

CHAPTER-IV

REVIEW OF RELATED LITERATURE

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4.1 INTRODUCTION :

In the previous chapter the researcher has discussed the procedure of test construction and standardization in detail.

In this chapter the researcher has taken a brief survey of research work on relationship between academic achievement and emotional intelligence done in abroad and in India and procedure of construction of the tests.

4.2 IMPORTANCE OF THE REVIEW OF LITERATURE:

The survey of previous studies , literature related to the problem may accomplish a number of purposes. In the words of Best, J.W.,(1982,P.40), “ A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge , this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation. ”

Hence, the review for related literature is one of the first steps in the research process. It helps the researcher to define the

problem, recognizing its significance, sources of data and researcher takes many hints from the designs and procedure of previous research.

For the purpose of reviewing the related research study , the researcher referred the following ,

1. Review of volumes
2. Review collected by internet
3. Books
4. Review taken from different test manuals.

4.3 DIFFERENT RESEARCH STUDIES CONCERNING

THE RESEARCH PROBLEM DONE IN INDIA:

Title –

Effects of Achievement ,motivation and personality on Academic success .

Investigator – Siddiqui , B.B.

Institution – Ph.D., Psy. Guj. U., 1979.

Objectives

The objectives of Investigation were,

1. To study the relationship between intelligence , personality and achievement.
2. To study the difference with respect to personality, n-achievement and motivation .

3. To study the relationship between personality and n-achievement .
4. To study the relationship between family background factors and academic achievement of students when intelligence was kept constant.

Findings :

The major findings of the investigation were,

1. There was a mutual relationship between intelligence, achievement and personality.
2. Personality and n-achievement motivation differed in the rural, urban and overseas students .
3. Personality had positive correlation with achievement and motivation.
4. Family background factors had positive relationship with academic achievement of the students when the intelligence factor was held constant.

Title :

Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement.

Investigator :Arora ,R.K. (1992) .

Objectives :

To investigate into the interactional effect of creativity and intelligence on emotional stability , personality , adjustment and academic achievement.

Findings :

1. High creative /high intelligence group was significantly highest in emotional stability than the remaining three creative / intelligence groups.
2. Those possessing both high convergent and divergent abilities were by far the most accommodative persons among different creative –intelligence groups.
3. All the high intelligence groups performed better than low ones.

✍ **Title** :

The effects of personality factors and self-concept on educational achievement.

Investigator :Dixit , Santoshkumar .

Institution : Ph.D., Edu.Agra,(1989).

Objectives :

1. To study the effect of personality factors on educational achievement.
2. To study the effect of intelligence on educational achievement.
3. To study the effect of self concept on educational achievement.
4. To see the interaction of personality factors and self – concept on educational achievement.
5. To see the interaction of intelligence and self – concept on educational achievement.
6. To see the interaction of personality factors and intelligence on educational achievement.
7. To see the interaction patterns of personality factors, intelligence and self-concept on educational achievement.

Findings :

1. Personality factors significantly influenced the educational achievement.
2. Intelligence was related to educational achievement.
3. Self-concept was not related to educational achievement.

✓ **Title :**

A Comparative study between male and female adolescent school-going students on emotional maturity and achievement in co- and curricular activities.

Investigator :Gupta , Poonam .

Institution: Ph.D.,Psy.,Agra University. (1989) .

Objectives:

1. To compare male and female adolescent school-going students on emotional maturity.
2. To compare male and female adolescent school going students on co-curricular and curricular activities.
3. To compare behavior of boys and girls due to age level.

Findings:

1. The girls were more sober and well behaved as compared to boys of this age. The characteristic behavior of the girls was shy, reserved and more sober as compared to boys.
2. The boys behaved more openly and were interested in bold activities.
3. Boys were more interested in cricket and hockey while girls preferred the activities like painting, reading magazines , singing and decoration.

4.4 DIFFERENT RESEARCH STUDIES CONCERNING THE RESEARCH PROBLEM DONE ABROAD :

In the 1940's and 1950's , there were several attempts made to find a substantial relationship between achievement and personality but these attempts did not meet with much success.

Cattell and Butcher,(1968) , tried to predict both school achievement and creativity from ability , personality and motivation. They succeeded in showing the importance of personality in academic achievement, however , could not link motivation to it.

