CHAPTER II

REVIEW OF RELATED LITERATURE

OVERVIEW

This chapter deals with review of related literature. To get relevant meaning to the problem, previous researches on parental influence, emotional intelligence and academic achievement are reviewed. An essential aspect of a research project is the view of related literature. According to Milligan and Schumacher (1989), “A literature review is usually a critique of the status of knowledge in a critically defined educational topic. Related literature is that which is obviously relevant to the problem, such as previous research, investigating the same variables on a similar question, references to the theory and empirical testing and studies of similar practices”.

This exercise of exploring the literature enriches and excites the intellect of the researcher; he learns what others have already discovered in his/her field, notices gap in knowledge and contradictory findings and identifies the needed research. It provides a greater understanding of the problem and ensures the avoidance of unnecessary duplication. John W Best (1992) opines, “A brief summary of previous research and the writings of recognized experts provide evidence that the researcher is familiar with what is already known and what is still unknown and untested”.

Therefore, for a meaningful approach to the stated problem, the investigator has reviewed and presented some of the foreign and Indian studies, conducted in the study area in this chapter.
PARENTAL INFLUENCE

FOREIGN STUDIES

Study No. 1

Griffith (1996) conducted a study on Relation of parental involvement, empowerment, and school traits to student academic performance. He examined the relationship between parent empowerment and involvement and student academic performance at the elementary school level. It also examined the effects of school characteristics (such as class size) on parents’ participations of involvement and empowerment and on student academic performance. Researchers hypothesized that parents with children in the same school would show agreement in their perceptions of involvement and empowerment. Using the state’s criterion reference test as a measure of student achievement, the results indicated that schools with higher levels of perceived involvement and empowerment had higher student test scores than those with lower levels. This correlational relationship was positive and significant when other school and student characteristics were accounted for. It is also important to note that this study examined perceptions of parent involvement and empowerment and did not include data about actual parent participation in school activities.
Study No. 2

Ho Sui-chu & Williams (1996) conducted a study on Effects of parental involvement on achievement of eighth grade. The purpose of this study was to examine whether variations in levels of school achievement are related to four types of parent involvement: home discussion, home supervision, school communication, and school participation. The study showed that parent involvement made a significant and unique contribution to explaining the variation in children’s academic achievement regardless of parental background. The results did not support the assumption that parents from ethnic-minority groups participate less than white parents. Differences in the involvement of parents of male and female students were pronounced. Based on analysis of these data the authors suggest that schools may be able to make gains in student achievement by giving parents concrete information about parenting styles, teaching methods and school curricula. Further research is needed to examine the effects of particular policies and programs that support parent involvement and home learning.

Study No. 3

Ho Sui-Chu (1997) conducted a study on parent academic involvement as related to school behaviour, achievement and aspirations. This study examines a longitudinal model of parent academic involvement, behavioral problems, achievement and aspirations. Results indicated the parents with more education tend to be more involved with their adolescents’ schooling and had adolescents with fewer behavioral problems and higher education aspirations. For parents with less education, results suggested that parental involvement is positively related to their adolescents’ aspirations but was not related to adolescents’
behavior or achievement. This study suggests that parental academic involvement does matter in middle and high school, but the effects of parental involvement differ across parental education levels and ethnicity. Though this study reveals correlations between parent involvement and achievement, future research in this area should include randomized controlled trials of specific intervention strategies in order to determine the effectiveness of specific strategies.

**Study No. 4**

Amant and Deslandes (1998) conducted a study on family variables as predictors of school achievement. This study explored gender differences in school achievement outcomes at the secondary level as well as in perceived parent and family influences on school grades. Researchers found that females surpassed males on many achievement outcomes, and that male and female students perceived parental practices differently. Researchers also found that parents generally offer similar affective support to their adolescent sons and daughters for school performance, but suggest some differences in the ways parents socialize their sons and daughters. Participants were 525 students ages 14-16, more girls than boys, in a suburban or rural high school in one region of Quebec. The effects of family characteristics (size, structure and parent education), parenting style, and parent involvement were investigated. Since the data are student self-reports and grades, and the sample was fairly homogeneous in terms of parent education, the results cannot be generalized to the population of secondary students, though school counselors might find some insights about gender differences to share with parents.
**Study No. 5**

*Catsambis (1998)* conducted a study on Expanding knowledge of Parental Involvement in secondary education: Effects on high school academic success. The purpose of this study was to examine whether parental involvement influences the educational achievement of high school seniors. The results confirmed that maintaining high levels of parental involvement in students’ education from the middle grades to the last year of high school makes a difference. However, the study showed that within Epstein’s six types of parental involvement (1996), only some indicators of family practices significantly affect educational outcomes in high school, and the effects may be positive or negative. The most effective types of parental involvement were not those geared toward behavioral supervision, but rather those toward advising and guiding teens’ academic decisions. The results suggested school efforts to encourage sustained parental involvement through the 12th grade may improve students’ educational success. The researchers offered various strategies for maintaining parent involvement, including volunteering, participating in school activities, and communicating with the school, other parents, and the student. The author cautions that there is little research available on the long-term effects of family practices on student achievement, and therefore calls for expansion of research in this area to inform parent involvement strategies.

**Study No. 6**

*Fan & Chen (1999)* conducted a study on Parental involvement and students’ academic achievement. The investigators set out to synthesize existing empirical studies and to analyze the fields’ inconsistent conclusions on the value of parent involvement in academic
achievement. Overall, the research indicates that parent involvement has a positive effect on student achievement. However, operational definitions and types of measurements affect the conclusions about the relationship. For example, if parent involvement is defined as “parent supervision at home” (such as establishing rules for TV and homework), the relationship to academic success is weak. On the other hand, if parent involvement is defined as “aspirations”, there is a strong relationship to academic success. The researchers carried out a meta-analysis of relational empirical data. They grouped parent involvement types and student achievement types into broad categories. The results of this study demonstrated the importance of studies attending to operational definitions and measurement. Different dimensions of parent involvement should be measured separately. The number of useable studies for the meta-analysis was smaller than the authors had anticipated.

Study No. 7

Georgiou (1999) conducted a study on parental attributions as predictors of involvement and influences on child achievement. This study investigated the role of parental attributions as predictors of parental involvement in their child’s educational process and examines the influence of both of these factors on the child’s actual school achievement. The study found that parents who believed their parental role was pivotal to their child’s achievement tended to be more controlling and more overbearing in developing their child’s interests. Also the parent’s attribution of the child’s achievement to the child’s own effort was positively related to the child’s actual achievement results. Finally, the researcher found that the child’s actual school achievement was directly related to the parental interest developing behavior, but was not significantly related to the parental controlling behavior. Parents
completed questionnaires regarding their attributions of their child’s achievement and their own degree of involvement in their children’s life. Although parental attributions and involvement are not in a cause-effect relationship with academic achievement practitioners may be able to accelerate student achievement if they can influence parents’ attribution of students’ perceived ability. In addition practitioners may be able to accelerate an individual student’s achievement if practitioners can influence the student own self attributions.

