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A STUDY OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HAPPINESS, EMOTIONAL INTELLIGENCE, AND ACADEMIC ACHIEVEMENT MOTIVATION

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ABSTRACT

The aim of present study was to explore the relationship of academic achievement, happiness, emotional intelligence and academic achievement motivation of higher secondary school students. Objectives of the study are to the mean difference of academic achievement and different level of happiness, emotional intelligence and academic achievement motivation of higher secondary school students. Academic achievement is the result of educational process. It indicates the performance of the students, teachers and an institution in the process of education. Ladson (2018) expressed the importance of academic performance is the extent to which a student, teacher or institution has achieved their short or long term educational goals. Emotional intelligence is set of skills that enable us to make our way in complex world the person social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential of effective daily functioning. Fredrickson (1998) viewed that happiness and cheerfulness are a part of satisfaction which may cause more plays and amusements with better possibilities for development of bodily, social and mental skills. The sample of 600 students was taken from eight different schools. Three hundred male and 300 female school students were selected. In order to collect the data for the present investigation, four tools were employed: Academic Achievement Sheet, Oxford Happiness Inventory (OHI) Mangal Emotional Intelligence Inventory and Academic Achievement Motivation Test (AAMT).Descriptive method was used in order to study. The female higher secondary school students have slightly higher academic achievement than male higher secondary school students but this difference is not statistically significant. The rural higher secondary school students have slightly higher academic achievement motivation than urban higher secondary school students but not statistically significant. There was a significant difference between the academic achievement of higher secondary school students having higher and lesser happiness. There was significant difference in academic achievement of the higher secondary school students having high and low emotional intelligence. There was significant difference in academic achievement of the higher secondary school students having high and low academic achievement motivation. There was significant and positive relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation of higher secondary school students. The study is beneficial to develop positive attitude related to life of school students to enhance the academic achievement and happiness. The study also describes the importance of emotional intelligence and academic achievement motivation. The students shall easily express their views, ideas and feelings in the classroom. It may enhance the academic achievement of school students.

CHAPTER – 1

1. INTRODUCTION

The progress of a nation in the world of today is more than ever dependent upon the quantity and quality of the education received by the people. Education fosters values in people, which are collectively accepted as valuable at a given point of time. Transmission of knowledge or skills which take place, as a persistent activity in a variety of ways could be termed as the product of education. Education as defined in Collin's Dictionary (2018) is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement and generally of preparing oneself or others intellectually for mature life. Education becomes a product only when it assimilates the culture of any society and is transmitted from one generation to another. Education is considered as an active and a dynamic process which takes place continuously during one's life with the help of various experiences through either in a formal or in an informal manner. Education begins at birth and continues throughout life.

According to Radhakrishnan, Education according to Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue.

Plato says, "Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of".

According to Rousseau, "Education is the child's development from within". In general, education may be defined as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. It includes all the knowledge and experiences, acquired during infancy, childhood, boyhood, adolescence, youth, manhood or old age through any agency of education- the press, the travels, the club, the nature- formally and informally. Thus, education becomes the sum-total of all experiences that the child receives either in the school or outside. In this wider sense, life is education and education is life. Whatever broadens our horizon, deepens our insight, refines our reactions and stimulates thought and feeling, educates us". It is the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities.

Education, in the broader sense, is transmission of life by the living, to the living, through living and for living". Education is a means for the development of balanced all-round harmonious development of personality (Sathish and Sajjad, 2007).

1.1 Meaning and the Concept of Education

In any system of education, the purpose or aims and objectives of education determine its other aspects such as its structure, curriculum, etc. Unless one is quite clear about what is wanted to achieve through educating children, he/she is likely to adopt wrong methods of teaching too. Gone are the days, when people thought that education is solely concerned with the imparting of knowledge alone. The importance of the development of the whole personality of the child is realized now. "Educating the whole child" is the aim now. What does it mean? Children are helped to grow, develop their body and mind, acquire practical skills, imbibe certain social values such as co-operation, tolerance, etc. and also develop their character. It is also considered necessary that every child should learn to appreciate and enjoy the beautiful things in life, know to spend his/her leisure and form attitudes towards work and also life in general. In short, in the education of the child, the development of its whole behavior is concerned along certain desirable lines. "Desirable" is a key word here. That desirable development of behavior is attempted through teaching of various subjects.

Education also helps one to develop certain important skills like reading, writing, communicating, handling objects, decision making, examining and analysing things, group living etc. that are required in one's day to day life situations. According to Srivastava (2015) the aim of education is to socialize the individual in order to promote him to work for his own welfare and satisfaction and for that of the society with maximum of hard work and inspiration. Education refers to essential processes that are precious to be transmitted and which help to change the attitude and values towards the desirable ones. The process of education makes human beings successful in their relevant environment continuously throughout life. Life involves a constant and continuous modification of experience. In this context academic achievement, motivation, emotional intelligence and happiness are the important functions of monitoring the progress of students must be analysed.

Education is as old as mankind and is concern of all living beings. One finds provision for education in every society either it is ancient or modern, simple or complex. . The main function of education is considered to be the adjustment of man to his environment, which means his adaptation to and reconstruction of his surroundings for his own benefits and that of society. It is a dynamic force that brings about the reorganisation and reconstruction of human experiences. It is an effective tool in improving the quality of life. It enhances the all-round development of the nation as well as an individual's personality of a person.

UNESCO's fundamental principles (four pillars of learning) for reshaping education provide guidelines for educators for fundamental aspects of learning. They are –

- **Learning to know**: to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning.
- **Learning to do**: to provide the skills that would enable individuals to effectively participate in the global economy and society.
- **Learning to be**: to provide self-analytical and social skills to enable individuals to develop to their fullest potential psychosocially, affectively as well as physically, for an all-round complete person.
- **Learning to live together**: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all

levels of society and human relationships to enable individuals and societies to live in peace and harmony.

Due to the explosion of knowledge, multiplicity and specialisation of occupations, scientific and technical advancement, the role of education has been more crucial nowadays. There is an increasing demand that the present system of education should be geared towards efficiency and the process of acculturation. Schools and teachers are the crucial agents for bringing out the desirable changes in the system. Aristotle declared that educated men are as much superior to uneducated as the living are to the dead. Education bestows upon the individual immense benefits. Education is that conducive process which leads a person out of darkness, poverty and misery by developing his individuality in all aspects− physical, mental, emotional and social. In formal sector of education we usually measure the level of education attained by the child through his academic achievement.

Academic achievement represents performance outcomes that indicate the extent to which a student has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. Halawah (2006) stated that academic achievement is accomplished by the actual execution of class work in the predication of academic achievement of a person and strong performance in a given academic arena. Academic achievement is related with the understanding of the concepts taught in the schools or in any subject, assessed by examination marks (Pandey, 1998). It is the status or level of a person's skills, the range and depth of his knowledge in a designated area of learning or behaviour (Horrock, 1969). Academic achievement refers to the level of schooling one has successfully completed and the ability to attain success in the studies.

This scholastic achievement is a function of cognitive and non−cognitive aspects of personality, and is the resultant of various factors like personal, social, economic and other environmental factors. In this modern age, academic achievement is considered as a key factor for personal progress. Moreover, the whole system of education revolves around academic achievement.

In spite of all efforts there have been high incidences of failure in schools at different levels. What may be the causes of children's failure in schools? Do they fail due to less interest in studies? Do they fail due to low general mental ability? Do they fail due to lack of happiness? Do they fail due to lack of emotional intelligence? Do they fail due to lack of academic achievement motivation? These are some of the questions which need to be answered. The problem of academic achievement has gained new proportion in the present time because there are many factors which are responsible for poor academic achievement of the students. The problem of deteriorating standard has forced educationists to thoroughly probe the student's academic achievement in schools. By studying the factors of academic achievement, the causes of high and low achievement of the school going children may be traced.

Pupils who are motivated are likely to perform well in their examinations. There are many factors that may contribute towards pupils' motivation to achieve high grades in school. The differences in academic achievement motivation among pupils can be attributed to differences in their home environments, school environments, interest,attitude, happiness, emotional intelligence, etc. The development of high level achievement motivation is attributed to early independence training and achievement training according to Atkinson and Feather

and Majoribanks (1979). Atkinson and Feather argue that successful parents tend to provide early independence training which is necessary in the development of achievement motivation

Psychologists believe that motivation is a necessary ingredient for learning (Biehler & Snowman, 1986). Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn (Fontana 1981). Denhardt (2008), defined motivation as "what causes people to behave as they do" Lawler (1994) said "motivation is goal directed". Motivation outlines the achievement and pursuit of goals (Denhardt 2008). Pettinger (1996) defined motivation as environmentally dependent. Campbell & Pritchard (1976) defined motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior. Denhardt, Denhardt and Aristigueta (2008) outlined motivation is not: directly observable, the same as satisfaction, always conscious, and directly controllable.

Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. It is ability to acquire and apply knowledge from our emotions and emotions of others in order to be successful and lead a fulfilling life. Emotional Intelligence is useful to make distinction between a person's innate potential over their lifetime. Mayer et al. (2004) stated that the high emotional intelligent individual is less apt to engage in behaviour problems and avoids self-destructive, negative behaviours such as smoking, excessive drinking, drug abuse, or violent episodes with others. The person having high emotional intelligence is more likely to have possessions of sentimental attachment around the home and have more positive social interactions, particularly individual also scored higher on emotional management. Such individuals may also be more skillful to describe motivational goals, academic success, aims and missions.

Happiness is especially critical challenge in human life. It is an important state of mind which decreases tension and increases life suspense. It is a dream of today's human being. Durhan (2019) viewed happiness as an important component that is extremely vital to our own goals in life and can help us to achieve many other cherished personal ambitions and goals. Happiness is a state of mind in which person feels happy and joyful. It is internal feeling of life which enables students to cope with stress and accepts every challenge in life. Stevens (1998) expressed that happiness is an emotional reaction to the harmonious functioning of the cognitive system and provides feedback and motivation for the cognitive system related to its performance. Happiness is one of the variables that are related to academic achievement. According to research, the people who have a high sense of happiness are more active in academic performance and progress of higher education (Fritz, 1984).

1.2 HAPPINESS

Happiness is a condition of mind or emotion exemplify by satisfaction, love, pleasure, ecstasy or joy. Happiness is the undying quest of life, the unquenchable thirst and the insatiable hunger of all human kind. The term happiness captures a huge variety of positive emotional responses, including such things as cheerfulness, optimism and joy. The word happiness is very priceless in itself. Happiness is linked with all aspects of life. So, it is a need of everyone. It can be assumed that happiness can be obtained if a person has close and stable

relationships, effective performance of the ego, and high in emotional intelligence, inner-directedness, positive thinking, self-control and high presence of meaning in life as he/she can deal with the worried life events with more effectiveness. It is also stated that the level of happiness can be increased by increasing these components.

Boehm and Lyubomiasky (2008) explained that a happy person is someone who frequently experiences positive emotions like joy, satisfaction, contentment, enthusiasm and interest. Happiness is the ability to empathize and sympathize with other people, ability to calm.

Fredrickson (1998) viewed that happiness and cheerfulness are a part of satisfaction which may cause more plays and amusements with better possibilities for development of bodily, social and mental skills. Crossley and Langdridge (2005) explained the core structure of happiness consists of high self-esteem, high self-confidence, social factors, occupational factors and family factors. Kesebir and Diener (2008) viewed that happiness is a mental state of well-being described by positive emotions ranging from contentment to profound delight. Baumgardner and Crothers (2009) stated that happiness refers to a general feeling and experience of contentment and joy.

