotional, contribute to the frequency with which individual leaders are seen as transformational. A sampling of correlational studies has yielded significant but modest correlations with measures of cognitive, social and emotional intelligence. The search for individual dispositions to behave as transformational leaders will go on. While different situations may moderate what is required, various traits of social and emotional intelligence along with more discriminating and sophisticated measures of cognitive intelligence will be of importance above and beyond situational considerations.

**Vasuki and Kanakaraj (2012)** conducted a study on mental health and emotional intelligence of prospective teachers in Thoothukudi area. Objectives of the study were: i) to find out the levels of mental health and emotional intelligence and ii) to find out the significant difference between mental health and emotional intelligence. Sample consists of 320 prospective teachers studying in the colleges of education. Simple random sampling technique was used. The statistical techniques percentage
analysis, t test, ANOVA and Pearson’s product moment correlation analysis were used. Findings of the study were: i) 67.92% and 68.75% prospective teachers are having average of mental health and emotional intelligence respectively. ii) There is significant difference in the emotional intelligence of prospective teachers in terms of age, gender, marital status, type of family and nature of institution and iii) There is significant difference among the emotional intelligence of prospective teachers in terms of educational qualification and discipline.

Pushing, et al. (2011) conducted a study on emotional intelligence and use of coping strategies. The purpose of the present study was to understand how people with different degree of emotional intelligence vary in use of coping strategies. The relationship of emotional intelligence with coping strategies was examined in adults with the questionnaire technique of data collection. A sample of 599 adults (300 males and 299 females) between 20 to 50 years of age group from Mysore city participated in the study. Findings of the study were: The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of emotional intelligence used these strategies more than those with low levels of it. On the other hand, the subjects with lowest levels of emotional intelligence coped with their anxiety through distraction negative, religion denial or social support more than other strategies.

Rathod (2010) conducted a study of significant dimensions of emotional intelligence and cognitive attributions of achievement motivation of self-regulated learners. Objectives of the study were: (i) To identify self-regulated learners among high achievers. (ii) To find out dominant components and characteristics of self-regulated learning operative in self-regulated learners. (iii) To find out specific dimensions of
emotional intelligence of the self-regulated learners. (iv) To find out specific attributions of achievement motivation of self-regulated learners. (v) To compare the components and characteristics of self-regulated learning among the self-regulated learners subject wise and gender wise. (vi) To compare emotional intelligence dimensions of self-regulated learners subject wise and gender wise. (vii) To compare cognitive attributions of high achievement of self-regulated learners subject wise and gender wise and (viii) To find out relationship between self-regulated learning and emotional intelligence; emotional intelligence and cognitive attributes; and self-regulated and cognitive attributions of self-regulated learners. The sample consisted of 480 high achievers of both science and non-science subject including boys and girls. The study used descriptive and comparative method. Mean percentage score, Mean, SD, ‘t’ value and correlation were calculated for statistical analysis. Findings of the study were: (i) 87.49 percent of high achievers are identified as self-regulated learners. (ii) ‘Sustained Motivation’ is the most dominating dimension operative in self-regulated learners, while ‘Metacognition’ is the second dominating dimension. (iii) Dominant characteristic operative in self-regulated learners are: feeling one’s own responsibility for learning, value the learning task, sharing with learned friends, internal motivation for learning, learning with comprehension, set realistic goals, revising the learned material, ability perception, keeping on goals and self-help. (iv) Self-regulated learners attributed ‘efforts’ as a cause of their high achievement and success. (v) Science students are more self-regulated learners than non-science learners. (vi) Girls are more self-regulated than boy learners. (vii) There is no significant difference in emotional intelligence of science and non-science students and (viii) Girl learners are more emotional intelligent than boys.
Dubey (2009) conducted a study of relationship between emotional intelligence and achievement among undergraduate students. Objectives of the study were: (i) To compare the emotional intelligence of arts and science stream students, (ii) To compare the achievements of arts stream students in view of high and low level of emotional intelligence. (iii) To compare the achievement of science stream students with high and low level of emotional intelligence and (iv) To study the relationship between emotional intelligence and achievement. The present study was co-relational in nature. The sample was consisted of 162 undergraduate students of B.A.-III of Ewing Christian College of Allahabad. Qualitative analysis was done after the collection of the data. Findings of the study were: (i) The students of art and science stream do differ from one another on emotional intelligence or science; it hardly makes any difference in their emotional intelligence. (ii) Arts stream students with high and low level of emotional intelligence have equal achievement. (iii) There is no significant relationship between emotional intelligence and achievement among arts and science stream students and (iv) There is no relationship between emotional intelligence and achievement in various subjects.

Patil and Kumar (2008) conducted a study on emotional intelligence among student teachers in relation to sex, faculty and academic achievement. Objectives of the study were: (1) To find out the difference in the emotional intelligence of male and female teachers; (2) To find the difference between student teachers of arts and science faculty and (3) To find the relationship between emotional intelligence and academic achievement of students teachers. A sample of 302 student teachers studying in four colleges of education in Kolnapur district using simple random sampling. Descriptive survey method was employed. Data were tabulated and analysed using appropriate statistical techniques such as t-ratio and product moment coefficient of correlation.
Findings of the study were: (1) There is significant difference between emotional intelligence of male and female students teachers. (2) There is no significant difference in the emotional intelligence of students’ teachers of arts and science faculty and (3) There is significant relationship between the emotional intelligence and academic achievement of student teachers.