Study No. 8

Marcon (1999) conducted a study on Impact of parent involvement on children’s development and academic performance. This study examined whether a threshold of parent involvement exists that leads to positive outcomes for pre-school children. The results of the study indicated that children of highly involved parents showed significantly higher levels of development in communication daily living and motor skills, with a trend toward higher social development. The researcher concludes that increased parent involvement had a positive impact on preschoolers early development and mastery of basic skills needed for future success in school. Types of parent contact included parent-teacher conferences, home visits by teacher, extended class visits by parent, and parental help with class activity. This study suggests that getting schools and parents to work together even in small activities may have an impact on young children’s development and academic performance.
Study No. 9

Fan (2001) conducted a study on Parental involvement and students’ academic achievement. This study examined the effect of different dimensions of parent involvement on high school students’ academic growth, and the potential differences in parental involvement among four major ethnic groups (Asian American, Hispanic, African American and White). This study relied on data from the National Educational Longitudinal study (NELS: 88) data set, with measured four dimensions of parent involvement: communication, educational aspiration for children, participation, and supervision. Student achievement was measured by reading, math, science, and social studies test results. The researcher offers a plausible explanation for the salient effects of educational aspiration by saying that such aspiration may translate into a variety of educationally beneficial activities and behaviors during a child’s life. This study recognizes that parent involvement is a complex concept that may include many different types of behaviors or actions, and that not all types of involvement will have the same result. This study also confirms the impact that beliefs and aspirations-less tangible forms of involvement – may have on children and adolescent development, including academic achievement.

Study No. 10

Ceballo (2004) conducted a study on the role of parenting strategies in Latino families. This study utilized qualitative methods to examine the impact of home characteristics and the role of parents in the academic success of impoverished Latinos from immigrant families. The researcher’s primary goal was to identify parenting practices that contribute to the achievement of low-income Latino students. The results
indicated four family background characteristics that were associated with academic success: parental commitment to education parent facilitation of autonomy in their children, nonverbal support for academic goals, and supportive faculty mentors. Ten Latino Undergraduate students attending Yale University served as participants in this study. The students were interviewed about parental involvement in academics and student participation in extracurricular activities. This study suggests that contrary to the negative stereotypes regarding poor parents Latino students parents are committed to the academic achievement of their children.

**Study No. 11**

**Jeynes (2005)** conducted a study on a Meta – analysis of the relation of parental involvement to urban elementary school student academic achievement. This article presented the findings of a meta-analysis of 41 studies investigating the relationship between the academic achievement of urban elementary school children and their parents’ involvement in their schooling. This study addresses i) the degree of association between parental involvement and achievement outcomes among urban students and ii) Whether parental involvement programs affect urban student achievement. In addition the study examines the relationship between parental involvement and student achievement across race and gender parameters. The author defines parental involvement programs as school sponsored initiatives that are designed to required or encourage parental participation in their children’s education. Results indicated that urban elementary students’ academic success was positively related to parental involvement and parental involvement programs. This study suggests that parental involvement and the implementation of programs aimed at increasing parental involvement may have a positive effect on children’s academic achievement.
Study No. 12

Jumiah Basseemah (2009) conducted a study on the effect of parental involvement on student achievement at Hillside High School Twilight Academy. Educational institutions and their staff are exploring avenues for increasing parental involvement, at alternative education, parental involvement, student achievement and test scores. Data for this study was obtained through the use of a questionnaire survey and included parents from Hillside High twilight Academy in Hillside, New Jersey. Research questions for this study were tested using a statistical formulation involving t-tests and chi square test for independence. A conclusion of analysis determined parental involvement has a correlation to student achievement and test scores. Further studies lend support to the belief parental involvement has an effect on both student achievement and test scores and offer approaches to improving parental involvement.

Study No. 13

Joseph Padavick (2009) conducted a study on parental involvement with learning and increased student’s achievement. The literature points to lack of parental involvement as one issue related to poor maths learning. The purpose of this triangulation mixed methods study was to investigate different type of PI and its effects on student achievement. Key variables of focus for this study included parent’s education, socio-economic background, upbringing and type of PI. A survey developed from the national center for educational statistics was distributed within a high school located in a suburb of an eastern U.S metropolitan center to 1377 students in 65 mathematics classes. The results indicated that more education and the higher socio-economic status of the parents were related to academic success that the upbringing of the
student’s parents and PI, such as reading to their child at an early age or constant supervision when the child was working on homework, was also related to academic success. The study contributes to positive social change by providing evidence that active PI in learning can translate into greater academic success of their children. Educational institutions can help parents become more actively involved in their child’s academic success.

**INDIAN STUDIES**

**Study No. 1**

**Arrora, Reets (1988)** conducted a study on role of parent-child relationship and teacher-student relationship in the academic achievement of higher secondary school students of both sexes. The objectives were (i) To study the relationship between educational standard and parent-child relationship and (ii) to study the relationship between the teacher-student and educational standard. The findings were (i) No significant relationship existed between educational achievement of students and parent-child relationship. (ii) Educational standard of students and teacher-student relationship were found to be significantly related.

**Study No. 2**

**Amirthalingam (1991)** conducted a study on involvement of parents of underachievers in the government higher secondary schools. The objectives were (i) To identify the underachievers, (ii) to conduct case studies for finding out various dimensions of parental involvement. (iii) to develop a tool for measuring parental involvement. (iv) to determine the level of parental involvement. (v) to find out the relationship between parental involvement and factors such as religion, caste, family status,
docility, educational qualification, income, occupation, etc., and (vi) to suggest measures for increased parental involvement to help underachievers. The findings were (i) on all the demographic and other criterion variables, most of the parents of underachievers did not devote any time to their wards’ educational development. (ii) They did not take interest in their physical and intellectual development. (iii) They did not pay attention to inculcating good study habits. (iv) By and large, the parents neither provide adequate facilities for studies nor did they show any interest in their wards’ co-curricular activities.