Happiness is the product of stability between positive and negative effect. Happiness comprises of joy, life satisfaction, self-esteem and self-efficacy keep up balance between positive and negative effects on day after day life. According to Duncan (2010) happiness is having a good feeling, enjoying the life and demanding the sustainability of such feelings. Happiness is an aim condition which is accessible to every human being independently from wealth, social condition, intellectual capabilities and health conditions. Carr (2004) explained that the happiness is like a warm internal feeling, successful feeling, coordination feeling and internal calmness, a joyful experience and reduction or lack of any problems. Watson (1930) stated that no quest declare to be superior to happiness. Jain and Sinha (2005) stated a positive relationship between emotional intelligence and happiness. Rajabimoghaddama and Bidjri (2011) explored significant positive relationship between happiness and self-control, problem solving, reappraisal coping and being responsible. There was negative relationship between happiness and escape-avoidance. Argyle (2001) viewed that happiness consists of three basic components positive affection, life satisfaction and negative affection.

Lu and Kao (2001) explained that establishment of positive relations with others, purposefulness of life, personal growth, love for others, positive recognition, social commitment, positive mood, sense of control over life, physical health, self-approbation and mental alertness are the main components of happiness. Bogler (2005) viewed happiness as a pleasant and positive emotional condition deriving from appreciating one's work and experiences. Fisher (2009) defined happiness impacts on life quality directly.

As researches show, happy people are more successful in many aspects of life such as familial life, relations to friends, income, health and job performance. The reason is not only that success guarantees happiness but also because happiness has a causal relationship with success. Gilbert (2006) viewed that the happiness is an important source for personal growth, as well as the social and economic growth of a society. Eysenck (1996) opined that the happy people have a more positive idea towards life and events. They have a higher level of satisfaction towards family, occupation, education and other aspects of life. Furnham and Cheng (2000) explained six fundamental factors constitute the reasons for happiness. These are

six factors of happiness: mental power, personality qualities, personal advantages, advancement, freedom in life and work, social support, self-esteem, security and positive thinking and satisfaction. Waterman (1993) defined happiness as self-realization and implementation of inner potentials. Self-actualization and develop one's potentials are goals of life.

Happiness is very essential for students also. Life of the students is also prejudiced by happiness. Many aspects of students are precious by happiness such as, academic achievement, classroom behavior, interaction with teacher and peer group, self-regulation, self-awareness, control, wellbeing, motivation, thinking process and study habit, taking part in games and other co-curricular activities. Meyers (1992) stated that happiness promotes success across various areas of human functioning. For example happy people are more active, efficient and productive at their jobs and earn better income. They are optimistic and more positive toward other people. Altson and Dudely (1987) viewed happiness as the ability to enjoy one's experiences, accompanied by a degree of pleasure. Happiness is a situation of mind when positive emotions and satisfaction come out and state of depression, anxiety, negativity etc. are totally not present. Prager (2008) explained happiness as a cognitive and behavioral exercise than emotional experience and it requires a commitment and responsibility. Kasser and Ryan (1996) viewed that achievement of intrinsic goals adds more to happiness than success in extrinsic achievement.

Happy people perceive the world as safer and feel more confident. They make decisions easily, cooperate with others easily and are more tolerant persons. Happy people live healthier and more energized and satisfied lives. Veenhoven (1994) stated that happiness can be regarded as a trait if it meets three criteria of temporal stability, cross-situational consistency and inner causation. Happiness is life experience marked by preponderance of positive emotion. According to Poursardar et al. (2012) happiness positively affects life satisfaction though increasing mental health and has an indirect effect on life satisfaction.

Happiness is correlated with life satisfaction, academic achievement, academic achievement motivation, mental health and emotional intelligence. Happiness is very essential for every human at every stage of life. At the adolescence period there are many physical, emotional, changes that arise in adolescent's life. At that stage it is very essential to appreciate happiness. Happy people are very confident to do any kind of work and are more successful than unhappy people. It mainly depends on the full support of oneself and on the recognition of desires that many times are originated without any type of careful for one's own capabilities and potential of realization.

According to Seligman (1995), the roots of our happiness as adults are developed in our childhood. He asserts that teaching ten-year-old children optimistic thinking skills would halve the rate of depression that occurs to them during puberty and thereafter (Seligman, 2002). If Seligman's prognosis has credence, perhaps as educators we need to learn more about what constitutes childhood happiness and to consider ways and means of enhancing it. What constitutes happiness for adults has been under scrutiny for some time.

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1.2.1 Concept of Happiness:

Happiness is a state of mind or feeling such as contentment, satisfaction, pleasure or joy. Philosophers and religious thinkers have often defined happiness in terms of living a good life or flourishing rather than simply as an emotion.

Happiness is a broad concept and has both cognitive and emotional components. Emotional component means balance between pleasant and unpleasant emotions. The cognitive component is life satisfaction and evaluating the meaning of life according to his standards (Diener 2000, as cited in Hadi Nejad, 2009).

Factors affecting happiness

These factors can be classified as follows:

Personality: Personality dimensions have impact on the peoples' happiness. Psychological studies about the influence of personality on the amount of happiness, have confirmed the positive relationship between extraversion and happiness.

Self-esteem: Self-esteem is one of the factors that can have a significant impact on happiness. When there is discomfort and lack of self-esteem, happiness decreases.

Religious beliefs: One of the factors contributing to happiness is faith. It makes people feel less abandoned, and lonely.

Social Capital: Social capital affects happiness more than human capital.

Leisure time activities: It can be a very good source to create happiness.

Economic situation: Some think money is the main factor of happiness, while scholars have rejected this approach.

Health: Happiness boosts the immune system and strong immune system, improves health (Bahmani, 2000).

1.2.2 Happiness from the psychological point of view

From a psychological perspective, happiness is looked at the individual level. Happiness is believed to be one of the personal features of a man. It means that the happiness of every individual depends on individual characteristics and how he looks at life. Human ideas about happiness are rooted in human nature. For example, a patient and contented person, understands happiness better than impatient and greedy humans. It should be noted that this theory at the individual level, achieved results based on the analysis of longitudinal and experimental study:

• Happiness is firmly fixed in the short term and long term.

• Happiness depends on luck or usefulness.

• Happiness does not depend only on internal factors but external and environmental factors also play a role (Mohammadi, as cited in Gustad, 2011)

One of the factors that cause a person to feel happy is his perceptions of himself. When a person finds his inner core and is aware of his power, he can overcome the problems and develop the

circumstances of life by relying on his abilities. Because when people are faced with the problem, cannot be indifferent to cross it and try to get rid of problems with respect to existing facilities (Abedi, 2004).

The Psychology behind Human Happiness :

Now that we know what happiness is, let's dive a little deeper. What does psychology have to tell us about happiness?

There are many different theories of happiness, but they generally fall into one of two categories based on how they conceptualize happiness (or well-being):

1. Hedonic happiness/well-being is happiness conceptualized as experiencing more pleasure and less pain; it is composed of an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with one's life);

2. Eudaimonic happiness/well-being conceptualizes happiness as the result of the pursuit and attainment of life purpose, meaning, challenge, and personal growth; happiness is based on reaching one's full potential and operating at full functioning (AIPC, 2011).

Some theories see happiness as a by-product of other, more important pursuits in life, while others see happiness as the end-goal for humans. Some theories state that pursuing happiness is pointless (although pursuing other important experiences and feelings may contribute to greater happiness), and some assume that happiness can be purposefully increased or enhanced.

Although they differ on the specifics, these theories generally agree on a few points:

- It's good to be happy, and people like being happy;
- Happiness is neither a totally fleeting, momentary experience nor a stable, long-term trait;
- At least some portion of our happiness is set by our genetics, but the amount varies from about 10% up to 50%;
- The pursuit and attainment of pleasure will rarely lead to happiness;
- There are many sources that contribute to or compose happiness (AIPC, 2011).

Happiness in Ellis' opinion

According to Ellis, the starting point when trying to make ourselves happy is to know that sadness is the last step in a three-step chain.

Step (A): A trigger event that can be a rejection by the others.

Step (B): The combination of rational and irrational reactions to the event.

Step (C): Is serious depression or sadness.

The main treatment that Ellis' intellectual and emotional method has raised is to change self -destructive thoughts that often occur following unpleasant experiences in life. (Saman, 2004)

Arjil and colleagues' theory about happiness:

In Arjil and his colleagues' idea, happiness is formed of two pillars including emotional and cognitive. They believe that if people are asked "what is the purpose of Happiness", there would be two types of responses:

A) They may state positive emotional conditions such as pleasures.

B) They may call it satisfaction in general, or satisfaction with most aspects of their lives.

i.e. Arjil and his colleagues suggest that, happiness components include positive emotions, life satisfaction and the absence of negative emotions. They found that relationships with others, knowing the purpose of life, personal growth, considering others and nature are of the components of happiness (Kalantari, 2003).

In Arjil and his colleagues' idea, happiness is not the opposite of depression, but they believe for the person to be happy, he must not be depressed. As the emotion is not the opposite of negative emotion (Bahmani, 2010).

Happiness in Ericsson's idea

In Carl Ericsson's idea, the ultimate goal of life is happiness and true happiness is important in light of the meaning of life. In theories, known as the ultimate goal, it is believed that happiness is achieved when people with clear objectives realize their values meet their needs. In this sense, the happiness depends on the values and aspirations of the people and it cannot be assumed to be absolute and comprehensive. People, who consider their goals more important and more likely to reach, will feel happier. While people with low happiness, feel more conflicts in their aims. (Pour zarei, 2003)

'Happiness' as an Aristotelian Eudaimonia or general well -being involving in his phrase, "living well and doing well" can be characterised by enjoying goods of the mind (e.g. wisdom, moral virtue and pleasure), goods of the body (e.g., physical beauty, health) and external goods (e.g. wealth and adequate material resources), good parents and families, good friends, peace and security within and between communities, and well-governed communities.

In her book, The How of Happiness (2008), positive psychology researcher Lyubomirsky elaborates, describing happiness as "the experience of joy, contentment, or positive well being combined with a sense that one's life is good, meaningful and worthwhile".

Michalos (1991) summarized the Profile of a happy person as one who is likely to have low levels of fear, hostility, tension, anxiety, guilt and anger, high degrees of energy, vitality and activity, a high level of self-esteem and an emotionally stable personality, a strong social orientation, healthy, satisfying, warm love and social relationships, an actively lifestyle with meaningful work; and to be relatively optimistic, worry-free, present oriented and well-directed.

According to researchers Chu Kim-Prieto, Ed Diener, and their colleagues (2005), there are three main ways that happiness has been approached in positive psychology:
1. Happiness as a global assessment of life and all its facets;
2 .Happiness as a recollection of past emotional experiences;

3. Happiness as an aggregation of multiple emotional reactions across time (Kim-Prieto, Diener, Tamir, Scollon, & Diener, 2005).

Although they generally all agree on what happiness feels like—being satisfied with life, in a good mood, feeling **positive emotions**, feeling enjoyment, etc.—researchers have found it difficult to agree on the scope of happiness.

1.2.3 Related/Similar Concepts

Some economists use the phrase "subjective wellbeing (SWB)" as a synonym for "happiness" but in psychology, SWB is a broader concept than happiness. Bruni and Porta (2007) provide some clarification on the differences between happiness and SWB.