**Babu and Sameer (2008)** conducted a study on self-esteem and emotional intelligence among B.Ed. trainees of tsunami affected coastal belt. Through this study the author investigated the relationship between self-esteem and emotional intelligence among B.Ed. trainees of Tsunami affected coastal belt of Alappey district of Kerala, India. Stream of study, marital status and age based comparisons were made among the B.Ed. trainees. 92 B.Ed. trainees were the participants in the study. It was found that they had a good level of self-esteem and emotional intelligence. While the variables were correlated, it was found a substantial correlation in all the groups except science stream students. The correlation coefficient between self-esteem and emotional intelligence of science stream students was high. Both in self-esteem and emotional intelligence, it was found no significant difference among the students based on stream of study, marital status and age, except in the comparison of them in their self-esteem based on age.

**Aruna and Usha (2007)** conducted a study on influence of cognitive style, intelligence and classroom climate on process outcomes in science. Objective of the study was to find out the effect of cognitive style, intelligence and classroom climate on process outcomes in science. The sample size was taken 1,000 persons and selected through proportionate stratified sampling technique and considering other factors like sex, locality of students and management category of schools. The statistical
techniques used in this study were means, Pearson’s product moment coefficient of correlation and three-way ANOVA. Finding of the study was the cognitive style and intelligence has significant positive correlation with process outcomes in science, while the classroom climate has no significant effect on process outcomes in science.

Pandey, (2006) conducted a study on deprivation among emotionally intelligent girls. Objective of the study was to find out adolescent girls with high, moderate and low emotional intelligence differ on various types of deprivation. The random sample of 100 IX Class adolescent girls studying in four Hindi medium secondary schools of Varanasi city. The tool measures deprivation by Deprivation Scale by Pal, Misra and Pandey. The statistical analysis of data was done by mean, S.D. and ‘t’ test. Findings of the study were the girls having low emotional intelligence perceive various deficiencies more in their environmental factors likes, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meagre educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.

Prameela, V. Rani. (2005) conducted a comparative study of emotional maturity of higher secondary students with B.Sc. Ed. and B. Ed. Students of RIE, Ajmer. The main Objectives of the study were: (i) To know the emotional maturity of different course students of the RIE campus, Ajmer. (ii) To compare the emotional maturity relation to indifferent areas of emotional maturity, (iii) To compare the emotional maturity with the relevant background variables. (iv) To know the level of concept attainment of the RIE students, Ajmer, and to compare the concept attainment with the relevant background variables. The observational technique of study was used in this
project. The data was collected from 142 students of the RIE, Ajmer, of different classes like higher secondary, B.Sc. Ed. IIIrd Yr. and B. Ed. students. The major Findings of the study were: (i) The age and educational qualifications of the students has great influence on their emotional instability. (ii) The finding of emotional regression has also great influence on age and educational qualifications of the students. (iii) The factors of social maladjustment, personality disintegration and lack of independence have no influence on the background variables considered for the present study. (iv) The major finding in concept attainment among male and female students was found to be similar.

Romoold, (2006) conducted a study on enhancing emotional intelligence of student teachers. Objective of the study was to assess the effectiveness of the following competencies of emotional intelligence (E.Q) of students teachers: (a) emotional self-awareness, (b) emotional expression, (c) creativity, (d) interpersonal connections. The pre-test and post-test control group design employed for this study. In this design the investigator involved two groups, the experimental group and control group, both of which were formed by random assignment and were administered pre-test of the dependent variable; one group received the special treatment and then both the groups were posted. A sample of 40 student teachers, from a B. Ed. College of Jharkhand State was selected at random. The data collected and were analysed with the help of suitable statistical techniques mean, standard deviation and Analysis of Covariance (ANCOVA). Findings of the study were a significant difference found between the mean scores for Emotional Self-awareness, Emotional Expression, Emotional Awareness of others, creativity and interpersonal connections. The majority of response in the reaction scale indicated that after the interaction programme improvement has taken place in the student-teachers in their interpersonal skills and
quality of life. As a whole, it can be concluded that the field of education, particularly the teachers training programme is a beneficiary one.

2.2.c. STUDIES REVIEWED ON ACADEMIC ACHIEVEMENT

Webster and Bertha (2014) conducted a study on the effects of adolescent’s classroom perceptions on motivation and achievement in the classroom. The research examined whether there existed any interaction between classroom perception and gender. Students’ perception is influenced by a variety of factors like students’ abilities, self-efficacy, intrinsic goals, learning strategies, interests and also the qualities of teachers. A quasi- experimental design was used to study the multiple variables of classroom perception. Results indicated no sex differences in motivation and classroom perception.

Thakkar (2013) conducted a study of academic achievement, adjustment and study habits of rural and urban students. The objectives of study were: (1) to find out the academic achievement of rural and urban students. (2) to compare the study habits of rural and urban students with their academic achievement. (3) to know the relationship between adjustment and academic achievement of rural and urban students and (4) and to compare the effect of therapeutic training on the students of both the segments of society. The present study is an experimental type. The sample comprised of 200 students from rural and urban locality of standard IX were selected by using simple random sampling technique. To all members of the group, 16 sessions of one hour were given as therapeutic training consisted of imparting the knowledge of good study habit. Tools used were Adjustment Inventory by M.N. Palsana, Study Habits Inventory by M.N. Palsana and Academic Achievement scores on the basis of their two unit tests, semester or terminals and final examinations.
Correlation and t-test techniques were used for data analysis. The findings of study were: (1) With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. (2) There is no significant correlation between academic achievement and study habit among rural and urban locality. (3) There is significant correlation between academic achievement and adjustment habit among rural and urban locality and (4) There is no significant correlation between study habits and adjustment among rural and urban locality.