**Study No. 3**

*Jayaswal Sinha, Kumari and Arora (2003)* conducted a study on parental support and academic achievement in Tribal school students of Jharkhand. The objectives were (i) To examine the role of parental support on academic achievement of tribal school students (ii) to explore the impact of parental need for achievement on academic achievement of tribal school students and (iii) to explore the impact of parental aspiration, interest and behaviour on academic achievement of tribal school students. The findings were (i) The parents of high achiever tribal Saran as well as tribal Christian exerted significantly more support in their children’s studies than the parental of low achievers students. (ii) The parents of high achievers have greater work commitment concern with the quality of performance and inclination to learn lessons from others. On the other hand the parents of low achievers are more fatalistic, lacking a role model and having low self confidence and initiative. (iii) The parents of high achievers have higher aspiration for their children’s educational success and high prestigious occupation with attractive financial return.
Study No. 4

Bose and Joshi (2004) conducted a study on effect of involvement of parents in the Education of children. The objectives were to determine the effect of parental involvement in the education of the children on their academic achievement. The findings were Children whose parents were involved in their education led a disciplined life at home and had better academic achievement at school. Involvement of parents was also reflected in the activities that a child pursued in his leisure time. Difference was also observed in the possession of school bag and uniform, attendance at school and the manner in which a child pursued his/her leisure time and the programmes they watched on the TV. It was found that parents could not reinforce the things the children learnt at school and some children attended tutorials. However, tutorials did not help the children in performing better; rather the children who attended school regularly and received proper care at home fared better. The study also found that home environment that indoctrinates children into a disciplined life and healthy lifestyle ensures that they have better academic achievement.

Study No. 5

Kalra and Pyari (2004) conducted a study on Family climate and income as determinants of Educational Achievement. The objectives were to study the role of family climate and family income on the educational achievement of the students at univariate levels as well as interactively. The findings were (i) The achievement of the students having favourable family climate as better than the group of students having unfavourable family climate. (ii) The study finds in congruence with many research
findings that student achievement is found to be affected by the income status of the family.

**Study No. 6**

Rani and Kaushik (2005) conducted a comparative study of achievement motivation, home environment and parent-child relationship of adolescents. The objectives were (i) To find out the level of achievement motivation of the adolescents; (ii) to find out the difference in achievement motivation among boys and girls; (iii) to find out the effect of home environment on the achievement motivation of the adolescent; (iv) to find out effect of parent-child relationship on achievement motivation of the adolescent; (v) to compare boys and girls on perception of parent-child relations for mother and father; and (vi) to study the interactive effect of home environment and parent-child relationship on achievement motivation of the adolescents. The findings were (i) There was no significant difference between girls and boys in achievement motivation. (ii) Achievement motivation was positively correlated with child’s perception of parent as demanding loving, protecting and rewarding and negatively correlated with indifferent, neglecting, rejecting and punishing parent-child relationship.

**Study No. 7**

Vamadevappa (2005) conducted a study on the Effectiveness of Parental Involvement on Academic Achievement among Higher Primary Students. The objectives were (i) To find out the extent of relationship between parental involvement and academic achievement among higher primary students; (ii) to find out the difference between high achievers and low achievers with respect to parental involvement; (iii) to find out
the difference between boys and girls on academic achievement. (iv) to find out the difference between boys and girls on high and low parental involvement. The findings were (i) There was positive and significant relationship between parental involvement and academic achievement. (ii) There was a significant difference in the achievement scores of boys and girls of high parental involvement group. (iii) There was no significant difference in the achievement scores of boys and girls of low parental involvement group. (iv) There was significant difference between high achievers and low achievers with respect to parental involvement. (v) There was significant difference between boys and girls in their academic achievement.

**Study No. 8**

**William Dharma Raja & Grace Sophia (2008) conducted a study on “Parental involvement : Difference between African American and Europeans in one Florida school district.**

The objective of this research study was to analyze perceptions of parent involvement across raters and across ethnicity and to find home perceptions of parental involvement were related to academic achievement. In general, there was a positive but weak relationship between perceptions of Parental Involvement and student academic achievement regardless of ethnicity and while controlling of SES.
Study No. 9

“Academic Achievement of the children of working and non working mothers” Chandra Vadhana (2009).

The objective were to find out mother child relationship which is linked with their overall performance and to find out the difference between the children of working and non working mothers in their performance. The findings were that there was significant difference in the academic achievement of the children of working and non working mothers belonging to the rural area. There was no significant difference between boys and girls of the working mothers in their academic achievement. There is no significant difference in the academic achievement of the children of the working mothers in the urban area. There was significant difference in the educational qualification of the working and non working mothers on the academic achievement of their children.

EMOTIONAL INTELLIGENCE

FOREIGN STUDIES

Study No. 1

Sala (2000) explored the relationship between self-other discrepancy and job level with a measure of EI. The objective of the study was to find out the level of emotional intelligence competencies viewed by the higher level employees themselves. They were of different age groups, of different educational levels, of different racial origins and of different job levels. They rated themselves on the ECI and were also rated by others. The self-other discrepancy scores showed that higher level
participants consistently rate themselves higher than others. The lower level participants were more likely to see themselves as others see them. The high level participants tended to have bigger gaps between their self-other perceptions. These findings establish a relationship between self-misperception and job level. These results demonstrate that higher level employees are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perceptions of others who work with them and know them well. Since raters were not in a position to judge the competencies of higher level positions they may have resorted to “middle-of-the-road” ratings to be safe in their judgments.

**Study No. 2**

*Lam et al (2002)* made a study on correlation between advanced emotional intelligence and individual performance and associated with one’s level of general intelligence. Researchers examined 304 undergraduate students, (152 men and 152 women) at a university in the Western United States. Each participant completed the multifactor Emotional Intelligence Scale (MEIS), Shipley Institute of Living Intelligence Quotient Scale for general intelligence, a logical reasoning test (cognitive-based performance test) and a demographic questionnaire.

Researchers found that the overall emotional intelligence contributed to individual cognitive based performance over and above the level attributable to general intelligence and this relationship was positive (p<0.001).

**Study No. 3**

*Haske Rebecca (2003)* conducted a study on emotional intelligence and successful teaching in higher education at Indiana University. This
study aimed at studying the underlying emotion that differentiated the most effective faculty at institutions of higher education. Based on the results of the study, a significant link was found between specific emotional quotient competencies and behaviours of effective teaching as measured by the seven principles. Findings concluded that it was not only the actions or behaviours taken by faculty that were important but also the underlying attitude behind the actions that had the greatest influence on effective teaching. Additional findings revealed that the emotional quotient’s sub-score of general mood was a significant determinant of teaching award winning faculty.