Barton ,Dielman and Cattell,(1972) conducted another study to assess more fully the relative importance of both the ability and personality variables in the predication of academic achievement. They concluded that IQ together with the personality factor, which they called conscientiousness predict achievement in all areas.

✓ Howard Gardner, (1983), introduced his theory of multiple intelligence which opened doors to other theories like emotional intelligence.

✓ Pool, (1997) , stated that emotional well being is a predictor of success in academic achievement and job success among others.

Coover and Murphy, (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema , the more positive the self descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

✓ Elias, et.al, (1991) , stated that teaching emotional and social skills is very important at school , it can affect academic achievement positively not only during the year they are taught , but during the years that follow as well. Teaching these skills have a long-term effect on achievement.

Mischel Walter, (1960) , undertook a development study of 4 years old children. The test is known as 'Marshmallow Test.'

It was found that those who had resisted temptation at four were now as adolescents more socially competent, personally effective and better able to cope with frustration of life.

Martin seligmen, (1984) study of five hundred numbers of the incoming freshman class of 1984 at the university of Pennsylvania.

The students score on the test of optimism was a better predictor of their actual grades freshman year than were their SAT score or their high school grade.

Stephen Nowicki and Marshall Duck, (1989) study non-verbal social processing ability in children between the ages of 6 and 10. They tested 1011 children with version of PONS (Profile of Nonverbal sensitivity) test of empathy designed for children.

It was found that those who showed an aptitude for reading feelings nonverbally were among the most popular in their schools , and most emotionally stable.

✓ **Title :**

The relationship between emotional intelligence and academic achievement in eleventh Graders.

Investigator : Nada Abisamra .

Institution : Auburn University , Montgomery , USA .2000 .

Objective :

To study the relationship between emotional intelligence and academic achievement.

Procedure :

The population of this study were the 11th graders in Montgomery, Alabama .The sample were 500 11th graders boys and girls.

Experimental design and Method. :

The sample was given the Bar-on emotional Quotient Inventory (EQ-i) ,then the mean of all the grades each of the 500 students , for the last semester were calculated and separating the high from the middle and low achievers. Afterwards compare these grades with the emotional Intelligence level of each students.

Finding :

There was relationship between academic achievement and emotional intelligence.

4.5 STUDIES RELATED TO THE PROCEDURE OF TEST CONSTRUCTION :

Emotional Intelligence Scale (EIS)

By – Ankul Hyde, Sanjyot Pethe and Upinder Dhar

Introduction:

Emotional intelligence motivates employees to pursue their unique potential and purpose and activates innermost potential

values and aspirations, transforming them from things they think about , to what they do.

The author's of the scale came across two measures of emotional intelligence. EQ in business and life can be understood by a four –cornerstone Model explained by Cooper(1997).

Development of the scale:

After consulting literature , 106 items were developed. Each item was transferred on a card. A panel of 50 judges was prepared. Definition of Emotional Intelligence and necessary instructions for the selection of the items were written on the card. The choice for categorization of each card was noted and the frequency of choice was calculated .The items, which were chosen 75% or more times were spotted out. The 34 items thus chosen were administered on 200 executives. The data was then tabulated and item total correlation were calculated. These values are taken from Fisher and Yates,(1992) table of correlation coefficients and their levels of significance. Items having correlation less the value of 0.25 were dropped.

Reliability :

The split-half reliability coefficient was found to be 0.88.

Validity :

Face validity, content validity are evident from assessment of judges . Validity from the coefficient of reliability was found to be 0.93.

Factors of Emotional Intelligence :

The scores of 200 executives were subjected to analysis and ten factors were identified. These are self awareness, empathy self-motivation , emotional stability , managing relations, integrity , self development, value orientation, commitment and altruistic behaviour.

Uses of the Scale :

The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administrating and does not require the services of highly trained tester. It is eminently suitable for groups as well as individual testing.

Norms :

Norms of the scale are available on a sample of 200 subjects. The users of this scale are advised to develop their own norms based on their own sample.

Scoring :

Each statement should be scored 5 for strongly agree , 4 for agree , 3 for neutral, 2 for disagree & 1 for strongly disagree.

Sodhi's Attitude Scale:

By – Dr T.S. Sodhi

Purpose :

Attitude are important phenomena in the field of education. It is one of the fundamental responsibilities of the educationalists to develop positive attitudes among educands towards desirable goals. In order to assess the degree of change that is occurring in the attitude of students it is essential that some standardized tools be prepared.