**Branda Carol, Adams and Cumming Ham (2012)** conducted a study on the relationship between school culture and student achievement. The objective was to conduct a study on the relationship between school culture and student achievement. Samples were taken from 61 elementary schools. Tool employed was survey instrument to 102 elementary schools. Results showed that there was a relationship between the overall culture of collegiality and the self-efficacy of the elementary school in this study and the reading achievement of students in those schools.

**Venita Singh (2011)** conducted a study on achievement motivation and parental background as the determinants of students’ academic achievement. The study was to determine the achievement motivation and parental background as the determinants of students’ academic achievement. The study was to find out the relationship between students’ academic achievement and their achievement motivation. The sample consisted of 100 students of class 10th from 4 English medium schools of Abonar and Malour (Punjab) and achievement value and Anxiety inventory for achievement motivation by P. Mehta (1989) was used as a tool. The findings of the study were i.
Academic achievement and achievement motivations are positively correlated. ii. Children of both parents working group have better academic achievement. iii. There is no difference in the achievement motivation of children due to parents working. iv. Academic achievement of students is not affected by parents’ education and v. Parents education does not affect achievement motivation of students.

Navang (2010) did a comparative study of the socio-economic and home factors affecting the academic achievement of boys and girls in the rural and urban areas. The objectives were (i) to study the effect of socio-economic status on the academic achievement of boys and girls in city, town and village areas, (ii) to study the relationship between the number of siblings and academic achievement and (iii) to study the relationship between home work and academic achievement. The study employed survey method. The tools used were; (i) The socio-economic status scale, (ii) The exposure to mass media scale, (iii) An interview schedule. The statistics used were (i) Standard deviation (ii) Mean (iii) “t” test (iv) Product movement correlation. The major findings were; (i) Socio-economic status did not affect academic achievement. (ii) The number of siblings seemed to affect performance and (iii) Regularity in doing home work helped achievement.

Nalini and Ganesha Bhatta (2009) found study habit and students’ achievement in relation to some influencing factors. This study aimed at finding the relationship between study habits and students’ achievement in relation to socioeconomic status, learning environment, school adjustment and intelligence. The investigator found significant relationship between study habits and these influencing factors.

Meers and Prathapan (2008) did a study on classroom learning environment and self esteem as correlates of achievement in social studies. The objectives are
(1) to study the main effect of classroom learning environment and self-esteem on achievement in social studies for the total sample and sub samples. (2) to study the interaction effects of classroom learning environment and self esteem on achievement in social studies for the total sample and sub samples. The study was conducted with the sample of 600 students from 16 schools of Thrissur districts in Kerala, the tools used are scale of classroom learning environment (Usha and Suchitra, 2002), Self esteem inventory (Usha and Suchitra, 2002) and Achievement Test in social studies (Meer and Prabitha, 2007). Statistical techniques used are Two-way analysis of variance with 3X3 factorial design. The achievement in social studies varies with regards to difference in their classroom learning environment, the achievement in social studies varies with regard to difference in their self esteem, the achievement in social studies of boys varies with regard to difference in their classroom learning environment, the achievement in social studies of boys varies with regard to difference in their self esteem and the interaction effect due to classroom learning environment and self esteem on achievement in social studies for boys is not significant.

Jagannath and Dange (2007) made a study into study habits and achievement in physics of students of class XII. The objectives of the study were: (1) To find out the difference between boys and girls in their study habits, (2) To find out the difference between government and private students in their study habits, (3) To find out the difference between boys and girls in their achievement in Physics and (4) To find out the relationship between study habits and achievement in physics of XII standard students. The Major Findings of the study were; (1) there is no significant difference between boys and girls in their study habits. (2) there is significant difference between
boys and girls in their achievement in Physics and (3) there is a relationship between study and achievement in Physics.

**Jeba Sheela and Arockiasamy (2006)** the present study aims at finding out the differences in the perceived level of school environment and academic achievement by higher secondary students in matric and non-matric schools. A sample of 1100 higher secondary students has been selected for the study. The findings of the study clearly indicate significant differences in the perceived school environment and academic achievement between matric and non-matric higher secondary students. Significant relationship also has been observed between perceived school environment and academic achievement of non-matric students.

### 2.3. FOREIGN STUDIES

#### 2.3.a. STUDIES REVIEWED ON SELF-ESTEEM

**Von Essen et.al, (2014)** conducted a study on self-esteem, depression and anxiety among Swedish children and adolescents on and off cancer treatment to find out self-esteem, depression and anxiety of Swedish children and adolescents on and off cancer treatment. The self-report measures "I Think I Am" (ITIA), the Children's Depression Inventory (CDI) and the Revised Children's Manifest Anxiety Scale (RCMAS) were used. Data were compared with data previously obtained by others for healthy Swedish children. Children and adolescents on treatment showed levels of self-esteem, depression and anxiety comparable to those of healthy children. However, children and adolescents off treatment reported higher depression and anxiety levels and lower psychological well-being and physical self-esteem than have been reported for healthy Swedish children. Seven children (14%) reported a high level of depression, six of whom were off treatment. The findings suggested that the period
after treatment termination was characterized by a higher risk of psychosocial problems than was the actual treatment period.