Study No. 4

Jaeger (2003) made a study on job competencies and the curriculum: an inquiry into emotional intelligence in graduate professional education. The objective was to find out the effect of instruction of emotional intelligence on academic performance among the management graduate students. Using the Games – Howell post-test, researchers found statistically significant increase in emotional quotient scores among the students who completed the emotional intelligence curriculum, compared with the scores of students in the group that was not given the emotional intelligence curriculum, although scores in both groups improved. Levels of emotional intelligence at the end of study period were associated with academic performance, with a greater correlation existing in the emotional intelligence curriculum group.

Study No. 5

Pau et al (2003) studied the relationship between emotional intelligence and the perceived stress among a cohort of dental
undergraduates. Emotional intelligence was assessed using a validated instrument developed by Schulte et al, while perceived stress was measured using the perceived stress scales. Researchers found that emotional intelligence scores of women were significantly higher than those of the men and mean perceived stress scores were higher in female students. They also concluded that dental students with greater degrees of emotional intelligence may be more adept at coping and dealing with academic and non-academic stressful situations and that reducing perceived stress may improve academic performance as well as patient satisfaction.

Study No. 6

Drago & Judy (2004) conducted study on “The relationship between Emotional Intelligence (EI) and Academic Achievement in non-traditional College students”.

This correlational study examined the relationship between Emotional Intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability with some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Results demonstrated that emotional intelligence is significantly related to students GPA scores, students cognitive scores, students cognitive ability scores and student age. Additionally student anxiety was related to certain emotional intelligence abilities. No significant relationship, however as found between Emotional Intelligence and achievement is related to students ability to recognize, and manage their emotions.
Study No. 7

Saenz & Tracy Johnson (2009) conducted an exploratory study to investigate the relationship between emotional intelligence and IQ scores in a research sample of students with Learning disabilities. Emotional intelligence [EI] may provide information about non-intellective factors in the achievement and adjustment of students with learning disabilities. The Emotional skills assessment process [ESAP] and the Wechsler Intelligence scales [NISC]-111] were used to quantify emotional intelligence and IQ. In the current study there were no statistically significant findings in verbal, performance, and Full scale IQ when compared to emotional intelligence. These findings suggest that emotional intelligence skills as measured by the ESAP and IQ are two different theoretical constructs. Special education personnel, Counselors and teachers may tend important uses of EI in designing educational interventions for students with learning disabilities. A value of the study could be that educators could be use emotional intelligence to enhance academic and career performance of students with learning disabilities.

Study No. 8

Pardec & Deborah (2009) conducted a study on Emotional intelligence and job satisfaction among mental health professionals. The purpose of this study was to examine the relationship between Intelligence and job satisfaction among a population of mental health professional. Research has indicated that external factors account for a part of the variance of job satisfaction among mental health professionals, but emotional factors, such as emotional intelligence, have not been thoroughly explored. Due to the high turnover and burnout rates in this field, factors relating to job satisfaction are important to identify. Mental
health professional with at least a Bachelor’s degree, and who work at least fifty-one percent of the time in a counseling role, participated in this study. Results suggest that there are no differences in emotional intelligence based upon gender. Further, male or female job satisfaction appears to be influenced by the ability to be aware of emotions and manage own emotions, while female job satisfaction appears to be influenced solely by the ability to be aware of emotion. Internal factors do appear to play a role in job satisfaction among this population.

**Study No. 9**

**Tucker & Leota (2009)** investigated the Emotional intelligence of adolescents with and without disabilities. This study involved an investigation of the EI profiles of three groups of adolescents: those with learning disabilities, those with emotional disturbances, and adolescents without disabilities. The factorial ANOVA revealed a significant main effect for subscale at the .05 significance level. There were no significant interaction effects among the within and between subjects variables. Pairwise comparisons revealed a significantly higher mean score for the adaptability subscale than the mean score for the intrapersonal subscale. Result of the study also indicates that the composite scores of male students with learning disabilities. All groups of students EI composite scores were within the average range, with the exception of female students with E disturbances.
Study No. 10

Samples and Gayle – 2009

**Emotional intelligence and academic success among bible college students.**

Emotional intelligence (EI) as a relatively new construct in the field of social science already has an abundance of definitions and measurements. The most salient definition suggests that Emotional Intelligence is a convergence of mental processes and abilities that seek to clarity and provide understanding to individual strengths and weakness.

The results from this study indicated that Emotional Intelligence has an effect on the academic success of college students preparing for vocational ministry \[P < 05\] while spiritual maturity, as evidenced by the FDS, does not \[P < 57\] furthermore, of the demographic variables, class level \[P < 01\] and gender \[P < 01\] made significant individual contributions to GPA. While spiritual maturity did not affect academic success, there was demonstrated a relationship between higher levels of Emotional Intelligence with a greater degree of spiritual maturity. Through examinations of these results, as well as implications for future research are discussed.

**INDIAN STUDIES**

Study No. 1

Vembar Vanathi (2003) conducted a study on emotional intelligence and organizational stress. The purpose of this study was to help understand the way emotional intelligence is related to organizational stress and to distinguish the predictors among the dimensions of emotional
quotient. Research result reveals that there existed a significant negative relationship between emotional intelligence and organizational stress; hence, the hypothesis was accepted that higher emotional quotient could reduce stress levels of executives. The intelligence turned out to be the only predictor of organizational stress for men executives. For women, social awareness emerged as the sole predictor of organizational stress.

**Study No. 2**

*Mohana Sundaram et al (2004)* conducted a study on emotional intelligence and achievement of teacher trainees at primary level. The objectives were to investigate the level of emotional intelligence and the relationship between emotional intelligence and academic achievement of teacher trainees. The study revealed that men and women teacher trainees did not differ in their emotional intelligence; there was a significant low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-education institutions were at higher level, than the teacher trainees of non-co-education institutions in their emotional intelligence. There was significantly low positive correlation between emotional intelligence and achievement in educational subjects and achievement in science subjects.

**Study No. 3**

*Pathan Young et al (2004)* conducted a study on emotional intelligence of secondary teachers at D.Ed. College, Navapur, Maharashtra. This study examined the level of emotional intelligence of Secondary teachers in relation to gender and age. The tool, named emotional intelligence test developed by N.K.Chada and Dr.Dalip Singh was used. This study revealed that 98.4% teachers had low level of
emotional intelligence and there was no significant difference between emotional intelligence of males and females. Also emotional intelligence was independent of age.

