Abstract

The current research titled – ‘Influence of perceived attributes and perceived emotional climate on academic performance of students- An Exploratory study’. Is an attempt to understand the role of select non-academic cognitive factors namely, explanatory style, mindset, low frustration tolerance & metacognitive awareness and components of emotional climate of a classroom namely perceived peer empathy and perceived teacher empathy on academic performance of students. The study was conducted in two phases. Phase I included 505, students studying in I P.U.C across different colleges in urban Bangalore, who were assessed in the independent variables. Revealed, that an optimistic explanatory style was the strongest predictor of academic performance.

The study also revealed that the high and low academic achievers possess distinct non-academic cognitive profiles. While high academic achievers possess an optimistic explanatory style and possess metacognitive awareness. They also tend to have better empathetic relationships with their teachers as compared to their peers. Whereas the low academic achievers, are predominantly pessimistic in their explanatory style, are poor on metacognitive awareness and are highly influenced by their peers as compared to their teachers.

Phase II of the research study adapts a experimental design to test the effectiveness of the skill building program to facilitate the chosen non-academic cognitive factors on a single class of I P.U. students. The pre and post program analysis of the result revealed that the program was most effective in lowering frustration levels in students and training them in metacognitive awareness skills but did not improve perceived peer or teacher empathy. The program also significantly improved the academic performance of the experimental group by the end of the academic year.