SWB is comprised by four components:

i)   pleasant emotions
ii)   unpleasant emotions
iii)   global life judgment (life evaluation) and
iv)   domain satisfaction (marriage, health, leisure etc).

Natvig, Albrektsen, and Qvarnstrom (2003) pointed out that "wellbeing" is often used interchangeably with "happiness" although the focus of well-being is broader than happiness and it includes contentment, health, prosperity, and wellness as well as happiness.

Quality of life (QOL) is another concept that is sometimes used interchangeably with happiness, although QOL is broader than happiness. Meeberg (1993) defined four critical attributes of QOL: feeling of satisfaction with one's life in general, the mental capacity to evaluate one's own life as satisfactory or otherwise, an acceptable state of physical, mental, social, and emotional health as determined by the individual, and an objective assessment by another that the person's living conditions are adequate and not life threatening. Thus, happiness is contained within QOL.

1.2.4 Measuring Happiness:

Happiness is difficult to define and it is even harder to measure as it is a qualitative phenomenon. In general there are two extreme concepts of happiness (subjective and objective happiness). Subjective happiness asks people how happy they feel themselves to be, subjective measures of happiness capture people's feelings or real experiences in a direct way. It includes self-reported happiness and satisfaction. Objective happiness is a physiological approach which aims to capture happiness through the measurement of brain waves.

Argyle (2001) approaches happiness in his book "Psychology of happiness" in which he examines what science can tell us about happiness based on a comprehensive review of available research. Among other things Argyle studies how scholars study and measure happiness. He explains that subjective well-being is a measure of happiness conducted by asking survey respondents how they felt about their life. Happiness can be measured by single questions and thus be assessed in large-scale
surveys (Diener, 1995).

Researchers have focused on people's experiences of pleasure and displeasure and found that the assessment of these experiences involves:

1. Individuals' own judgements about life satisfaction,
2. The frequency of positive affect and
3. The infrequency of negative affect.

These three constructs are summarized as happiness. Thus a happy person can be assumed to be satisfied with life and to experience more positive than negative affects. There are instruments for measuring happiness. The best measure to use depends on many factors, including the population of intended use, the psychometric characteristics of the measure, the number of items, and scale accessibility. The Oxford Happiness Inventory (OHI) is a broad

measure of personal happiness. The scale has been used worldwide and cross-culturally to compare students in Australia, Canada, U.K., India, Iran & the U.S.

1.2.5 Importance of Happiness:

Students are extremely unique in their <u>emotional responses</u> to school and homework. Even more so these days with a broadening sense of standardization in teaching and testing, students are <u>feeling the anxiety</u> of academic achievement. Student happiness, directly correlates to student academic performance.

When students are happy, they are <u>better able to problem solve</u>, they are more open to critical thought and reasoning, their focus is more in tune, their ability to retain and recall information is heightened. A happy child is much more likely to be motivated at school, to collaborate and build <u>friendships</u> with classmates, and to troubleshoot and solve both social and academic dilemmas. Biologically, happiness and other emotions play a critical role in <u>cognitive functionality and processing</u>.

How important student happiness is to success, the answer is a resounding and obvious "extremely".

1. Happy people are more **successful** in multiple life domains, including marriage, friendship, income, work performance, and health.
2. Happy people get sick less often and experience fewer symptoms when they do get sick.
3. Happy people have more friends and a better support system.
4. Happy people donate more to charity (and giving money to charity makes you happy, too).
5. Happy people are more helpful and more likely to volunteer—which also makes you happier!
6. Happy people have an easier time navigating through life since optimism eases pain, sadness, and grief.
7. Happy people have a positive influence on others and encourage them to seek happiness as well, which can act as reinforcement.
8. Happy people engage in deeper and more meaningful conversations.
9. Happy people smile more, which is beneficial to your health.
10. Happy people exercise more often and eat more healthily.
11. Happy people are happy with what they have rather than being jealous of others.
12. Happy people are healthier all around and more likely to be healthy in the future.
13. Happy people live longer than those who are not as happy.
14. Happy people are more productive and more creative, and this effect extends to all those experiencing positive emotions.

The relationship between mental health and happiness

There is a strong relationship between mental health and happiness! When happy people are healthier, have better relationships, make friends more easily, and find more success in life, it's easy to see why happiness and mental health are related. The sources that contribute to happiness are the same as those that provide people with a buffer or protection against mental illness, which explains the close relationship between the two.

A recent study explored the association between happiness and mental health in college students and found that a relatively strong, positive correlation connects the two factors (Shafiq, Nas, Ansar, Nasrulla, Bushra, & Imam, 2015). This correlation held, even when gender and

socio-demographic variables were added to the mix. The close tie between mental health and happiness is reason enough to make happiness an important priority for parents, educators, researchers, and medical professionals alike, along with the simple fact that we all like to feel happy!

The study of school students' happiness is important because in this period of life, different events and transitions may influence their development and happiness. Happiness is probably a result of full engagement and optimal performance in the existential challenges of life (Ryan & Deci, 2001). During school life, daily problems seem to be equally stressful experiences as major life events. In accordance with these findings, the occurrence of various forms of psychopathology, including affective and behavioural disorders increases dramatically during school life. In a secondary school student's life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers. The joyful environment will affect learning and glorifying of talents among students and will double their energy. All efforts for happiness show that happiness could bear a lot of forms with various viewpoints such as: satisfaction level of life, health & positive thought, active & constructive welfare, suitable life quality and so on. Fredrickson (1998) stated that happiness and cheerfulness are a part of satisfaction which may cause more plays and amusements with better possibilities for development of bodily, social and mental skills. Research findings reveal that happy individuals are less likely to experience mental health problems.

Happiness is an aspiration of every human being. The experience of happiness is beneficial to school success because it promotes curiosity, creativity and cooperation. The experience of positive feelings motivates students to succeed at academic work and to persist with efforts to attain their goals. Individuals who are happier are more likely to be healthy and will, in turn, tend to be more creative (simply because happier and healthier individuals will take fewer sick days). Happiness has the potential to generate positive snowball effects in society. Research has shown that people who are happier are likely to bring happiness to those around them, resulting in networks of happier individuals. It was found that who are surrounded by happy people are likely to become happier in the future.

1.2.6 Theories of Happiness:

There are a number of theories as to the causes of happiness (Diener, 1984). Several psychological theories related to happiness have been proposed. Some of them are:

Telic Theories:

According to Telic theories also known as endpoint theories, happiness is gained when some state, such as goal or need is reached, as Telic theories are based on some specific desires of which the person is aware. As far as needs are concerned, they are universal, such as those postulated by Maslow, or they may differ from individual to individual such as those proposed by Murray. There is a widespread agreement that the fulfilment of needs, goals and desires is somehow related to happiness and conversely, unfulfilled needs cause unhappiness. Telic approach to happiness is based upon person-environment fit- the idea that people are in situation that match their personalities. For this approach, accurate measures of needs and goals are required and longitudinal methodologies would help indicate whether achieving the goals actually heightens subjective well-being.

Activity Theories:

Activity theories stress that happiness maybe achieved though social interaction, leisure or other specific activities. Activity theory maintains that happiness is a by-product of human activity. Aristotle was a major proponent of this Activity theory. He reported that happiness comes about through virtuous activity, that is, from activity that is performed well. Activity theory states that one should concentrate on important activities and goals and happiness will come as an unintended by-product. Unlike goal theorists, activity theorists propose that happiness arises from behaviour rather than from achieving endpoints. However the two ideas are not necessary incompatible and thus could possibly be integrated.

Top-Down versus Bottom-up Theory:

Another theoretical approach distinguishes between Top-Down versus the Bottom-Up theories (Diener 1984). Bottom-up theorists maintained that a happy life is merely an accumulation of happy moments. The Bottom-Up theory suggests that happiness is the sum of many small pleasures. Those who maintain that it is a predisposition or trait suggest that happiness is not just experiencing happy feelings but a propensity to act in a happy way.

In contrast, the top down approach assumes that there is a global propensity to experience things in a positive way, and this propensity influences the momentary interactions an individual has with the world.

The Top-Down approach assumes that there is a global propensity to experience things in a positive way and therefore a person enjoys pleasure because he or she is happy. Personality traits are thought to influence the way a person reacts to events, not the situation they encounter or choose.

Thus the Top-Down approach suggests that the happy person might vary in state-happiness while the Bottom-Up state approach suggests that a happy person is one who has experienced many happy moments. Various attempts have been made to test these theories (Argyle, 1987; Eysenck, 1990) but this study focuses not on academic, but on lay theories. In the top-down approach to happiness, global features of personality are thought to influence the way a person reacts to events. Philosophers have frequently placed the locus of happiness in attitudes, thus suggesting a Top-down approach. Democritus maintained that a happy life does not depend on good fortune or indeed on any external contingencies, but also, and even to a greater extent, on a man's cast of mind. The important thing is not what a man has but how he reacts to what he has. In the bottom-up approach, a person should develop a sunny disposition and sanguine outlook as positive experiences accumulate in the person's life. According to this theory, one can be happy if pleasures are carefully selected and accumulated.

Associationistic Theory:

This theory maintained that happy persons might be those who have very positive affective experiences associated with a large number of frequent everyday stimuli. One general cognitive approach to happiness has to do with association networks in memory. Research on memory networks suggests that persons could develop a rich network of positive associations and a more and limited and isolated networks of negative ones. In such persons more events or ideas would trigger happy ideas and effect. Thus, according to associationistic theory, a person might have associative networks that cause a predisposition to happy reactions.

Hedonism Theory

First, there is Hedonism. In all its variants, it holds that happiness is a matter of raw subjective feeling. A happy life maximizes feelings of pleasure and minimizes pain. A happy person smiles a lot, is ebullient, bright eyed and bushy tailed; her pleasures are intense and many, her pains are few and far between. This theory has its modern conceptual roots in Bentham's utilitarianism (Bentham, 1978),

Desire Theory

Desire theory can do better than Hedonism. Desire theories hold that happiness is a matter of getting what you want (Griffin, 1986), with the content of the want left up to the person who does the wanting. Desire theory subsumes hedonism when what we want is lots of pleasure and little pain. However, hedonism and desire theory often part company. Hedonism holds that the preponderance of pleasure over pain is the recipe for happiness even if this is not what one desires most. Desire theory holds that that fulfillment of a desire contributes to one's happiness regardless of the amount of pleasure (or displeasure).

Objective List Theory

Objective List theory (Nussbaum, 1992; Sen, 1985) lodges happiness outside of feeling and onto a list of "truly valuable" things in the real world. It holds that happiness consists of a human life that achieves certain things from a list of worthwhile pursuits: such a list might include career accomplishments, friendship, freedom from disease and pain, material comforts, civic spirit, beauty, education, love, knowledge, and good conscience.

1.2.7 Predictors of Happiness:

Research investigating the sources of happiness has focused on determining the strongest predictors of happiness. These general categories of happiness predictors have been identified:

1. Life circumstances and demographies,
2. Traits and dispositions,
3. Intentional behaviours (Lyumbomirsky et al. 2005).

According to Ryff (1989), six important psychological well-being constructs which promote happiness of an individual are:
1. Self-acceptance
2. Positive relations with others
3. Autonomy
4. Environmental mastery
5. Purpose in life
6. Personal growth.

Some other important predictors of happiness are:

• **High Self-esteem**: High self-esteem has been reported to be one of the strongest predictors of psychological well-being. Furnham & Cheng (2003) explored that self-esteem and relationship with parents had direct positive impacts on happiness in a sample of 234 participants (mean age = 18 years). The study used the OHI to measure happiness.