**Study No. 4**

Tyagi (2004) studied on emotional intelligence of secondary teachers in relation to gender and age. The objectives were (i) to determine the level of emotional quotient of secondary teachers; (ii) to compare the level of emotional quotient of male and female secondary teachers; and (iii) to compare the group I, group II and group III on the variable of emotional intelligence and to seek significant difference, if any, among the groups. A structured questionnaire called Emotional Intelligence Test developed by Chadha and Dalip Singh was used for the study. Findings were:

(i) emotional intelligence of secondary teachers was extremely low. (ii) The level of emotional quotient was independent of gender and age and (iii) there was no significant difference among the groups.

**Study No. 5**

Gakhar and Manhas (2005) conducted a study on cognitive correlates of emotional intelligence of adolescents. The objectives were (i) to find the relationship of emotional intelligence with cognitive variables such as general intelligence, academic achievement and creativity: The findings were (i) Significant and positive correlations were found between emotional intelligence and all the cognitive variables namely, intelligence, creativity and academic achievement. (ii) No significant difference was observed in the emotional intelligence of adolescents studying in private and government schools with the private schools students scoring higher.
(iii) A significant difference was observed between the emotional intelligence of science and arts student with the science students scoring higher.

**Study No. 6**

*Perumalil Thomas (2005)* conducted a study on the relationship between emotional intelligence, intelligence quotient, and teacher perception and academic achievement of 11\textsuperscript{th} graders. The present study sought to understand the relationship between emotional intelligence, intelligence quotient, teacher perception and achievement of 11\textsuperscript{th} class students. From the analysis, it was concluded that neither professional background nor economic background affected emotional intelligence of the students. The students from teaching background were significantly superior as compared to the students from service and business background. Economic background of the students affected teacher’s perception significantly. Similarly the students’ professional and economic background affected academic achievement significantly. The correlation analysis showed a significant relationship between emotional intelligence and intelligence quotient of the male students and emotional intelligence and academic achievement of the female students.

**Study No. 7**

*Sangeeth Jose (2005)* attempted to study on emotional intelligence and self-efficacy of the teacher educators. The objectives of the study were to find out the level of emotional and self-efficacy of teacher education and to find out the relationship between emotional and self-efficacy of teacher educators. The findings showed that the teacher educators had moderate level of emotional intelligence and self-efficacy.
Also female teacher educators had outdone male teacher educators in emotional intelligence. There was significant relationship between emotional intelligence and self-efficacy of female teacher educators and the teacher educators in total except male teachers.

**Study No. 8**

Rajwinder Kaur and Jyotika Gupta (2006) conducted a study on emotional intelligence among prospective teachers. The primary aim of the investigation was to study the emotional intelligence of prospective teachers. Further, the study compared different groups like male and female, under graduate and postgraduate, hosteller and non-hosteller, students of working and non-working mothers, and science and arts stream on emotional intelligence. Analysis revealed that there were 9% male and 22% female B.Ed. students with high EI while 6% male and 12% female B.Ed. students have low EI. Male and female students differed significantly on self-management dimension of EI while arts and science stream students differed on social skills dimension of EI. B.Ed. students of non-working mothers were scoring more on internality while B.Ed. students of working mothers were scoring more on empathy.

**Study No. 9**

Biplin Savalia (2007) made comparative study of emotional quotient (EQ) of the higher secondary students of various subjects, to check whether there was any difference in EQ of students learning in different educational streams and to check whether there is any difference in EQ of male and female students. The study revealed that there was a significant difference in EQ of science students and commerce students with science students, having more EQ and there was a significant
difference in EQ of male and female students, with male students having more EQ.

**Study No. 10**

**Sameer Babu (2007)** studied the relationship between Emotional Intelligence and self-esteem among secondary school students. The objectives of the study were (i) to measure the EI and Self esteem and EI for the whole and relevant sub samples and (iii) to compare the students based on gender and locality in their self-esteem and EI. The result showed that there was a significant relationship between self-esteem and EI of secondary school students. There was no significant difference between girls and boys and students from coastal and non-coastal areas in their self-esteem and EI.

**Study No. 11**

**Singara Velu and Ezhil Rajan (2007)** made a study on the emotional intelligence of student teachers (pre-service) in the union territory of Puduchery. The major objectives of the study were to find out the level of EI of student teachers and to compare the EI of student teachers regarding gender, locality, type of management, and type of course (B.Ed. / D.Ed). The major findings of the study were: Men and women student teachers had the same level of EI. Rural and Urban student teachers differed significantly in their EI. Student teachers who were studying in government colleges and private colleges differ significantly in their EI and D.Ed. and B.Ed. students’ teacher differ significantly in their EI.
Study No. 12

Dr. Indu (2009) presented a paper on emotional intelligence of secondary teacher trainees. This paper presents the results of an investigation on the Emotional Intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their Emotional Intelligence. The objectives were (i) To compare the Mean scores of Emotional Intelligence in relation to gender (ii) To study the influence of type of family on Emotional Intelligence of teacher trainees. The scores obtained by the teacher trainees on Emotional Intelligence indicated that a majority of them (67.93%) fall within the average level of Emotional Intelligence. About 16.53 percent of teacher-trainees fall under high level and the remaining 15.54 percent of teacher trainees belong to the low Emotional Intelligence level. The results indicate that there is no significant difference among the students studying in government, government – aided and private institutions in their Emotional Intelligence, which implies that type of institution does not contribute to the Emotional Intelligence of students. Majority of teacher-trainees of Coimbatore district possess average Emotional Intelligence. It was seen from the results that male and female teacher trainees did not differ in their Emotional Intelligence.

Study No. 13

Arti Saluja & Inder Dev Singh Nandra (2009) presented an article on emotional intelligence need of the day. One acts according to his/her emotional and rational mind. The intellect is based solely on the working of the new cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional intelligence involves these emotional centres at work in concert with the intellectual centers. According to Goleman (1998), “Individual’s success at workplace is 80% contingent on EQ, our IQ gets us selected
and EQ gets us promoted.” Education is a character building process enhancing one’s personality and making him/her rational, capable, responsive and intellectually independent. It generates the will to refashion one’s heart, head, and life. It is a powerful instrument of social and economic change. Students are educated with one main objective in mind: their success. Till early 90’s Intelligence Quotient was the measure of success and intelligence of an individual. Importance and Need: The present generation of children is more emotionally troubled than the last. On an average, children are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. So there is an increasing need to address the emotional health of our children and adolescents. Children with high EQ are more confident, are better learners, have higher self-esteem, have fewer behavioral problems, and are more optimistic and happier. People with well-developed emotional skills are more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity.