Development of scale :

The author started with thirty items in each area of the attitude. He avoided some factual statements. The statements were discussed with experts in the field of Education, Psychology and Sociology.

Item analysis :

It was done on the basis of first tryout. The discriminating power of each item was calculated by applying the formula.

$$ULI = \frac{R_u - R_L}{f}$$

ULI = Upper-lower Index.

R_u = Students giving right answers in upper 27% lot.

R_L = Students giving right answers in lower 27% lot.

In this context , right answer means the answer which tallies with the value of 'yes' in the scoring sheet and 'f' number of examinees in each group. The items having discriminating power less than 0.20 were eliminated.

Reliability :

The test-retest coefficients of reliability for each of the five areas were calculated. It was between 0.72 to 0.86

Validity :

For validity , opinion of teachers , opinion of parents and opinion of an intimate friend were taken and recorded on a seven point scale. Three validity coefficients were calculated for each scale area. These are between 0.50 to 0.70.

Norms :

Percentile rank norms and Local norms are provided.

Scoring :

The answer categories for the items in the Attitude inventory were, yes , ?, No. For the positive items, yes got 1, No got -1 and ? got 0 conversely.

Comprehensive Attitude Scale :**By Agra Psychological Research Cell****Purpose:**

Keeping the importance of attitude , the team of APRC associate scholars decided to standardize a comprehensive attitude scale which was used by the educationalists, psychologists ,Social agents , and administrators to evaluate the attitude of young men and women towards Social Change (SC),Discipline(DS),Community (Co, parental Attitudes (PA), Religiousity (R) , Sex(S) , Country (Co),Life and Humanity (L), Teacher (T) ,Family Planning (FP).

Development of attitude scale :

In the preliminary form twenty five statement in each area have been selected on the basis of existing attitude scales and available review of the literature.

Item analysis :

Item analysis was done on the basis of first try out. with the help of following formula the discriminating power of each item was calculated.

$$ULI = \frac{R_u - R_L}{f}$$

Only those items having more than 0.20 discriminating power were selected.

On the basis of discriminating value of each item , 18 items of each sub-scale were selected and administered 300 college going students on basis of t-value magnitudes. 100 items have been selected in the final form of this comprehensive attitude scale.

Scoring Procedure :

Each statement provides three alternatives answer-Agree , Neutral and Disagree. If subject mark (✓) below space of Agree , then give him 2 , if he has marked Neutral , give him 1 and if he has marked Disagree give him 0 (zero).

Reliability:

The split –half reliability of each sub scale ranged from 0.63 to 0.81. And Test –retest reliability of each sub scale ranged from 0.61 to 0.81.

Validity :

Along with content validity , three external criteria were also taken .

1. Teachers opinion.
2. Parents opinion.
3. Intimate friend's opinion.

Teachers, parent and Intimate Friends were asked to provide their opinion on seven point scale. The scale scores in each area were correlated to Teacher, Parents , & Intimate friends opinion and thus there coefficient of correlation of each scale were computed with the use of Pearson Product Moment Method.

Norms :

Local norms were developed because the homogeneity of the group.

4.6 CONCLUSIONS :

From this review of literature the researcher, studied what the researchers have published about emotional intelligence so far and how they have linked it to achievement.

After going through the surveys and researches , the researcher had drawn some conclusions which were as follows.

1. We can easily see that most of studied factors are included in the concept of emotional intelligence.
2. In one of the studies researcher studied the relationship between self identity and achievement.
3. In one study , effect of personality factors on academic achievement were studied.
4. In one of the studies researcher studied emotional maturity and achievement in co-curricular activities.
5. In one study, researcher studied relation between conscientiousness and achievement.
6. Only one researcher studied the relationship between emotional intelligence and academic achievement of eleventh graders.
7. Some of the above studies , though, directly not related to the present research topic , gave a background to the researcher regarding the relationship of other variables of academic achievement and guided the researcher to plan out the present research study.
8. Calculating reliability coefficient Split-half, Test-retest ; Rational equivalence methods were used.
9. For items selection factor analysis and upper-lower index were used .

10. Estimating validity , face ,content validity and coefficient of validity were used.

In the light of above observation, it can be seen that no one has done the study of the relationship between emotional intelligence and academic achievement of student teachers. Therefore , it can be stated that the present , research work is different , new and original.

In the next chapter the researcher has described the research procedure followed by him.