• **Friendship**: has been found to be one of the strong predictors of happiness. Peer friendship has been found to play an important role in adolescence, mainly in providing social support and shared interest and joined activities.

• **Personality**: Some researchers have concluded that personality is a greater determinant of happiness than race, social status, money, religion and relationships. It is reported that Extraversion and Neuroticism would be respectively, positively and negatively correlated with happiness.

Emotional Intelligence: Individuals high in emotional intelligence are capable of regulating stress and being happier. Seligman (2003) also provides the acronym PERMA to summarize Positive Psychology's correlational findings; humans seem happiest when they have:

a. Pleasure (tasty foods, warm baths, etc.),
b. Engagement (or flow, the absorption of an enjoyed yet challenging activity),
c. Relationships (social ties have turned out to be extremely reliable indicator of happiness),
d. Meaning (a perceived quest or belonging to something bigger), and
e. Accomplishments (having realized tangible goals).

1.3 EMOTIONAL INTELLIGENCE

In everyday life emotions play a significant role in determining the behaviour of human beings and how they react in different situations. Emotions are personal experiences that arises from complex interplay among physiological, cognitive and situational variables. The capacity of recognising our own feelings as well as others, for motivating ourselves and for managing emotions well in ourselves and in our relationship assumes great importance in our lives. The ability to monitor feelings in day to day life is difficult for psychological insight and self-understanding. It is believed that success at the workplace depends on a person's level of intelligence as reflected in marks obtained or in doing well in studies. Emotional intelligence is relatively new concept in the field of psychology. It is a topic of growing interest in organisations and research. The famous psychologist E.L. Thorndike, through his concept of social intelligence, laid down a solid foundation of the essence of emotional intelligence in 1920. He had grouped intelligence into abstract intelligence, concrete intelligence and social intelligence. Gardner (1983) advanced Thorndike's ideas of social intelligence by talking about multiple intelligence including interpersonal intelligence and intra personal intelligence. Later on Sternberg (1988) also through his hierarchic theory of intelligence, relating the person's ability of making adjustments to different situations and being street smart. These people with high contextual intelligence make the most of their strength and try to overcome on their weaknesses. They adapt well in their environment and succeed in spite of hardships and adverse circumstances.

Yale University psychologists Peter Salovey and John Mayer coined the phrase Emotional Intelligence in 1990. However the term gained popularity through Goleman's (1995) bestseller titled 'Emotional Intelligence'. It is the ability to control those aspects of our life which are associated with emotions. It comprises elements like self -awareness, managing emotions, self-motivation, empathy and social skills. It is a matter of fact that there is no aspect of life without emotions, whether it is school life, work life or personal life. If we are good at understanding and managing emotions, the scope for leading a better and happy life is more.

Emotional intelligence adds emotional stability that makes us capable and efficient in establishing successful interpersonal relationships. It strongly appears that emotional intelligence day to day problem solving in schools, communities and business organisations. At individual level it predicts communication skills, leadership, morality, problem solving and aesthetics. It is an asset, particularly in today's age and it is hailed as paramount. It builds us the ability in self- adaptation for solving the stress problems and pressure of life in competing status of an individual.

Emotional Intelligence (EI) is a typical social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use the information to guide one's own thinking and actions (Peter Salovey, Marc A. Brackett, John D. Mayer, 2004, p.5). Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How we feel, influences how we think. The connections between emotion and learning are bi-directional and complex. Emotions are the relay stations between sensory input and thinking. When the input is interpreted positively, we are motivated to act and achieve a goal. When the input is interpreted negatively, we do not act and do not learn. Negative emotions can be the cause or the effect of problems with learning (Candy Lawson, n.d.). Learning is as much a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003).While Intelligence Quotient (IQ) has long been used as a predictor of a student's success, as the world enters the 21st century, research shows that EI is a better predictor of "success" than the more traditional measures of cognitive intelligence. EI is one such factor which is instrumental in situations that call upon students to adjust successfully from one environment to another (Hettich, 2000). Emotional intelligence skills are vital to human performance and the management of successful learning organizations.

Emotional intelligence is one's own ability to solve the problems. When a person has emotional intelligence it gives positive outcomes in his relationships with others. Sibia et al. (2004) viewed that the emotional intelligence in the Indian context is embedded in its highly valued cultural practices. The components of emotional intelligence are social sensitivity, time orientation, pro-social values, action tendencies and affective states. Thus, emotional intelligence in the Indian context cannot be viewed as a homogeneous trait, or a mental ability devoid of social concerns like respecting others, concern for others and fulfilling ones duties. Freedman (1998) viewed that emotional intelligence is the way of recognizing and choosing how we think, feel and act. Emotional intelligence is the prior interest for teachers, students, educationalists and psychologists. The absence of emotional intelligence indicates the weak personality. Mayer et al. (2000) stated that emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. According to Gardner (1999) interpersonal intelligence is a person's capacity to understand the motivations, desires and intentions of other individual and consequently, to work effectively with others. By contrast, intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself-including one's own desires, fears and capacities and to use such information effectively in regulating one's own life. According to Brackett et al. (2011) person who scores higher on emotional intelligence also tends to be higher in verbal, social and other intelligence. The individual tends to be more open and agreeable than others.

Emotionally intelligent people label their feelings rather than labeling people or situations. They can distinguish between thoughts and feeling. They take responsibility for their

feelings. Payne (1985) explained various factors that influence emotional intelligence these include: self-integration, relating fear, pain and desire. Salovey and Mayer (1990) defined emotional intelligence as a type of social intelligence and is the ability to monitor one's own emotions and of others to discriminate among them and to be using the information to guide one's thinking and actions. It is capacity to recognize ones behavior patterns so as to act more effectively and more appropriately in novel situations.

Emotional intelligence refers to a broad set of individual skills and dispositions, usually it is known as soft skills or intrapersonal skills. These skills build competency profile among human beings. According to Perkins et al. (2005) such skills or abilities are beyond the conventional areas of specific knowledge. Mah (2009) stated that the children having low emotional intelligence tend to experience greater frustration, lower self-esteem and more peer rejection. Their low emotional intelligence makes life harder for them both at home and at school. On the other hand of spectrum children with high level of emotional intelligence have difficulty in managing the intensity and complexity of their feelings. Emotional intelligence is the ability to access and generate feelings when individual facilitate thoughts, ability to understand emotions and emotional knowledge and to regulate emotions to promote emotional and intellectual growth. Steve (2008) stated that an innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills. This innate intelligence can be either developed or damaged with life experience particularly by the emotional lessons taught by the parents, teachers, caregivers, family during childhood and adolescence. Boyatzis et al. (2000) opined that organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other.

Cooper and Sawaf (1997) opined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. According to Murthy (2004) emotional intelligence as the ability to choose the right feelings appropriate to a given situation and the skill to communicate these feelings effectively. It is the emotional competency which includes awareness of own emotions, ability to identify and empathies with others' feelings, understanding the impact of one's emotions on others and sensitivity to cultural sanctions for expression of emotions that constitutes emotional intelligence. Singh (2003) viewed emotional intelligence as the ability of an individual to respond appropriately and successfully to variety of emotional stimuli elicited from the inner self and the immediate environment.

Emotional intelligence is known as one's unitary ability, judge emotions in cooperation with a person's thinking process for behaving in a proper way, with the ultimate realization of happiness in him and in others. Mangal (2004) explained emotional intelligence as the ability to use one's emotions to solve the problem and live an effective life. It includes four areas such as interpersonal awareness, intrapersonal awareness, interpersonal management, intrapersonal management. Hein (2005) described emotional intelligence as the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions. He further explains that four inborn components i.e., emotional sensitivity, emotional memory, emotional processing and emotional learning ability from the core of one's emotional intelligence. Segal and Smith (2012) stated that emotional intelligence or emotional quotient is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Stein and Book (2000) viewed that emotional intelligence is set of skills

that enables us to make our way in complex world the person social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential of effective daily functioning. Singh (2006) stated that emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from inner self and immediate environment. Cartwright and Solloway (2007) viewed emotional intelligence as the ability to understand, accept and recognize own emotions and feelings, including their impact on ourselves and on other people; to use this knowledge to improve our own behaviours as well as to manage and improve our relationship with others. According to Baron (2002) emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

Emotional intelligence impacts many different aspects of your daily life and the way you interact with others. Weisinger (1998) defined emotional intelligence as the intelligent use of emotions you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results. Caruso (1999) stated that emotional intelligence is the ability to use your emotions to help you solve problems and live a more effective life.

Emotional intelligence without intelligence or intelligence without emotional intelligence is only part of a solution. The complete solution is the hard working with the heart. Benson (2009) explained that higher emotional intelligence group was perceived to engage more often in supportive behavior and in sharing information about themselves than low emotional intelligent group. Saarni (1997) defined emotional intelligence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self- awareness, emotional regulation working cooperatively and caring about oneself and others. Bar-on (2000) stated emotional intelligence as an array of emotional and social knowledge and abilities that directly influence individual's ability to cope with environmental demands. This includes the ability to be aware of, to understand and to express oneself; the ability to be aware of, to understand and relate to others; the ability to deal with strong emotions and control one's impulses and the ability to adapt to change and to solve problems of personal or social nature. Bradberry and Jean (2003) described emotional intelligence as an ability to recognize and understand emotions and skill at using this awareness to manage yourself and relationship with others. Emotional intelligence is the ability to perceive accurately, appraise and express emotions. It's also the ability to access or generate feelings when they facilitate thoughts, to understand emotions and emotional knowledge and intellectual growth. It refers to emotional awareness and emotional management skills which enables one to balance emotions and reasons so as to maximize one's long term happiness.

Thus, emotional intelligence is the ability that motivates us to pursue our unique potential and purpose and activates our innermost values and aspirations transforming them from things about to what we live. Emotional intelligence is the set of abilities for how the people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in individuals' emotional life. Emotional intelligence is to know one's unitary ability, judge emotions in cooperation with a persons' thinking process for behaving in a proper way, with the ultimate realization of happiness in him and in others.

1.3.1 CONCEPT OF EMOTIONAL INTELLIGENCE

In order to fully understand emotional intelligence, one must examine its two key components: intelligence and emotion. As far back as the 1700s, psychologists have acknowledged the three separate parts of the mind: thought or cognition (including memory, abstract thought, and reasoning), affect (emotion), and motivation. Intelligence was a term used to describe how well the mind functions in the cognitive domain. Emotions fell into the category of affect and included features such as moods, emotions themselves, feelings, and evaluations. Therefore, definitions of emotional intelligence should connect the two terms.

In the past decade, the definition of intelligence within the education domain has tended to be equated with academic intellect and measured by the intelligence quotient (IQ) (Butler and Chinowsky, 2006). Contemporary perspectives suggest that intellectual ability alone is not a guarantee of academic success and see individuals as possessing multiple intelligences. The concept of intelligence thus needs to be expanded to encompass not only cognitive factors, but also social and/or emotional factors (Cantor, 1987; Mayer et., al, 1999; Sternberg, 1985; Thorndike, 1937; Wechsler, 1958). That, in turn, poses a new challenge to educators and policy makers to establish a holistically educational strategy to develop not only cognitive ability but also emotional and social skills for students. In recent years, the popularization of EI (Goleman, 1995) has been accompanied by a growing body of research, which concluded that EI is as a strong predictor for an individual's success in many areas; and that EI should not be interpreted as a refute of traditional IQ. Rather, EI should be viewed as a complement to the emergence of intellect intelligence, which aims at complementing the traditional view of intelligence by emphasizing the emotional, personal and social contributions to intelligent behavior (Gardner, 1983; Mayer and Salovey, 1995; Wechsler, 1958).