Study No. 14

P. Usha & Rekha (2009) conducted a study on emotional competence and mental health as predictors of academic achievement. The present study has been designed to investigate the Emotional Competence and Mental Health as predictors of Academic Achievement among the secondary school pupils of Kerala. For this purpose a sample of 530 students of Thrissur and Ernakulam districts of Kerala was selected on the basis of gender, type of management of school and locality. It is the major task of teachers to find out the root cause of such poor performance, whether it be in themselves, in the children or in the institutions and to find out suitable remedial measures. Secondary school pupils are usually teenagers and proper maintenance of Mental Health and Emotional Competence at this period helps them to lead a happy life. Emotional Competence can be inculcated in pupils through co-operative learning, Transformational learning, self-science curriculum and by developing programs as Mastering Emotional Intelligence program, Emotional
Training program and customized Leadership programs. For preventing school disabilities, instead of criticism and punishment, praise and encouragement should be used. Various psychological studies have found that dull students get benefited if they were praised for their low achievement. To pay individual attention, general instructions should follow individual drill, so that they can improve their Emotional competencies.

**Study No. 15**

*Sahaya Mary, R. & Manorama Samuel (2010)* presented a paper on influence of emotional intelligence on attitude towards teaching of student-teachers.

This research paper is an attempt to find out the influence of Emotional Intelligence (E.Q) on attitude towards teaching (A.T) of student-teachers at government colleges of education in Chennai. The study is on the basis of their gender, subject, educational qualification; community, previous teaching experience and the influence to be a teacher of student-teachers. The present study reveals that the student-teachers have favorable attitude towards teaching and their Emotional Intelligence was found to be satisfactory. The Emotional Intelligence influences the attitude towards teaching of student teachers. The dimensions of Emotional Intelligence also influence the attitude towards teaching of student-teachers.
FOREIGN STUDIES

Study No. 1

Drago (2004) conducted a study on the relationship between emotional intelligence and academic achievement in nontraditional college students. This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. Overall, the results suggest that academic achievement is related to students’ ability to recognize, use, and manage their emotions.

Study No. 2

Jegak Uli (2004) conducted a study on Emotional intelligence and academic achievement among Malaysian secondary students. Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that often make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, low self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively, and sometimes, a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated, and angry. Research findings indicate that
there is linear negative relationship between students' level of EQ and their level of negative affect towards specific school tasks, and positive linear relationship between EQ and academic achievement. Findings also indicate positive relationship between EQ and gender differences.

**Study No. 3**

**Marjorie (2004)** conducted a study on the relationship between emotional intelligence and academic achievement in high school was examined. Students (N=667) attending a high school in Huntsville, Alabama completed the Emotional Quotient Inventory (EQ-i:YV). At the end of the academic year the EQ-i:YV data was matched with students’ academic records for the year. When EQ-i:YV variables were compared in groups who had achieved very different levels of academic success (highly successful students, moderately successful, and less successful based on grade-point-average for the year), academic success was strongly associated with several dimensions of emotional intelligence. Results are discussed in the context of the importance of emotional and social competency on academic achievement.

**Study No. 4**

**Adeyemo (2007)** conducted a study on Moderating influence of Emotional Intelligence on the link between Academic Self-efficacy and Achievement of University Students. The study examined the moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students. Two valid and reliable instruments were used to assess emotional intelligence and academic self-efficacy while participants’ first semester result was used as a measure of academic achievement. On the basis of the findings, it is suggested that emotional intelligence should be integrated into undergraduate curriculum. The study further advocated for the promulgation of educational policy on emotional intelligence and academic self-efficacy.
Study No. 5

Ramirez S-nedro, 2008 “Effects of Parental separation (PS) on the Academic Achievement of children of military personal”.

The purpose of this study was to gauge the effects of Parental Separation on the academic achievement and social/emotional behaviour of children of military personnel. Results from the study revealed no significant differences in academic achievement or social / emotional functioning between Parental deployment and no parental deployment groups. Correlation analysis on demographic variables between the groups did not reveal teacher’s perception of child emotional behaviour. The knowledge gained from this study may shed light on understanding some of the dynamic processes that may be contributing to the overall academic and social adaptiveness of children of military personnel.

Study No. 6

Kugler Teresa (2009) conducted a study on the relationship of parental involvement to student Academic achievement in Latino middle school students. This study considered whether PI has a relationship to student’s achievement, thereby providing connection between No children Left behind (NCLB) and title I. A survey was developed based on these three models correlated with math or language arts report card grades or language arts test scores. Certain parent behaviors also predicated student achievement. The relationship between PI model or behavior and academic outcomes varied depending on the English language level of the students. The variations in results based on English learning level, academic subject and type of assessment indicate that one-size-fits all parental involvement model is not appropriate for school serving Latino middle school students. Ways of meeting NCLB and title I, requirements must be considered carefully and many factors including culture must be incorporated into policies developed in schools serving these students.
Study No. 7

**Tester, Melissa Lec (2009)** conducted a study on Ethnicity, grade and behavioral progress as predictors of academic outcome for students with emotional disturbance. This study examined (i) the relation between progress in a behavioral Intervention and academic performance for students with ED, and (ii) the association Between ethnicity, grade, teacher implementation behavior progress and academic scores. Participants included 134 kindergarten through 12th grade students in a special education behavioral program of a large urban southwestern school district. Measures of behavioral program progress were obtained from the daily review, a web based program used for implementing behavioral interventions. Results suggested that ethnicity was significantly associated with overall academic achievement. African-American and Hispanic students scored lower than Caucasian students in reading, math, and language skills. Students in higher grades demonstrated a higher overall level of reading, math, and language skills. In addition, higher values of percent goal met were associated with accelerated language growth from the first to the second stand ford 10 administration \( b=22, p<0.05 \) neither mediation relations were present.

Study No. 8

**Nelson & Patricia Diane (2009)** Emotional intelligence and academic achievement in 11th grade at risk students.

As the emphasis on measures of student academic achievement increases educational researchers and practitioners are interested in identifying factors that demonstrate effectiveness in supporting student achievement. The results of this study can be used to promote social
change within public schools that have been focused primarily on cognitive skills without fully considering the role and potential of emotional development in promoting academic success. These results support the incorporation of instructional strategies that develop emotional intelligence and provide a basis for further inquiry in this area.