**Jamil, Hazri and Ismail (2013)** conducted a study on students’ self-esteem and their perception of Teacher behaviour: a study of between-class ability groupings. To find the influence of student’s perception on their teacher’s behaviour on their self-esteem. 302 students from four public secondary schools participated in this study. Rosenberg self-esteem scale was used to measure the students’ self-esteem. Students from high achievers groups scored significantly higher in self-esteem compared to the students from low achievers groups. Self-esteem was significantly influenced by perception on teachers controlling behaviour.

**Doherty, Jim (2012)** conducted a study on an exploratory investigation into the relationship between self-esteem and teaching performance in a group of student teacher. To find the relationship between self-esteem of student teachers and their teaching performance. 174 student teachers participated in this study. Self-esteem and self-concept scale were used. Student teachers with low self-esteem experienced more psychosomatic symptoms, more emotional stress, more days of absence, and were rated lower on general teaching competence.

**Aral, Neriman, Gursoy and Ceylan (2011)** conducted a study on examination of the professional self-esteem of teacher candidates studying at a faculty of education. This study aims to determine to professional self-esteem levels of teacher candidates studying at the faculty education, Ahi Evran University. This study was conducted among 1st and 4th year student teachers. Professional self-esteem scale developed by Aricak was used in this study. The results reveal that gender, grade level, credit given to the importance of teaching as a profession, ranking of choosing teaching as a
professions and participating in professional activities in teaching do not cause any differences in teacher candidates’ self-esteem levels.

**Distefana, Christine Moti and Robert (2010)** examined the multi group invariance of global self esteem and method effects associated with negatively worded items on the RSE between males and females. Findings suggested that, whereas method effects existed on the RSE scale for both male and females. The method effects associated with negatively worded items did not influence the measurement invariance and mean differences global self esteem scores between the sexes.

**Erickson Sarah, Hahn Smith Anne and Smith Jane Eellen (2009)** investigated how weight ethnicity body esteem, body dissatisfaction and disordered eating attitudes or behaviours contribute to global and dimensional self-esteem in pre-adolescent girls. It was find out that a complex relationship emerged between weight and body esteem when predicting self-esteem among girls with low moderate body esteem, heavier girls had higher self-esteem than lower weight girls.

**Bishop and Josephine Lydia (2008)** did a comparative analysis of self-esteem, school involvement in seventh and eighth graders dependent upon their relative age. Although the relatively young represent approximately 50% of a given class room, there was very little research on their mental health, and thus they represented an understudied population. Being relatively young put children at a higher risk for experiencing short and long term negative consequences including lower scores on self-esteem measures throughout their academic career. (Thompson et. al. 2004) and a higher rate of suicide (Thompson et. al., 1999). This study sought to add to this literature by looking at between group differences on measures of cognitive, affective
and behavioral outcomes for this understudied and vulnerable group. The research participants were 47 middle school 7th and 8th graders from an affluent Long Island, NY Suburban Community. The findings were not in line with other research; it is important to understand that these children should be considered to be an “at risk” group for cognitive, affective and behavioral difficulties.

Bucur and David (2007) did a study defining the self: locus of evaluation, self-esteem and personality. The purpose of the present study was to develop and validate the Locus of Evaluation Inventory (LEI) and examine the relationships among locus of evaluation, self-esteem and measures of personality. The sample size of 47 was not adequate to detect a large effect at the 0.05 level for this type of study (Cohen, 1992); there were no significant differences between the two groups for any comparison. Specifically, younger 7th and 8th grades reported the same level of self-esteem, perceptions of family cohesiveness, and level of extracurricular activities as relatively older 7th and 8th graders. Additionally, the academic achievement of the relatively younger groups was 25-items LEI. These results are discussed in terms of the broad implications that locus of evaluation and the LEI may have on conceptualizing, assessing, and facilitating psychological functioning.

Knightley, Wendy, Whitelock and Denise (2007) conducted a study on assessing the self-esteem of female undergraduate students to explore the impact on the sense of self and self-esteem of a group of female first year undergraduates. The tools used included "Self-esteem Inventory", a variation on Q Methodology, an "Ideal-Self Inventory" and a semi-structured interview. The results indicated that participants' self-esteem increased over the duration of the study, as recorded on all four measures.
It was suggested that the most appropriate way of uncovering and understanding mediators of self-esteem might be through a mixed-method approach.

**Shabazz and Khallid (2007)** conducted a study on the effects of environment and age on locus of control, self efficiency, and self-esteem of military and non-military student’s academic achievement. The college drop-out rate for African-Americans, since the 1980s, has risen 63 percent. Due to the negative outcomes associated with the underachievement of the African-American male, researchers began to explore the theoretical proposition from Bandura’s (1986). The study results revealed that environment and age have a significant effect on locus of control and self-esteem, but not self-efficacy. The overall result was that while there was a statistically significant predictive relationship of the impact of locus of control, self-esteem and self-efficacy on academic achievement that the relationship was not practically significant as it accounted for only 7% of variance found. In the final analysis, this research neither fully confirms nor disconfirms Bandura’s Theory of social learning that there was a definitive impact of environment and age on the three constructs. Rather, this study’s results revealed a more variegated understanding of conditions under which the theory holds true, or not.