Goleman (2001) in the book entitled "The Emotionally Intelligence Workplace" proposed that IQ mainly predicts in which profession an individual can hold a job, however, once people are in a given job, role, or profession, EI emerges as a more powerful predictor in determining who can succeed and who cannot. Therefore, EI and IQ interplay and complement each other, and both are important determining factors of one's success. The notion is supported in several research and studies exploring the relationship between EI and IQ. In other words, the EI competencies create an environment that allows the other competencies to be maximised to gain better results. Another study by Rosete and Ciarrochi (2005) examining the relationship between EI and IQ, and between EI and leadership effectiveness found that EI is related to IQ but is distinguishable from it. The findings suggested that an executive needs a high IQ to get to the management or executive levels, but once people reach that position, IQ does not discriminate between better or worse performing managers, instead EI becomes the main predictor to differentiate the star managers from the average performers.

1.3.2 Definitions of Emotional Intelligence

EI is a relatively new term for a construct that is aimed at complementing the traditional view of intelligence by emphasizing the emotional, personal, and social contributions to intelligent behavior (Gardner, 1983; Mayer and Salovey, 1995). Emotional intelligence is mainly characterized by some researchers as ability, involving the cognitive processing of emotional information (Mayer and Salovey, 1997). The definitions of emotional intelligence as proposed by various researchers is given below.

Salovey and Mayer (1997) defined emotional intelligence as a set of interrelated skills, as: "...the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.

Bar-On (1997) defined emotional intelligence as "…an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures".

An alternative proposal is that emotional intelligence should be regarded as a much broader concept, encompassing personality traits, motivational factors, and many different social skills (e.g., Bar-On, 2000; Boyatzis, Goleman and Rhee, 2000; Goleman, 1995, 1998). The trait EI is represented by the work of Goleman (1998) and by Bar-On (1997).

Despite many theorists having generated their own concept of EI and models of EI"s dimensions (Bar-On, 1997; Cooper and Sawaf, 1996; Goleman, 1998; Weisinger, 1998); all these EI models can be grouped into one of the two EI Models: the Ability Model and Mixed or Trait-based Model.

According to Hyde, Pethe and Dhar (2001), "Emotional Intelligence may be defined in terms of self-awareness, empathy, self -motivation, emotional stability, managing relations, integrity, self- development, value orientation and social skills".

Let us now try to analyse the viewpoint of this definition:

According to this definition. Every one of us may be found to have varying capacities and abilities with regard to one are dealing with emotions. Depending upon the nature of this ability, he or she may be said to be more or less emotionally intelligent in comparison to others in the group.

A person will be termed emotionally intelligent in proportion to his ability to:

- identify and perceive the various types of emotions in others (Through face reading, body language and voice tone etc.);
- being aware of his own feelings and emotions;
- incorporate or integrate the perceived emotions in his Thought. (Such as using his emotions feelings in analysing, problem solving, decision making etc.);
- have proper understanding about the nature, intensity and outcomes of the emotions;
- Exercise proper control and regulation over the expression and use of emotions in dealing with his self and others in view of promoting harmony, prosperity and peace.

1.3.3 ELEMENTS OF EMOTIONAL INTELLIGENCE

PERSONAL COMPETENCE:

1. Self-Awareness: understand and recognized our emotions and feelings as they occur and differentiate them properly.
2. Managing Emotions: Realizing what is behind sealing, and handling emotions relevantly in the present scenario and act properly.
3. Self-Motivation: "Gathering up" you're feeling and motivate yourself for achieving a

goal, in spite of doubt, inactiveness and impetuous.

SOCIAL COMPETENCE:

1. Empathy: Identifying emotions in others and changing them in to verbal and non-verbal signs.

2. Social Skills: Being able to listen to other's feeling and help them to deal with their feelings and emotions in productive ways and assigning them in increasing their awareness about their own impacts on others.

Table 1.1 The Emotional Intelligence Framework (Mayer & Salovey, 1997)

1. Perception, Appraisal and Expression of Emotion

- Recognizing emotions in one's own subjective circumstances.
- Recognizing emotion in others.
- Showing emotions accurately.
- Discriminating between feelings, between honest and dishonest.
- Expression of feelings.

2. Emotional Facilitation of Cognitive Activities

- Redirecting and prioritizing thinking based on feelings.
- Using emotions to facilitate judgements.
- Capitalizing on feelings to take advantage of the perspectives they Offer.
- Using emotional states to facilitate problem-solving and creativity.

3. Understanding and Analysing Emotional Information and Employing Emotional Knowledge

- Understanding how different emotions are related.
- Understanding the causes and consequences of various emotions.
- Interpreting complex feelings, such as blends and contradictory States.
- Understanding transitions between emotions.

4. Regulation of emotions

- Being open to feelings that are pleasant and unpleasant.
- Monitoring and reflecting on emotions.
- Engaging with or detaching from emotional state.
- Managing emotions in self.
- Managing emotions in others.

Competencies Involved In Emotional Intelligence

        Emotional Intelligence is not a single capability though it seems a simple phrase. It is corporate the complex of persons capabilities. Goleman (1995, 1998) proposed 25 competencies in 5 dimensions namely:

Table 1.3 Classification of competences of Emotional Intelligence:

Goleman (1995, 1998)	Hay Group (2002)
Self-Awareness	**Self Awareness**
(a) Emotional Self-Awareness	(a) Emotional Self-Awareness
(b) Accurate Self -Awareness	(b) Accurate Self-Awareness
(c) Self –Confidence	(c) Self confidence
Self-Regulation	**Self-Management**
(a) Self -Control	(a) Emotional Self-Control
(b) Trustworthiness	(b) Transparency
(c) Conscientiousness	(c) Adaptability
(d) Adaptability	(d) Achievement
(e) Innovation	(e) Initiative
	(f) Optimism
Self- Motivation	**Social- Awareness**
(a) Achievement Drive	(a) Empathy
(b) Commitment	(b) Organisational Awareness
(c) Initiative	(c) Service Orientation
(d) Optimism	
Empathy	**Social Management**
(a) Understanding of Others	(a) Developing Others
(b) Developing Others	(b) Inspirational Leadership
(c) Service Orientation	(c) Change Catalyst
(d) Leveraging Diversity	(d) Influence
(e) Political Awareness	(e) Conflict Management
	(f) Team Work and Collaboration
Social Skills	
(a) Influence	
b) Communication	
(c) Consist Management	
(d) Leadership	
(e) Change catalyst	
(f) Building bond	
(g) Collaboration Co-operation	
(h) Team Capabilities	

Thus, we can conclude that emotional intelligence is the capacity to understand one's emotions properly, accept and present their emotions well and direct their emotions appropriately to promote development. It is emotions that make us human. As indicated by Cooper (1997), emotions are useful for fostering stronger personal relations, and effective leadership skills. People who are skilful in directing their emotions appropriately are able to regulate their own feelings, observe and analyse others feelings (Salovey & Mayer, 1990); sympathize with others (Kelley & Kaplan, 1993); and have excellent interpersonal skills (Goleman, 1998).

1.3.4 Importance of Emotional Intelligence

Widespread attention has been given to the concept of emotional intelligence in recent years. The main reason for this can be attributed to the popular book Emotional Intelligence written by Goleman (1995). Goleman made strong claims about the contribution of EI makes to individual's success and work performance and identified IQ as contributing 20% towards life success and intimated that the remaining 80% of life success may be attributable to emotional intelligence. Later, Bar-On et al., (2006) conducted a study examining the impact of EI on occupational performance, and the results indicated that the ability of EI on identify occupational potential accounts for approximately four times (25%) more variance than IQ (6%) when compared with Wagner's extensive meta-analysis of EI (Wagner, 1997). Although there is not a consensus amongst researchers as to the extent to which EI predicts one's performance, but many studies have revealed that EI is a strong predictor, even more powerful than IQ, in determining one's success and performance (Abraham, 2000; Ashforth and Humphrey, 1995; Ashkanasy and Daus, 2002; Goleman, 1995, 1998). Martin (2004) noted that people are sometimes successful not because of their knowledge of the tasks, but due to their ability to manage people socially and emotionally by using charismatic personalities in their communications. This is embodied in the EI concept as "the ability to effectively reason about emotions and use emotions to aid cognitive processes and decision making" (Mayer et al., 2000). It reflects the ability to understand and manage emotions and their interrelations with cognition both in the self and in others to enhance effective functioning. Martin (2004) suggested that people with high levels of EI have a natural aptitude for emotional perception and can utilise this to move people to respond positively to them. In other words, the EI competencies created an environment that allowed the other competencies to be maximized, thereby giving them traction for performance. Emotional Intelligence is thought to be highly malleable and can be developed through appropriate learning interventions, life experience and is amenable to training (Goleman, 1995).

Having a high level of emotional intelligence allows you to empathize with others, communicate effectively, and be both self and socially aware. How we respond to ourselves and others impacts our home and work environments. Living in this world means interacting with many different types of people, as well as constant change and surprises. Being emotionally intelligent is key to how you respond to what life gives us. It's also a key component of compassion and understanding the deeper reasons behind other people's actions.

EI is especially important when you are dealing with stressful situations like conflict, change, and obstacles. During these times, it's critical to remember to practice kindness, and being in touch with our emotions can help us do just that.

1.3.5 Goleman's Mixed Model of Emotional Intelligence

As observed earlier, Goleman's contribution to the field of EI is phenomenal in the sense that he took the theory to a wider section of audience and popularized it to such an extent that it made to the cover page of Times instantaneously. He believes that these emotional competencies are not innate talents but those that can be learnt and developed. In turn, the potential to develop these emotional competencies depended on a person's emotional intelligence which he believes is a latent, inborn talent. His four branch model (2001) included:

• **Self-awareness**: Self-awareness involves knowing your own feelings. This includes having an accurate assessment of what you're capable of, when you need help, and what your emotional triggers are.

• **Self-management**: This involves being able to keep your emotions in check when they become disruptive. Self-management involves being able to control outbursts, calmly discussing disagreements, and avoiding activities that undermine you like extended selfpity or panic.

• **Motivation**: Everyone is motivated to action by rewards like money or status. Goleman's model, however, refers to motivation for the sake of personal joy, curiosity, or the satisfaction of being productive.

• **Empathy**: While the three previous categories refer to a person's internal emotions, this one deals with the emotions of others. Empathy is the skill and practice of reading the emotions of others and responding appropriately.

• **Social skills**: This category involves the application of empathy as well as negotiating the needs of others with your own. This can include finding common ground with others, managing others in a work environment, and being persuasive.

Goleman believed that individuals are born with some intelligence that determines their potential for learning emotional competencies.

Goleman (1995) explained emotional intelligence as the capacity of recognizing our own feelings and those of the others for motivating ourselves and for managing emotions well in ourselves and in our relationship.

1.3.6 Bar-On's Model of Emotional Intelligence

Bar-On's model of emotional intelligence focuses on the potential for success rather than success itself and is more process-oriented than outcome-oriented (Bar-On 2002). He proposed that emotional intelligence can be learned and developed over a period of time through training, programming and therapy (Stys and Brown, 2004). The Bar-On model differs from Goleman's model in that it includes stress management and general mood components like optimism and happiness. Apart from these, he incorporates reality testing which asserts how far a person is aware of the gap between the actual meaning and his construed meaning of a given situation, and also impulse control which is an ability to control oneself from reacting to a situation in a reckless manner. Bar-On's (2006) model outlines five components which are further classified into fifteen subcomponents.