**Study No. 9**

*Xia & Nailing (2009) “Family factors and student outcomes”*

There is considerable debate about the relative importance of family versus school factors in producing academic and nonacademic student outcomes and whether and how their impacts vary across different student groups. Findings of this study suggest that family process factors can have significant impacts on both academic and nonacademic outcomes. Results of the U.S. data indicate that even after controlling for demographics and school inputs, student achievement was associated with multiple dimensions of family process factors including parental expectations and beliefs, learning structure, resources availability, home affective environment, parenting and disciplinary practices and parental involvement. Furthermore, several family process variables (including doing homework more frequently, having home internet access and owing a community library card) had higher returns in terms of student achievement for black children or children from low socio-economic families that for their counterparts.
Study No. 10


The purpose of this study was to examine the relationship between stress, coping resources and academic achievement in fourth grade urban youth. The intent was to examine if students perceptions of their stress and coping resources could predict reading and mathematics achievement. Regression analysis found significant equations for both reading and mathematics. Family, support and academic confidence explained 24% of the variance of reading achievement and family support and behaviour control explained 43% of mathematics achievement.

Study No. 11


This mixed method study was designed to examine student perception of parent involvement and to ascertain if high school students who perceive their parents to be involved achieve better grades than those that perceive their parents as not being involvement. Quantitative results indicated that 84% of studied students that perceived their parents to be involved in their education achieved better grades than those that perceived their parents as not being involved. The qualitative results indicated that positive parent involvement was viewed as extremely valuable by students, parents and teachers and in its many forms seen as a positive force in encouraging students to work harder in school.
Sarkar (1983) conducted a study on Contribution of Some Home Factors on Children’s scholastic Achievement. The objectives of the study were (i) to find the difference between high achievers and low achievers with respect to home factors like educational environment, income, property, spatial environment, social background, provision of faculties, parent-child relationship, home-making role, punitive control and intelligence, and (ii) to obtain the multiple correlation and the multiple regression equation between academic achievement (criterion variable) and home factor (predictor variables). The major findings were: (i) The home variables such as educational environment, income, spatial environment, social background provision of facilities and parent children relationship, showed a significant difference between the high achievement and low achievers at .01 level. (ii) The child-rearing attitude of the mothers of the two groups showed a significant difference between the mothers of the high achievers and the low achievers at .01 level indicating thereby that the mothers of the two groups possessed different attitudes regarding child rearing practices. (iii) The multiple correlation coefficient was 0.546. (iv) The multiple regression equation revealed that the contribution of parent-child relationship to academic achievement was about 17 percent of social background about 7 percent and of educational environment about 4 percent. The remaining five factors—incomes, spatial environment, rejection of home making role, harsh punitive control and intelligence, explained about 2 percent of the variance of the criterion scores.
Study No. 2

Trivedi (1987) conducted a study on the relationship of Parental Attitude, Socio-economic Background and feeling of security among the Intermediate Students and their Academic Achievement. The investigation was designed to study the relationship between parental attitude, socio-economic status, feeling of security-insecurity and academic achievement of intermediate students with intelligence held constant. An attempt was also made to study the relationship between parental attitude, feeling of security-insecurity and intelligence. The main findings of the study were: (i) There was significant relationship between academic achievement and parental attitude and socio-economic status. (ii) Students with parental acceptance showed better academic achievement than those of the parental concentration or avoidance groups. (iii) Students belonging to upper socio-economic classes showed better academic achievement than students in lower socio-economic status groups. (iv) There was no significant relationship between the feeling of security-insecurity and academic achievement. (v) There was no significant relationship between feeling of security-insecurity and socio-economic status.

Study No. 3

Vineeta (1988) conducted a study on the relationship of parental attitude, socio-economic background and the feeling of security among the intermediate students and their academic achievement. The objectives were (i) To study the relationship among parental attitude, socio-economic status, feeling of security/insecurity and academic achievement of intermediate students with intelligence held constant. The findings were (i) There existed a significant relationship among parental attitude, socio-economic status and academic achievement. (ii) Students belonging to
various levels of parental attitude and socio-economic status differed significantly with the parental acceptance group showing better achievement than parental concentration or avoidance groups. Further, students of upper SES showed better achievement than the students of lower SES group. (iii) It was found that intelligence was related to parental attitudes in favour of subjects with parental acceptance.

**Study No. 4**

*Sahay (1991)* conducted a study on Familial correlation of academic achievement in rural Hindu school students. The objectives were (i) To examine the role of caste, status and parental support in the scholastic achievement of the students, (ii) to evaluate the relative effectiveness of intelligence and parental support on the academic achievement of the students, (iii) to study the relationship between age, grade, caste, sex, intelligence and parental support and academic achievement, and (iv) to examine the degree of relative effectiveness of intelligence, income, mother’s parental support, father’s parental support and the parental support of mother and father on academic achievement. The findings were (i) The level of education, sex and caste had no independent effect on the development of scholastic achievement. (ii) The level of intelligence remaining the same, students with higher level of parental support achieved more than the students with lower level of parental support. (iii) Interaction effects between level of education and caste, level of education and sex, level of education and parental support, caste and sex, caste and parental support, caste and intelligence, sex and intelligence and parental support and intelligence were not statistically significant except the level of education and intelligence. But interaction effects of grade, caste, sex, parental support and intelligence were significant.
Regulation analysis indicated that mother’s contribution was more effective than father’s, intelligence and income did not contribute much (i.e. 14.45% and 27.98% respectively) in comparison to the combined contribution of father and mother (56.27%) and (v) Parental support was the most powerful correlate of academic achievement.

Study No. 5

Elegbeleye and Akoda (2001) conducted a study on Psychological implications of Single and Double background on Nigerian Adolescents’ Academic performance. The objectives were (i) To find out whether there is any difference between academic performance of children from single parent home and from double parent home; (ii) Whether there is any similarity between the academic performance of children from Father Present (FP) and Father Absent (FA) household; and (iii) whether there is any difference in the academic performance of children from Mother Present (MP) and Mother Absent (MA) household. The findings were (i) There existed a significant difference between the academic performance of the children from single and double parenting background (ii) A significant difference was observed between the performance of FP and FA children in mathematics and English language and (iii) Academic performance of the children of both Mother Present (MP) and Mother Absent (MA) household was also found significantly different as children of Mother Present household performed better than their counterparts.

Study No. 6

Gupta (2001) conducted a study on Achievement level of class XI students in Chemistry-Aliphatic Hydrocarbons, School Science. The
objectives were (i) To assess the overall difference in the performance of students of different schools, viz. private management aided, public and government schools, (ii) to compare the performance of boys in knowledge, understanding and application type test items, (iii) to compare the performance of girls to knowledge, understanding and application type test items; and (iv) to compare the performance of boys and girls in each of the three abilities, i.e. knowledge, understanding and appreciation. The findings were (i) The mean score of students of government schools is lowest as compared to students of other schools. (ii) There is no significant difference in the performance of male and female students - the students doing well in knowledge type test items. (iii) At least 27.9 percent of girls and 32.6 percent of boys have been successful in attempting the application type test items correctly and 45.5 percent of girls and 40 percent of boys could respond correctly to the understanding type test items. It is an indication that if the students are exposed to new situations some of them can definitely tackle the new stations with success and (iv) It is not necessary that a student getting good marks in a public examination will also fare equally well in such objective type tests where subjectivity is reduced appreciably.