**Smith and Gregory (2007)** conducted a survey on parenting effects on self-efficacy and self-esteem in late adolescence and how those factors impact adjustment to college. Approximately three months before starting college, 203 high school seniors completed a questionnaire consisting of the General Self-Efficacy Scale, the Rosenberg Self-Esteem Scale, and the Parental Authority Questionnaire (PAQ) assessing their parents' parenting styles. It was found that authoritarian parents had students with lower self-esteem and self-efficacy, while authoritative parents had
students with higher self-esteem and self-efficacy. There was no relationship between permissiveness in parents and the students' levels of self-esteem or self-efficacy. Students higher in self-esteem and self-efficacy experienced less homesickness and showed better emotional and behavioural adjustment to college. Conversely, students lower in self-esteem and self-efficacy experienced more homesickness and had a more difficult adjustment to college.

Westermann and Lawren Delong (2007) did a study on the social support and self-esteem of victims of relational bullying. The present study investigated the perceived social support and self-esteem of third-through sixth-grade students (N=264) who were victims of relational bullying. Correlations among social support and self-esteem scores indicated significant relationships among social support and Self-Esteem for female victims of relational bullying but not males. Finally, total social support moderated the relationship among total (relational and direct) bullying and low self-esteem, but support from individual sources did not moderate the negative impact of relational bullying on specific facets of self-esteem.

Irandokht Asadi Sadeghi Azar and Promila Vasudeva (2006) did a study on self-efficacy and self-esteem that was selected to evaluate the effect of employment on women. The samples consisted of 250 married employed and 250 married unemployed women in the age range of 24-41 years, with educational qualification of 10+2 and above and having at least one school going child. Stratified convenience sampling technique was used for the selection of the sample. The General Self-Efficacy Scale (GSE) and the Coopersmith Self-Esteem Inventory (CSEI) were chosen for collection of data. The results showed that the professionally employed women were found to be significantly higher on self-efficacy and self-esteem than
unemployed and non-professionally employed women. Non-professionally employed and unemployed women did not differ significantly on self-efficacy and self-esteem. It was concluded that the status and level of works were important factor for creation of the positive consequences of work in women.

2.3.b. STUDIES REVIEWED ON EMOTIONAL INTELLIGENCE

Ruchi Dubey (2014) conducted a study on emotional intelligence and academic motivation among adolescents: a relationship study. The objectives of the study were; to study the relationship between emotional intelligence academic motivations and to compare the emotional intelligence of students with high and low academic motivation. Sample for the study included 156 (78 boys and 78 girls) students from class XI of Allahabad city. The data were analyzed with the help of product moment coefficients of correlation and ANOVA. Findings of the study were; positive relationship between emotional intelligence and academic motivation and the study also revealed that students with high, moderate and low academic motivation differ from one another on emotional intelligence.

Shahin and Nasser (2013) conducted a study on the relationship between emotional intelligence and burnout among Iranian English as a Foreign Language (EFL) teacher. Objective of the study was to investigate the relationship between emotional intelligence and burnout among 104 Iranian EFL teachers. In addition, teachers’ differences on emotional intelligence and burnout were examined with respect to demographic variables. The participants were administered emotional intelligence and burnout questionnaires. The results obtained through using pearson product-moment correlation. Findings of the study were; there were significant negative correlations between emotional intelligence and burnout, burnout, teaching
experience and age and positive correlations between teachers’ emotional intelligence, teaching experience, and age. Finally, using t-test, the researchers found no significant differences in teachers’ emotional intelligence and burnout with respect to gender.

**Saliha Khatoon (2012)** conducted effect of emotional intelligence on academic achievement of student teachers. The study aims at finding the effect of emotional intelligence on academic achievement of students-teachers. Emotional intelligence scale and academic achievement records were administered to 246 student teachers of Gulbarga District and the data obtained was subjected to experimental treatment. Descriptive survey method was adopted, pearson’s product moment correlation technique and ‘t’ test were employed. The results revealed that there is a positive correlation between emotional intelligence and academic achievement of male and female student-teacher and hence they do not differ in their emotional intelligence.

**Izaguirre and Ruben (2011)** conducted a study on the relationship among emotional intelligence, academic achievement and demographic characteristics in first year community college students. A convenience sample of 199 students was used. Data analysis included frequencies, percentages, mean scores, t-test, one-way ANOVA with post-hoc tests, Pearson correlation, Spearman rho correlation, multiple regression and logistic regression. Findings of the study were; a relationship was found between academic achievement and the emotional intelligence subscales of social responsibility and problem solving and there is a significant difference between ethnic groups in intrapersonal emotional intelligence scales and also differences were found between gender and marital status groups and academic achievement.
Wysocki and Leonard (2010) conducted a study on emotional intelligence and gender role conflict: co-contributors in personal effectiveness. Objective of the study was to investigate the relationship between emotional intelligence and gender role conflict. A multivariate analysis of co-variance and Pearson product moment correlation analysis were used. Finding of the study was a small but significant negative relationship of \( r = -0.295 \) between emotional intelligence and gender role conflict at 0.05 level of significance.