(a) Intrapersonal: Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.
(b) Interpersonal: Empathy, Social Responsibility and Interpersonal Relationship
(c) Adaptability: Reality Testing, Flexibility and Problem Solving Stress Management:
(d) Stress Management: Calmness, ability to work under pressure and response to stressful events. (e) General Mood Components (Optimism and Happiness): As the construct incorporates both emotional and social competencies,

Social competence takes many forms – it's more than just being chatty. These abilities range from being able to tune into another person's feelings and understand how they think about things, to being a great collaborator and team player, to expertise at negotiation. All these skills are learned in life. We can improve on any of them we care about, but it takes time, effort, and perseverance. It helps to have a model, someone who embodies the skill we want to improve. But we also need to practice whenever a naturally occurring opportunity arises – and it may be listening to a teenager, not just a moment at work.

1.3.7 Dependence of Emotional Intelligence on Social Skills

Social skill, the fifth component of emotional intelligence is reflective of a person's interactions with the world. The first three factors highlight the internal characteristics. This fifth component, social skills, is the ability of a person to leverage relationships toward the promoting his ideas, plans, through likeability, trust and respect. Without social skill, the other four components of emotional intelligence may fall flat.

The evolution of children's social and emotional life is paramount. If the synthesis of the factors that compromise emotional intelligence is to result in child's successful negotiations with the social and emotional world. Mental health professionals who work with young have long been acutely aware of how social and emotional experience profoundly affects and even determines the children's ability to learn and develop. Positive social skills enable children to experience and exercise the basic qualities that define emotionally intelligent behaviour. The skills to build and maintain relationships and to solve interpersonal problems are identified as aspects of Social and Emotional Learning.

1.4 ACADEMIC ACHIEVEMENT

Academic achievement enables the young ones to get better opportunities in life. Ladson (2018) expressed the importance of academic performance is the extent to which a student, teacher or institution has achieved their short or long term educational goals. Academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. The many criteria are to among academic achievement. There are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on educational achievements tests and cumulative indicators of academic achievement such as educational degrees and certificate.

The students' ability to demonstrate the desired behaviour is considered as academic achievement. Academic achievement also refers to the achievement of objectives described in the curriculum of an educational program. Focus of an educational system is mostly on the objectives. However, there is no direct way of achieving the objectives. Therefore, some subject matter has to be developed for this purpose. The students, the real beneficiaries of an educational program, generally are not aware of the objectives of their study. They have direct contact with subject matter and not with related objectives or purpose of the study. Academic achievement is closely related with the concept of learning. However, academic achievement has wider meaning as compared to learning. Learning is defined as an enduring change in the mechanisms of behaviour involving specific stimuli and responses that result from prior experience with those or similar stimuli and responses (Domjan & Grua, 2003). Learning is an essential component of academic achievement but every type of learning is not necessarily

included in academic achievement. Learning could be in any direction; positive or negative, intentional or accidental. However, academic achievement is necessarily positive with reference to the objectives of the study, intentional and outcome of an instructional program.

Academic achievement is the result of educational process. It indicates the performance of the students, teachers and an institution in the process of education. The school contributes to various forms of achievement in pupil's lives i.e. social, emotional and physical aspects. It is the concern of both the teachers and parents why some children succeed in school and while others fail to do. It is very essential to take measures to increase the number of children to achieve at a higher level. The effectiveness of any educational system is gauged by the achievement of students whether it is cognitive, affective or psycho-motor domains. In general terms it refers to the scholastic success of the pupils at the end of an educational program (Vasantha Ram Kumar, 1972). Research has been conducted to locate what variables or deterrents affect achievement. It has been indicated that many variables like emotional intelligence, motivation, creativity, interests of the learners and family environment are a few influences of academic achievement. Any positive change that takes place in the cognitive structure of a learner in any subjects constitutes achievement. It is the basis of promotion and recognition in life. It is necessary to investigate issues that surround it and provide the best way to obtain this desired achievement.

Crow and Crow (1969)defines academic achievement as the extent to which a learner is profiting from instruction in a given area of learning or in other words, achievement is reflected by the extent to which skill and knowledge has been imparted to him. Academic achievement also denotes the knowledge attained and skill developed in the school subject, usually designed by test scores. The level of achieving is how far a student succeeds in a particular exam or standardized test (Reber, 1985).

According to Sharma et al. (2011), "Academic achievement as the outcome of the training imparted to students by the teacher in school situation.

Halawah (2006) describes academic achievement is accomplished by actual execution of class work in the school setting. It is typically assessed by using teacher's ratings, class tests and examinations hold by the academic institutions or by the educational boards. Academic achievement is positively related with motivation and family environment.

It is difficult to find out the factors which affects the learner's academic outcomes. Previous researches show that the academic achievement of the pupils have been decided by the many variables like institution, society, family environment, personality, creativity, emotional intelligence motivation etc. we should find out the more areas which decides the academic achievement of the learners, so that we can provide them proper facilities to enhance their calibre in an appropriate way. It is therefore the present study is investigating the academic achievement of senior secondary school students in relation to their Emotional Intelligence, Creativity and Family Relationship.

Achievement is a general term for the successful attainment of some goals requiring a certain effort, the degree of level of success in some specified area or in general. It is the knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test and examinations (Ambedkar, 2013).

Individuals can set personal goals. A student may set a goal of high mark in an exam. Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on, and often subconsciously prioritizes that goal. Goal setting and planning promotes long-term vision and short-term motivation. It focuses intention, desire, acquisition of knowledge, and helps to organize resources. The higher the combination of intelligence and the motivation, the higher is the achievement. Therefore, the act of achieving or successful performing of a person regarding his higher values and objectives through scientific assessment with public acceptance is called achievement. In any type of sustainable development, there must be three sets of objectives – knowledge, skill and values. Achievement is possible for those who are concentrating on their objectives with total commitment and hard work. Indeed adolescents' achievement is due to much more than their intellectual ability (Lourdhusamy, 2012).

According to the dictionary of education Carter (1959), "Academic Achievement is the knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by teacher or both". Dictionary of psychology Chaplin, (1965) defined "Academic achievement as specified level of attainment or proficiency in academic work as evaluated by the student by standardized test or by a combination of both". The world is becoming more and more competitive. The quality of performance has become the key factor for personal progress. A lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours.

Academic achievement defined as "the knowledge attained or skills developed in the school subjects, usually determined by test score or by mark assigned by teachers or both" (Good, 1959).

According to Mitzel H.E. (1984), "Academic achievement is often defined in relation to the concept of aptitude, by simple contrast measuring the learning that takes place during definable course of instruction is achievement testing."

Hawes (1982) defined achievement as "successful accomplishment or performance in particular subjects areas, or courses, usually by reasons of skill, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary."

According to Carter (1958), academic achievement means "knowledge attained or skills developed in the school subjects, usually designed by the test scores, or by marks assigned by teachers or both."

1.4.1 Definitions of Academic Achievement

"Academic achievement refers to the knowledge attained or skills developed in school subjects usually designated by test scores or by marks assigned by the teacher or by both" (Good, 1959). It refers to the achievement made by the students in their academic subjects such as history, mathematics or geography. It contrasts with skills developed in such areas as industrial art or physical education.

Pressey et al. (1959) defined achievement as the status or level of a person's learning and his ability to apply that he has learned. According to them, achievement would not only include acquisition of knowledge and skills but also attitudes and values.

Trow (1960) defined academic achievement as "Scholastic achievement as attained ability or degree of competence in school tasks usually measured by standardization tests and expressed in grades and units".

Kohli (1975) defined it as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examination.

Christian (1980) remarked that the word 'achievement' indicates the learning outcome of the students. As a result of learning different subjects, the behaviour pattern of the student changes. Learning affects three major areas of behaviour like cognitive, affective and psychomotor. All these are not affected in equal measures at a time. It means, a student may be at a higher level in one domain and lower in another.

Landson-Billing (1999) defined it as "At its best, academic achievement represents intellectual ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless indoctrination of the young into canons and orthodoxy"

Reading and writing language and mathematical functioning are the major domains of academic achievement (Reynolds, 2002).

Good academic achievement is very important not only to students and their parents, but also to institutions of learning, educationists of any progressive nation and other stakeholders. The quality of students' academic performance is influenced by wide range of environmental factors rather simply teacher factors as well as psychological factors within the learners such as motivation and the personality, rather than simply by ability (Pungello, Kuprsmit, Burchinal & Patterson, 1996).

Academic achievement become evident as a student evolves into a resourceful and enthusiastic learner who is ultimately capable. Generally speaking academic achievement is something that students achieve at school, college or university in class, laboratory, library or field work. Academic achievement can be described as an excellence in all academic disciplines in class as well as co-curricular activities. It includes excellence in supporting, behavior, confidence, communication skills, punctuality, assertiveness, arts, culture and the like. Uhlinger and Stephens (1960) viewed academic achievement as a unique responsibility of educational institution established by the society to promote the development of the learner. Tarry and Thomas (1997) stated achievement as a performance in school or college in the standardized series of education tests. The term is used more generally to describe performance in subjects in curriculum.

Academic achievement is the measure of knowledge, understanding skill in a specified subject or group of subjects it refers to the achievement in a repartee subject or total scores of several subjects combined. It is concerned with the quantity and quality of learning attained in a subject or group of subject after a period of introduction. It usually designated by the best score of marks assigned by the teacher. Assessments of academic achievement help both the students and the teachers to know where they stand. Mehta and Kumar (1985) stated that academic achievement is the mean score in the examination of every subject. Academic achievement is one of the important goals of education. It measures the success and failure of the students.

Academic achievement is result of the information and knowledge imparted to the students by the teacher in the classroom. Singh (2002) defined achievement as accomplishment of specific objectives, past performance and what analysis individual or organization has accomplished in the past in contrast with ability which refers to what analysis or organization can do now in present or in future. Academic achievement is the product of education in which a student, teacher or institution has attained their educational goals.The students achieve knowledge by classroom teaching and instructions are prepared as set of activities in which teachers allocate tasks to students and evaluate their tasks. On the basis of evaluation, marks or grades are provided and these marks or grades determine academic achievement.

Academic achievement plays an important role in construction of human life. It gives shape to carrier of an individual and set future goal. One can get job on the basis of marks and grades obtained in the academic year. Scheerens and Bosker (1997) explained three components of achievement oriented strategy that are learn focus on the mastery of basic subjects, fostering high expectations on pupil's achievement and use the records of pupil's progress. Sunitha (2005) viewed that academic achievement is the knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in annual examination. Academic achievement is evaluation of information, knowledge and understanding. It is the competence of pupil in class subjects for which teacher given instructions and teaching in the classroom. Sharma et al. (2011) stated that achievement s an outcome of the training imparted to students by the teacher in school situation. Academic success plays an important role in determining appropriate opportunities for student in their future life. Kreider et al. (2007) stated that unfortunately, family involvement in education tends to decrease with the increase in educational status of the child. The gap in academic achievement is due to the variance in students' cognitive ability, achievement motivation, attitude and interest towards the subjects that have direct influence on the academic achievement. Laidra et al. (2006) explored the relationship between intelligence and academic achievement appears to decline with age being highest in primary and lower in middle school and college level. Unfortunately, college success in not easily attained by all youth. Too many factors are responsible for falling them behind in academic success to their peer counterparts. Fahim et al. (2007) stated that the verbal intelligence is strongly related with academic achievement. Asthana and Madhu (2011) viewed that mental ability was positively and significant related with academic achievement.