**Study No. 7**

**Fatima (2003)** conducted a study on the Influence of School Environment, Reading Habit and Self concept on scholastic Achievement. The objective was: to study the influence of school environment reading habit and self concept on scholastic achievement. The finding was: It was found that different predictor variables were instrumental for significantly influencing criterion variable i.e Scholastic achievement for varied sub-sample groups however, in all only seven predictor variables viz. (1) voluntary concentration – facet of reading habit (2) fixing priorities a
facet of reading habit (3) reading fast loudly – a facet of reading habit; (4) reading slowly and silently – a facet of reading habit (5) student’s attitude towards school – a facet of school environment (6) total school environment and (7) self – concept emerged as significant predictors of scholastic achievement. The study cites one hundred ten references.

**Study No. 8**

Umadevi (2009) conducted a study on presented the relationship between EI, Achievement motivation and Academic achievement of primary school student’s teachers. The study aimed at finding the relationship between EI, Achievement motivation and Academic achievement of primary school student’s teachers. EI scale and Achievement motivation test was administered on 200 D.Ed students and the data obtained was subjected to descriptive correlation and differential analysis. There is a positive relationship between EI and AA of primary school student teachers. There is a positive relationship between Achievement motivation and AA of primary school student teachers. Male and female student teachers, Arts and Science student teachers do not differ in EI. Male and female student teachers, Art and Science student teachers do not differ in achievement motivation.

**Study No. 9**

Gurubasappa H.D (2009) conducted a study on intelligence and self-concept as correlates of academic achievement of secondary school students and presented a paper. The Objectives were: (i) To find out the nature of relationship that exists between academic achievement with intelligence and self-concept and (ii) To find out whether there is any significant difference in academic achievement of students with different
levels of intelligence and self-concept. The major findings of the study: (i) There is a high significant correlation between academic achievement with intelligence and self-concept (ii) There is a significant difference in the academic achievement of students with different levels of intelligence and self-concept and (iii) There is a significant main and interactive effect of intelligence and self-concept on academic achievement.

Study No. 10

Shashi G. Wanjari & Dr. Kavitha Jogi (2010) conducted a comparative study of intelligence and reasoning ability of orphans and normal children with reference to their scholastic achievement. The objectives of the study were (i) To study Scholastic Achievement of normal & orphan students (ii) To Study Intelligence of normal & orphan students (iii) To compare Intelligence of normal & orphan students with regard to their Scholastics achievement (iv) To study Reasoning Ability of normal & orphan students and (v) To compare Reasoning Ability of normal & orphan students with regard to their Scholastics achievement. Descriptive survey & causal comparative method were used for the present study. Findings were (i) The scholastic achievement of normal student is comparatively more than that of orphan students (ii) The intellectual ability of normal students is comparatively more than that of orphan students (iii) According to intellectual ability, students differ in their scholastic achievement (iv) Students having high scholastic achievement score show high intellectual ability and (v) There is an impact of category of students and scholastic achievement on intellectual ability.
Study No. 11

G. H. Parvathamma & R. Sharanamma (2010) conducted a study on anxiety level and level of self-confidence and their relation with academic achievement. In the present study, the researchers made an effort to know the relation of Anxiety and Self-confidence with Academic Achievement. The objectives were (1) To find out the relation between Anxiety Level and level of Academic Achievement of IX standard students. (ii) To find out relation between level of Self-confidence and level of Academic Achievement of IX standard students. On the basis of this study, the following major findings were obtained. There is significant co-relation between Anxiety and Academic Achievement. There is a significant co-relation between Self-confidence and Academic Achievement.

CRITICAL REVIEW OF RELATED LITERATURE

The investigator has reviewed a total number of sixty nine studies both Indian and Foreign studies. There are thirty four foreign and thirty five Indian studies. Among them, twenty two on Parental Influence, twenty five on Emotional Intelligence and twenty two on Academic Achievement have been included.

Parental Influence and Emotional Intelligence are the main factors of fully functioning towards Academic achievement of every student (Mehrotra, 1986). In the same way, in the life of a student, Emotional intelligence and Academic achievement are needed for the success and fruitful completion of the moulding process (Drago, 2004).

Most of the studies have been through normative survey method and experimental approach. The sample consists of mostly secondary
students and higher secondary and college students. This shows that the researchers today would like to contribute to the growth of the country and hence the focus on the future generation of our country. There are a few data from the teachers and administrators so that moulders and heads of the institutions are taken into account. In the above studies, t-test, correlation, analysis of variance, and analysis of co-variance have been used.

A critical study of researches on Parental Influence out of twenty three, twenty one researches reveals that PI is positively related to many variables such as academic achievement, character formation, language improvement, personality development, teaching methods, school curricula, adolescents aspirations, adolescents behaviour, children development and cultural impact. Parental influence of the child development is the fundamental factor for all individual progress as well as national progress. Only two researches reveals that PI has no significant relationship with educational achievement of students.

A critical study of researches on Emotional Intelligence out of twenty five, nineteen researches reveals that EI is positively related to many variables such as academic achievement, job level, general intelligence, successful teaching, job competencies, job satisfaction, organizational stress, creativity, teacher perception, self efficacy, self-esteem, mental health and attitude. “Emotional intelligence is a unique combination of both head and heart” Mayer (1990). The capacity of recognizing and regulating our own feelings and others is essential for successful life” Goleman (1995). Six researches reveals that EI has no significant relationship with academic achievement of students.
A critical study of researches on Academic Achievement all the twenty two researches reveals that Academic Achievement is positively related to many variables such as parental influence, emotional intelligence, ethnicity, socio-economic background, school environment, reading habit, achievement motivation, reasoning ability and self-confidence. Academic Achievement is the only sign of empowerment of student’s brightful future life.

Achievement of higher secondary education is a crucial turning point life of adolescence today. The Academic achievement of the students influences by so many factors like parental influence, school, teacher, peer group, family, individual factors on the academic achievement. He also wanted to investigate the emotional intelligence and academic achievement. Hence the title of the study is entitled as academic achievement of higher secondary students in relation to their parental influence and emotional intelligence. This present study deals with the parental influence and emotional intelligence in relation to their academic achievement. Here the researcher uses the survey method and t-test, ANOVA, correlation, regression and factor analysis for analysis of the data.