La Civita (2009) conducted a study on an examination of emotional intelligence factors: their relationship to academic achievement and the implications for retention of the at risk community college student. Objective of the study was to examine the relationship between emotional intelligence factors and academic achievement of at-risk community college students. The data analysis using multiple regression in this study revealed that the independent variables of independence, problem solving and stress tolerance were not significant in predicting academic achievement of at risk community college students as measured by the dependent variable the grade point averages of these students. The findings presented in this study have added to the body of research examining critical issues that impact the academic achievement and subsequent retention of at-risk community college students.

Kaplan and Fran (2008) conducted a study on educating the emotions: emotional intelligence training for early childhood teachers and caregivers. Objective of the study was to evaluate the effects of psycho educational training program on the development of emotional intelligence in preschool and elementary educators and caregivers. The 17 participants were primarily Spanish-speaking immigrant women, most with limited formal educations, who took 60 hours of Nurturing peace in early
childhood training. Finding of the study was though participant’s emotional intelligence appeared weak pre-program, it improved significantly post training as did their implementation of the peaceable classroom program with children.

**Murphy and Kevin (2007)** conducted a study on the relationship between emotional intelligence and satisfaction with life after controlling for self-esteem, depression and locus of control among community college students. This study investigated the relationship between Emotional Intelligence (EI) and Satisfaction With Life (SWL) among community college students. A convenience sample of 200 Central Florida Community College students completed the instruments. (1) MSCEIT (Mayer, Salovey and Caruso Emotional Intelligence Test, 2002) to assess EI. (2) RSES (Rosenberg Self-Esteem Scale, 1965) to assess self-esteem. BDI-11 (Beck Depression Inventory, 11) Beck, steer and Brown (1997) to assess depression (4) I-E Scale (Internal-External Locus of control Scale) Rotter (1996) to assess locus of control. (5) SWLS (Satisfaction With Life Scale) Diener, Emmons, Larsen, and Griffin (1985) to assess overall (global) Satisfaction With Life. Givariate correlations between the known predictor variables (self-esteem, depression, and locus of control) and the dependent measure (SWL) are in agreement (size and direction) with prior research. However, correlation analysis suggested no correlation between EI as well as all four components of EI with SWI or the known predictor variables. These findings agreed with prior research reporting correlations between EI and components of EI with SWL. A series of five hierarchical regression analyses was conducted to investigate whether EI or any of the four components of EI contributes in the prediction of SWL after accounting for known prediction (self-esteem, depression and locus of control). The results of all five hierarchical regression analysis suggested EI as well as the components of EI do not account for additional variance in SWL among community
college students. Therefore, results of the study suggested EI was not an important predictor of SWL among community college students.

Fannin and Barbara (2007) conducted a study on the contributions of emotional intelligence to academic achievement and production. Objective of the study was to examine the relationship between emotional and analytic intelligence upon academic achievement and academic production. One hundred and fifteen children ages from 13 to 14 were administered the Adolescent Multifactor Intelligence Test. Findings of the study were; analytic intelligence, as measured in the present study, was found to be a better predictor of grade point average and academic achievement test scores than emotional intelligence and emotional intelligence was also found to significantly correlate with grade point average and achievement test scores.

Scott, Barbara, (2006) conducted a study on the relationship between emotional intelligence and ethical decision making. The main objective of the study was to find out the relationship between emotional intelligence and ethical decision making. The sample for this study consisted of 60 faculty/staff/administrators and 60 students, 30 of whom were liberal arts majors and 30 of whom were career and technical majors. Findings of the study were: This study presented evidence that emotional intelligence is a predictor of ethical decision making, with education being the only significant contributing factor. Liberal arts majors and career and technical majors in this study did not differ in levels of emotional maturity.

2.3.c. STUDIES REVIEWED ON ACADEMIC ACHIEVEMENT

Camahalan Faye Marsha (2014) did a study on effects of self-regulated learning on mathematics achievement of selected Southeast Asian Children. This research was based on the conceptual framework that students' low mathematics achievement in
school is related to their poor study habits. The main result supported self-regulated learning theory that states that when students are given opportunities to self-regulate and explicitly taught of self-regulated learning strategies, academic achievement is more likely to be positively affected. The study confirmed that students as active agents of their behaviors could be trained to be responsible learners and thus acquired the goal of life-long education which is learning not just "what" to learn but more importantly "how" to learn.

Laibach and Colleen (2013) found the relationship between social support and academic achievement in registered nursing education students. The population of this study was limited to 200 culturally diverse first and third semester nursing students. This study used a survey with 33 questions in a Likert scale that measure the students’ attitude towards the importance and actual existence of social support in 5 dimensions. This study revealed that there were relationships between each of the social support dimension and students grade point average. In addition, there was a significant difference of actual nursing peer support for white students above non-white students. There was no significant difference for white and non-white nursing students on the dimensions of intimacy, social integration, social affirmation, faculty support, and grade point average. When nursing students whose grade point average was 3.0 and above or below 3.0 for 20 or more semesters were compared, their attitudes were not significantly different on the five dimensions of social support.