Academic achievement as defined in Collin's English Dictionary (2005) is excessively concerned with intellectual matters and lacking experience of practical affairs. Academic achievement is positively related with motivation and family environment. Singh and Kaur (2003) viewed academic achievement as competence of students shown in school subjects for when they take instructions. The test scores or grade assigned to the students on the basis of their performance in achievement test determine the states of pupil in the classroom. Leeson (2008) stated that gender plays a unique role in predicting academic performance. Kohl et al. (2000) found that education of parents influence academic success of the students as highly educated parents encourage their children more for the achievement.

Academic achievement is commonly measured through examinations or continues assessments but there is no general agreement on how it is best evaluated or which aspects is most important-procedural knowledge such as skill or declarative knowledge such

as facts. Hanushek et al. (1999) viewed that academic achievement influences the goals of institution and teachers. Educational achievement of the students varies because institution and teacher differ in their ability and in their goals. The difference in the academic achievement of the students owes not only to students but to the teacher and the school. Klein (2004) explained the differences in the scholastic achievements of boys and girls that are generally attributed to biological causes and to cultural and stereotypes.

Education has always been concerned with the prediction of academic achievement. Psychologists have termed it scholastic achievement, educational achievement, educational forwardness and so on. Academic achievement is a multidimensional activity concomitantly Chaturvedi (2009), Asthana and Madhu (2011) and Sharma et al. (2011) recommended that intelligence, personality, learning method, school environment, home environment and motivational variables are responsible for total academic performance. Trow (1960) viewed that academic achievement as the attained ability or degree of competence in school task usually measured by standardized tests and expressed in grades or unit based on norms, derived from wider symphony of pupil performance. Graighead and Edward (2001) explained academic achievement as the measures of knowledge, understanding of skills in specified subject over group of subjects. Thus academic achievement refers to achievement in separate subject or total scores of combination of several subjects. Singh and Shrivastva (1983) viewed that academic behavior of the students has been influenced by parent literacy. Tang and Thomas (1997) defined achievement as performance in school or college in a standardized series of tests. The term is usually more generally to desirable performance in the subject of curriculum.

Educational achievement of the students varies because institution and teacher differ in their ability and in their goals. The difference in the academic achievement of the students owes not only to students but to the teacher and the school. Annie et al. (1996) explained academic achievement as the outcome of education to the extent to which a student, teacher or institution has achieved their educational goals. Waters et al. (2006) stated that academic achievement of the urban and rural students differ significantly. Academic achievement can be considered as excellence in all academic disciplines, in class as well as co-curricular activities. It includes excellence in supporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture and the like.

Academic success predictors usually consist of cognitive measure pertaining to mental ability or intelligence or intellectual ability. Asthana and Madhu (2011), Sharma et al. (2011) and Lounsbury et al. (2004) viewed that intelligence is a primary determinant of achievement of college students. Rohde et al. (2006) stated that general cognitive ability continued to add to the prediction of academic achievement. Crocus and Crocus (1961) explained academic achievement as an extent to which the learner is profiling from instruction in the given area of learning i.e. achievement is reflected by the extent to which skill or knowledge has been acquired by a person through the training important to him. It refers to the level of success of proficiency attained in some specific area concerning scholastic or academic work. Moreover academic achievement is also influenced by geographical area where they reside and get their experience regarding education. Academic achievement is very important for the progress of the students to realize the occupational and economic success. It increases the self-esteem and self-confidence and reduces the level of frustration and anxiety. Higher academic achievement increases happiness and well-being. Academic achievement become

evident as a student evolves into a resourceful and enthusiastic learner who is ultimately capable. Generally speaking academic achievement is something that students achieve at school, college or university in class, laboratory, library or field work. It does not include other achievements in sports or music. It requires dedication, sacrifice, self-discipline, motivation and cordial relationship with parents, peers and teachers.

1.4.2 Importance of Academic Achievement

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. (Janelle Regier)

Academic achievement has a great importance in personal life. There is an explosion of knowledge in all walks of life. Because of explosions of aspirations, every parent sets their goals high to educate their children. Thus academic achievement has become a case of educational growth. Good academic achievement help to develop self-esteem, self-respect and self-confidence and it helps the individual to create a position for him/her in the competition ridden society. Success in academic subjects act as an emotional tonic and any damage done to a child in the home or neighbourhood may be partially repaired by success in school or college. Importance of academic achievement can be judged when we realize fuller and happier life, which we wish for every student, would be impossible unless he has attained high degree of proficiency in his subjects. Academic achievement to a great extent predicts the future of student. At the time of admission, for entrance in job or for further studies, good academic achievement record is the only recommendation. Therefore, academic achievement is the unique responsibility of all educational institutions established by society to promote a whole sum scholastic development of the student.

Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools, and, in general, the educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic performance.

1.4.3 Factors affecting Academic Achievement

Academic Achievement depends upon numerous factors which are responsible for high, average or low academic achievement of students. These factors are:

1. **Cognitive factor**: it includes intelligence; creativity and language ability.
2. **Non-cognitive factors**: It includes variables such as self-concept, adjustment and level of aspiration, needs motivation, aptitude, anxiety values and self-confidence.
3. **Home environmental factors**: It includes demographic variables i.e. socioeconomic status, residential background, parental aspiration and expectations, parental education and occupation, sex etc.
4. **Social environmental factors**: It includes personality, attitude, method of teaching, curriculum, emotional climate of school etc.
5. **Lack of inspiration**

6. **Lack of faculties**

7. **Lack of financial support**

8. **Lack of infrastructural facilities**

9. **Lack of guidance and counselling**

10. **Lack of material support**

11. **Lack of encouragement** and

12. **Political influence**

Academic achievement has been found to be influenced by situational as well as individual factors. Situational factors can be controlled or adjusted by an institution to improve the students' academic achievement level. The significant situational factors which can influence students' performance in an educational institution are school climate, class size, teachers' education and teachers' behaviour. Research conducted in this area shows that academic achievement is influenced by many situational variables such as climate of school, quality of teachers and school size (Freiberg, 1998; Kupermin, Leadbeater, & Blatt, 2001; Manning &Saddlemire, 1996; Cunningham, 1975).

(I)   Impact of Individual Differences on Academic Achievement

Academic achievement is generally considered as an outcome of the instructional program of an institution, and as an indicator of its effectiveness and efficiency, which, at times, may not present a true picture. There are many other variables also, which can contribute to the achievement made by a student in a certain subject area. These variables include individual variables like physical and psychological health, intelligence, and previous knowledge and personality characteristics of the students, family variables such as parents' education, parents' income level, family size and family traditions. In addition to these variables, access to media and opportunities of taking part in social and cultural activities also contribute to academic achievement (McLoyed, 1998; Ryabove & Hook, 2007)

Individual factors are mostly uncontrollable for an institution. However, some of the individual variables such as physical health and psychological problems can be controlled to some extent with the collaboration of an educational institution with physicians, psychologists, student counsellors and students' parents. The individual variables are also essential to be considered by an institution while developing and operating an instructional program. They are important because even on the same level and with the same conditions and teachers different students may have different levels of academic achievement. Research shows that individual differences affect the academic achievement of students. The main individual differences which can affect academic achievement are: age, gender, birth order, personality characteristics and psychological problems of the students.

Age:

Age is a factor that determines the academic achievement of a student. From developmental perspective, a certain level of maturity is required for learning certain cognitive skills; a child is unable to learn some cognitive skills before a certain age level (Piaget, 1983). So the age and academic achievement of a student are directly related; that means if all other

factors are equal, older students will achieve more as compared to the younger ones. It means that students have a tendency to become more capable of academic achievement as they grow up to a certain level of age.

Gender:

Gender is another significant individual variable that can affect students' academic achievement. Gender is not only the biological sex but it also refers to the psychological, social and cultural features and characteristics associated with biological categories of male and female (Chubb, Fertman & Ross, 1997). Many studies showed influence of gender on academic achievements; however it is not clear whether boys are better than girls or girls are superior to boys. Most of the research studies show girls ahead of boys in various fields of academic achievement, especially in languages. Skaalvik (1990) reports that girls' performance is significantly better as compared to boys in both English language and Norwegian language achievements ($p < .01$), whereas there is no significant difference between boys and girls in their Mathematics and general academic self-esteem ($p < .05$). He explains that a possible interpretation is that performance in mathematics requires some reading which may cancel out the gender differences which are expected to be found in pure Mathematics achievement, whereas performance in languages is more independent of math ability; so the differences in verbal performance are quite visible. Marsh, Relich and Smith (1983) reported that, generally, girls showed better performance as compared to boys in languages. Strahan (1999) reported that female students were likely to achieve higher Grade Point Average (GPA) as compared to male students. Strahan (2003) reported that female college students achieved higher GPA as compared to the boys in a longitudinal study.

II) Impact of Family variables on Academic Achievement:

Family variables such as socioeconomic level of family, family size and parents' education are also found to be related to academic achievement. According to McLoyd (1998), socioeconomic status (SES) has a close relationship with academic achievement. The most likely explanation is that the socially, educationally and economically advantaged parents promote a higher level of achievement in their children (McLoyd, 1998).The regression results of various research studies also show that parents' income and education have consistently positive effect on academic achievement. Maqsud and Ruhani(1991) found that socioeconomic status is positively related with self-concept and academic achievement in English and Mathematics. Ryabov and Hook, (2007) found positive effect of parents' income and education on students' academic achievement in Hispanic children. Coleman et al (1966) discussed the importance of socioeconomic status for students' achievement. The conclusion is that students' background and socioeconomic status are more important in determining educational outcomes as compared to school resources (i.e. per pupil spending). This Resource Dilution Model, proposed by Blake (1981) and elaborated by Downey (2001) explains the effect of gender on academic achievement. The model offers a simple explanation both for the higher IQ scores of firstborn children. According to the model, the parental resources are finite and they can and tend to spend maximum resources for the first born child. When numbers of children increases the resources are divided among them and each child receives lesser amount of resources from parents. The resources include money, personal attention and learning material such as books.

III) Impact of Psychological Factors on Academic Achievement:

Various psychological factors play an important role in students' learning process. Findings of research studies are consistent in this regard. Owayad (2005) conducted a study to examine the relationship between academic achievement and four psychological factors (anxiety, selfesteem, pessimism and optimism). The sample consisted of 400 male and female students in the Basic Education College in Kuwait. The researcher found a significant positive correlation between academic achievement and both optimism and self-esteem. Relationship between academic achievement and both anxiety and pessimism was found to be negative. Academic achievement has also been found to be influenced by motivational state of a learner. Lepper, Corpus and Iyenger (2005) found that intrinsic motivation was significantly correlated with academic achievement. Extrinsic motivation showed difference across different grade levels and proved negatively correlated with academic outcomes. Strahan (2003) found in a longitudinal study that emotional control was a significant predictor of lower GPA. Freedman-Doan (1994) found that personality traits such as introversion, nurturance, achievement and understanding were significant predictor of academic performance. Psychological problems like anxiety and depression affect academic achievement inversely; especially the high level of anxiety has more damaging effect on academic achievement. Wood (2006) reported that reduction in anxiety level improved academic performance of school children. Preiss and Franova (2006) reported a significant relationship between academic achievement and depressive symptoms in a sample of 635 school children. Heinrich (1979) reported that in graduate students trait anxiety influenced state anxiety and academic achievement but the relationship between state anxiety and academic achievement was not clear. Many of psychological problems and their influence on academic achievement are well known. However, there are some psychological problems which are less understood and recognized by the students, their teachers and educational administrators. People are generally unaware of their effects on students' academic achievement. That is why no serious effort is done to solve these problems. Some of these problems result from unusual high level of social anxiety on one hand, and low level of self-esteem on the other hand.