Birdwell and Angela Denise (2012) found students’ achievement in relation to poor factors in a district experiment hyper growth. This study included data collected from 1,400 student subjects, 193 teachers and 10 principals. Additionally the models were designed to examine relationships among qualities of individual covariance. The
growth models were analysed with the software program plus, a statistical package designed to deal with structural equation modeling. The finding of this research reflected a correlation between the covariates of mobility teacher experience and certification and principal experience. A significant correlation was found between fine-independent covariate of ethnicity. In the math model the covariates were found to be significantly related to the latest factors. Ethnicity was significantly related to the intercept in the negative direction indicating that non-Caucasian children scored on average 27-38 points lower than Caucasians children.

Chen, Jennifer and Jun-Li (2011) did a study academic support from parents, teachers, and peers relation to Hong Kong adolescent’s academic behaviour and achievement. Research has substantiated that parents, teachers, and peers are important sources of academic support to students’ achievement. The participants were 270 students (range 13-15 years, range 14-20 years) from three grade levels (forms 3-5, equivalent to grades 9-11 in the US) in a Hong Kong secondary school. Date were collected using a self-report questionnaire, including a demographic profile and four scales assessing students perceptions of the availability of (1) parental support, (2) teacher support, (3) peer support and (4) their own academic behaviour. Academic achievement was measured by self-reported grades in Math, English and Chinese. Findings of this research are interpreted with respect to four main areas: (i).Socio-cultural values, (ii) relationship dynamics with parents, teachers and peers (iii) gender socialization and bias; and (iv) development influences suggestions for enhancing, home-school partnerships are discussed recommendations for improving pedagogical practices and parental involvement by considering gender as well as developmental differences of students is also provided.
Acosta Esther (2010) did a study on the relationship between school climate, academic self concept and academic achievement. To examine the relationship among school climate, academic self concept and academic achievement, the tool used was students self report of their last recorded grades. The findings of the study provided support for the concept the school climate and academic self-concept influence students’ perceptions of themselves as learners as well as their academic achievement.

Tonglet Jenifer Philips (2009) did a study that influences on math homework completion and achievement attitudes towards teacher related factors student motivational factors, and environment related factors in fifth and eighth graders. The present study examined fifth and eighth grade students’ math related attitudes and perceptions which potentially influenced the frequency of math homework completion of students’ attitudes and perceptions were divided into three major categories. Teacher related components (encouraging teacher and evaluating teacher) Students related components (Mastery orientation) consisted of an incremental view of ability, student learning orientation, and utility value: Ego orientation consisted of an entity view of ability, student performance orientation, and anxiety: the third factor was self-efficacy and environment related components (time spends on math homework, homework environment and time spent in competing activities). A questionnaire was developed specifically for this study and completed to 83 fifth graders and 106 eighth graders in the greater New Orleans area. The results indicated that when students completed more homework assignments, they earned higher grades, particularly if they adopted an ego orientation. Both encouraging teachers and evaluative teachers fostered mastery, orientation in the students and positive feelings of self-efficacy. Students who indicated adopting a mastery orientation reported
awareness of increased time needed to do math homework and a homework environment conducive to studying.

**Flowers, Tiffany, Flowers and Lamont (2008)** found the factors affecting urban African American high school students' achievement in reading. Data analyzed from the Educational Longitudinal Study of 2002 indicated that the reading achievement of urban African American high school students was positively influenced by the amount of hours spent doing homework and by parents' expectations of their child's future educational attainment. Implications for practice and research were provided.

**Kim, ChanMin, Keller and John (2008)** did a study on effects of Motivational and Volitional Email Messages (MVEM) with personal messages on undergraduate students' motivation, study habits and achievement. This study investigated what kind of supportive information can be effective in improving the situation where there were severe motivational challenges. Motivational and volitional email messages (MVEM) were constructed based on an integrated model of four theories and methods, which are Keller's ARCS model, Kuhl's action control theory, Gollwitzer's Rubicon model of motivation and volition, and Visser and Keller's strategy of motivational messages, and distributed with personal messages created based on audience analysis to a large undergraduate class. In order to examine the effects of the messages on motivation for the course, study habits (study time), and achievement (test grade), MVEM were sent to 30 students (Personal Message Group: PMG) with personal messages and to 71 students (Non-Personal Message Group: Non PMG) without personal messages. Results indicated that PMG showed a higher level of motivation, especially in regard to confidence, than Non PMG. Also, the mean test grade of PMG increased so that the initial difference of the test grade between the two groups significantly decreased.
Although there was no difference between the two groups in study habits, the findings suggest that personal messages addressing specific individual problems raise the positive effects of MVEM constructed based on the integrated model. Future research directions are discussed.

Francis, Adesoji, Segun and Olatunbosun (2008) did a study on student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo state, Nigeria. The study constructed and tested an eight variable model for providing a causal explanation of achievement of secondary school students in chemistry in terms of student variables attitude to learning chemistry, background knowledge in Integrated Science, teacher variables attitude of chemistry teaching, attendance at chemistry workshop and school environment related variables-class size, laboratory adequacy and school location. The study adopted an ex-post facto research type the population was made up of 621 senior secondary III chemistry students and 27 Senior Secondary III chemistry teachers in Oyo State, Nigeria. Four sets of instruments were used; these were chemistry Achievement Tests (SACS), Teacher Attitude Towards Chemistry Teaching Scale (TATCTS) and Laboratory Adequacy Inventory (LAI). The results revealed that 7.20% of the total effect on achievement in chemistry was accounted for by all the seven predictor variables when taken together. It was also revealed that only four variables school location (X1) laboratory adequacy (X3), teachers’ attitude towards chemistry teaching (X5) and teachers’ attendance at chemistry workshop (X4) had direct causal influence and also made significant contributions to the prediction of achievement in chemistry (X8) (the criterion variable).
**Davis and Joy (2007)** did an exploration of the impact of family on the achievement of African American gifted learners originating from low-income environments. The purpose of this study was to determine what, if any, impact families have on the academic achievement of African American gifted learners from low income environments. This study was designed to explore family and student perceptions of a complex set of variables related to families and home environments. Study participants were junior and senior level high school students and their parents. The most pronounced findings were the role of the mother as nurturer and encourager; the emphasis within the households on positive achievement orientation, and certain family traditions which taken together form a cohesive, supportive family environment, even in the midst of challenging life circumstances. Provide the educational practice include improving professional development for educators’ family and parent educational programs and enhancing guidance and counseling programs for African American and other culturally diverse gifted learners.

**Harris and Arthur (2007)** did a study on analysis of teacher, curricular, parental and support influence on study achievement in an urban district. The main focus of this study is on the analysis of teacher, curriculum, parental and support influences on student achievement in an urban school district. The achievement levels of groups of students by race, gender and special services were analyzed. The findings indicate that although all groups of students made progress in all areas, the achievement gaps among them still persisted. For The findings showed that 30% gap separate white and Black students, while 35% between Asian and Hispanic students. The level of students’ performance in terms of the percentage passing the high school assessment exams, graduating, and dropping out of school was analyzed in relation to the percentage of certified teachers.
2.4. CRITICAL REVIEW OF RELATED STUDIES

The investigator has reviewed a total number of 68 studies both Indian and Foreign studies. There are thirty four Indian studies out of which 13 are Self-Esteem, 12 are Emotional Intelligence and 9 are Academic Achievement and thirty four foreign studies out of which 13 are Self-Esteem, 10 are Emotional Intelligence and 11 are Academic Achievement.

In the above reviewed studies, survey method, experimental method, pre and post-test design, factorial method and various methods were used to study the research problems. Samples taken for that investigation was purposive sampling, convenience sampling, experimental study, longitudinal study, random sampling and stratified random method. Population included in these studies were teacher trainees, B.Ed., students, M.Ed., students, under graduate history students, college and university students, primary school teachers, secondary school teachers, MBA students, various professional course professors, pre adolescents, higher secondary students, nurses, orphan children, mentally retarded children, IX standard students and other fields. Varied tools were used in their investigations. They are Observation, Interview, SES, Teaching Competency Scale, Self-Esteem Scale, Emotional Intelligence Scale, Parent’s Self-Esteem Scale and Academic Achievement test. Some investigator made tools were also employed. The Mean, SD, ‘t’ test, Chi-square, ANOVA, ANCOVA, MANOVA, Skeweness, Kurtosis, Percentage Analysis, Regression, Factor Analysis, Path Analysis, Multiple Correlation and Pearson Product Moment Correlation were used for analyzing the data.

2.5. THE GAPS IDENTIFIED

From the studies reviewed by the investigator, the following gaps have been identified. The present study differs from the rest of the studies in several ways. First
of all there was no study undertaken so far which had the three main variables of self-esteem and emotional intelligence and academic achievement. Therefore, the present study is the first of its kind in this regard.

Secondly, with regard to the emotional intelligence, there were many studies on self esteem and adjustment of teachers, prospective teachers, high school students, adolescents, mentally retarded students and relating them with many variables like achievement, socio economic status and parental attitude. But this emotional intelligence is creatively combined with two variables namely self esteem and academic achievement and on this ground it stands different from the rest of the studies conducted earlier.

Thirdly, though no study has linked self esteem and emotional intelligence with academic achievement and so it stands unique.

There has been no study which has focused exclusively higher secondary students in Kanyakumari district. Therefore, the present study is probably the first of its kind in this region.

Finally the study is different from other studies as it is based on the variables and its dimensions namely self respect, empathy, trustworthiness, decision making skill, self management, self-esteem and self awareness, cognitive activity, social cohesion, adjustability healthy feeling and emotional intelligence, which are not taken up for any other study previously. Therefore the present study is a new one and it is different from others in terms of population and sample. Hence it’s relevant for investigator to study the influence of self esteem and emotional intelligence on academic achievement of higher secondary students in Kanyakumari district.
2.6. THE PRESENT STUDY

In order to bridge the gap mentioned above, in the present study, the investigator has used survey method and simple random sampling technique. The investigator has used self-made tools namely Self-Esteem Scale and Emotional Intelligence Scale for collecting data. Mean, SD, Percentage Analysis, CR test, ANOVA test, Scheffe test, Chi square test, Multiple Correlation, Pearson’s Product Moment Correlation and Factor Analysis were used for analyzing the data. Thus, the present study is different from the reviewed studies which are cited above. It seems, no study has been undertaken on the same study of “A study of Influence of self-esteem and emotional intelligence on academic achievement of higher secondary students in Kanyakumari district”, so far.

2.7. CONCLUSION

This chapter starts with introduction, purpose and sources of the review of related studies relating to self-esteem, emotional intelligence and academic achievement and the chapter concludes with the inferences of the study.

The next chapter describes the methodology of the study.