Apart from these factors, a few other factors are also affecting the academic achievement of the students. The factors differ from subject to subject, learners to learners, levels to levels, etc.

Thus achievement means all those behavioural changes which take place in individual as a result of learning experience of various kinds. Though our examination system lacks objectivity and a scientific picture of the real achievement yet it is the only method to get academic achievement. The examination marks obtained by students is the only record of academic achievements. In other words,

1. The scores obtained on achievement test are the index of one's mental ability. Therefore, these scores form basis for the award of degrees, prizes or scholarship. These scores are utilized by the schools, colleges and universities for deciding the policies regarding the failure and promotions to the next higher class.
2. Achievement scores are indicator of one's success.
3. Achievement scores are helpful to predict use of vocational maturity and vocational satisfaction.
4. Achievement scores form the part of research for the construction of ability tests.
5. Sound achievement in academic side can be well matched with the pillars on which the entire structure of personality stands.

Academic achievement is one part of the wider term Educational Growth. Thus academic achievement is defined as a measure of knowledge, understanding of skill in a specific subject or group of subjects. It refers to achievement in a separate subject or a total score of several subjects combined. It is concerned with quality and quantity of learning attained in a subject or a group of subjects after a period of instructions (Sharma, 2011).

1.4.4 Measurement of Academic Achievement

Measurement of achievement refers to what extent the objectives of an educational program have been realized. The objectives are achieved through the subject matter developed for this purpose. So the mastery or competency of the selected subject matter is viewed as achievement of the objectives. Oral examinations and planned observation of students' behaviour are conventional methods of assessment. They are still supplemented with written tests; however at present, written achievement tests are considered the more effective tools for the assessment of academic achievement (Gharibyan, 2005).

An achievement test tells what an individual can do at a given time (Anastasi & Urbina, 1997). Written tests have advantage on conventional methods of assessment as they put all the students in uniform situation, permit wide coverage of the content, reduce the chance elements and eliminate favouritism on the behalf of examiners (Anastasi, 1982). Objective type test are more refined form of written tests. They are even lesser time consuming and representative of the content to be assessed. The scoring procedure of objective type test is also easy and fast. They are considered more reliable as compared to subjective type tests (Weirsma & Jurs, 1990). These tests are not only used to measure knowledge of the students but also for the assessment of understanding, application of knowledge and other broad educational objectives (Anastasi, 1982).

Achievement tests with certain level of reliability, validity and prescribed procedure of administration, scoring and interpretation are called standardized achievement tests. A large number of standardized achievement tests have been developed by psychologists and educationists for their use in educational institutions and work places. However, in educational institutions, there is still need of teacher-made tests especially, for partial evaluation and occasional testing of the students. Teacher-made tests are generally used in educational institutions because of practical reasons. One of the reasons for using these tests is the variety within various subjects. There is a vast range of variety on the same subjects and with identical titles - especially at the higher level of education, so there is limited possibility of using the standardized achievement tests of various subjects in various conditions. Teacher- made tests can be prepared with lesser effort and in lesser time according to the needs of a situation as compared to standardized tests (Anastasi, 1982). However, preparation of teacher-made tests should not be taken as too much easy. Although, they are not expected to reach the level of standardized tests, they should be prepared with proper care and effort.

1.5 ACADEMIC ACHIEVEMENT MOTIVATION:

Achievement motivation is not a single construct but rather subsumes a variety of different constructs like ability self-concepts, task values, goals, and achievement motives. (Murphy and Alexander, 2000; Wigfield and Cambria, 2010; Wigfield et al., 2016).The few

existing studies that investigated diverse motivational constructs as predictors of school students' academic achievement above and beyond students' cognitive abilities and prior achievement showed that most motivational constructs predicted academic achievement beyond intelligence and that students' ability self-concepts and task values are more powerful in predicting their achievement than goals and achievement motives.

Academic Achievement motivation energizes and directs behavior toward achievement and therefore is known to be an important determinant of academic success (Robbins et al., 2004; Hattie, 2009; Plante et al., 2013; Wigfield et al., 2016). Nevertheless, there is still a limited number of studies, that investigated (1) diverse motivational constructs in relation to students' academic achievement in one sample and (2) additionally considered students' cognitive abilities and their prior achievement (Steinmayr and Spinath, 2009; Kriegbaum et al., 2015). Because students' cognitive abilities and their prior achievement are among the best single predictors of academic success (Kuncel et al., 2004; Hailikari et al., 2007), it is necessary to include them in the analyses when evaluating the importance of motivational factors for students' achievement.

While there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation is generally defined as internal condition that stimulates, directs and maintains behavior. It is obvious that students who are not motivated to succeed will not work hard. Motivation is a starting point of any work in a certain course, it directs students' activity and helps them to persist in study tasks through the school year.

The process of motivation has been shown below:

$$\text{Motive} \rightarrow \text{Behaviour} \rightarrow \text{Goal} \rightarrow \text{Feedback}$$
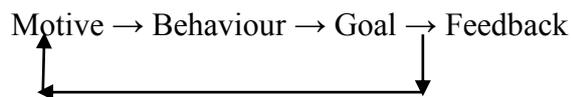
Continuing with the same motive or switching over to new motive.

Motivation stemming from a desire to perform well or a striving for success is called achievement motivation. Need for Achievement (n-Ach) (McClelland, 1961) is one of the psychological motives that play an important role in success and achievements of a person. McClelland defines achievement motivation as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery. People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique. People in whom need for achievement is strong, seek to become accomplished, and to improve their task performance. (McClelland et al, 1953).

A form of process in context of achievement motivation is:-

Goal/Target + Ability + Motivation = Achievement Motivation

The motivation applied for achieving academic objective is termed as **Academic Achievement Motivation.**

Academic Achievement motivation is the most important contributor to students' academic success. Motivation, as an academic engagement refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education" (Tucker, Zayco, & Herman, 2002).

Academic Achievement Motivation may be expressed as follows:

Achievement of Academic Goal/Target + Motivation = Academic Achievement Motivation

In an academic environment, achievement motivation is the enthusiasm for learning, the eagerness to acquire knowledge and grow in self-improvement. It is the moving force that instils within a child, the desire to accomplish or achieve.

Academic Achievement motivation refers to a person's need to achieve academically and his willingness to do things that he or she considers important or valuable and endeavours to achieve perfect results. Academic Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. According to the views of psychologists, the main motivations for students studying are reflected on achievement motivation and researches show that achievement motivation is the key element that influences students' self-monitoring capacity and study efficiency. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

In other words, academic achievement motivation could be seen as self-determination to succeed in whatever activities one engages in the field of academics be it challenging assignments, tiring homework, classroom tasks, group discussions, self-learning, examination and so on.

Gesinde (2000) posits that the urge to achieve varies from one individual to the other, while for some individuals need for achievement is very high whereas for others it may be very low. However, there are high achievers and low achievers. What is responsible for the variation could be the fact that achievement motivation is believed to be learnt during socialization processes and learning experiences.

The U.S. famous psychologist Atkinson believes that achievement motivation has two factors, respectively, the motivation to pursue achievement and the motivation to avoid failure. What is more, the two motivations might be different in their force. Atkinson found that if an individual's motivation to pursue success is stronger than the motivation to avoid failure, the individual will have higher subjective probability estimation on success; similarly if an individual's motivation to avoid failure is stronger than the motivation to pursue success, the individual will have higher subjective probability estimation on failure.

Extrinsic and intrinsic motivation are fundamental constructs in conceptualizations of achievement motivation. Extrinsic motivation refers to engagement generated by external forces, such as incentives and rewards. Intrinsic motivation refers to the performance of activities for the sake of the pleasure or satisfaction inherent in the activity itself. Much research has shown that more often than not extrinsic rewards undermine intrinsic motivation. According to the authors, the most important single ingredient in achievement motivation is a feeling of self-directed competence.

1.5.1 Importance of Academic Achievement Motivation

Achievement motivation can be considered as the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or

extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them.. It is based on the premise that performance [motivation](#) results from the way broad components of personality are directed towards performance. As a result, it includes a range of dimensions that are relevant to success at work but which are not conventionally regarded as being part of performance motivation. Especially it integrates formerly separated approaches as Need for Achievement with e.g. social motives like dominance. The Achievement Motivation Inventory (AMI) (Schuler, Thornton, Frintrup & Mueller-Hanson, 2003) is based on this theory and assesses three factors (17 separated scales) relevant to vocational and professional success. Achievement motivation is regarded as a central human motivation defined as the need to perform well or the striving for success, and evidenced by persistence and effort in the face of difficulties. Psychologist David McClelland (The Achieving Society, 1961) measured it by analyzing respondents ' narratives; rather more controversially he hypothesized that it was related to economic growth. Lack of achievement motivation was, for a period during the 1950s and 1960s, a fashionable explanation for lack of economic development in the Third World notably among certain American modernization theorists.

Those who are more highly motivated to achieve are likely to respond well to challenging assignments, strict grading corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure.

At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about those students? Academic career. As discussed earlier, individuals who are intrinsically motivated to learn do so for the pleasure of learning, rather than for external rewards (Slavin, 2006).

Achievement motivation in academics forms to be the basic for a good life. Students who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps them dynamic and gives them self-respect.

Academically achievement motivated students prefer to work on a problem rather than leaving the outcome to chance. It is seen that achievement motivated students seem to be more concerned with their personal achievement rather than the rewards of success. It is also seen that students with high achievement motivation evidenced a significantly higher rate of advancement in academics as compared to others. A great deal of research has found that students high in academic achievement motivation are more likely to have increased levels of academic achievement.

At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that student's academic career. As discussed earlier, students who are intrinsically motivated to learn do so for the pleasure of learning, not to get external rewards. There are many differences between extrinsically and intrinsically motivated students, and the following list describes some of the most important differences.

Intrinsically motivated students:

• Earn higher grades and achievement test scores, on average than extrinsically-motivated students.
• Employ "strategies that demand more effort and that enable them to process information more deeply".
• Are more likely to feel confident about their ability to learn new material.
• Use "more logical information-gathering and decision-making strategies" than do extrinsically-motivated students.
• Are more likely to engage in "tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty".
• Are more likely to persist with and complete assigned tasks.

• Retain information and concepts longer, and are less likely to need remedial courses and review.
• Are more likely to be lifelong learners, continuing to educate themselves outside the formal school setting long after external motivators such as grades and diplomas are removed.

Achievement oriented students are driven to master complex challenges, to find solutions, overcome goals, and they love getting feedback related to the level of success. Standards of excellence, precise goals and clear roles motivate these students. This results in a nonconscious concern for achieving excellence through individual effort. They usually set challenging goals for themselves, assume personal responsibility for accomplishment and take calculated risks for achieving these goals. In simple words, they love to achieve, and to measure that achievement.

1.5.2 Achievement Motivation Theory

David McClelland(1961) believes that the need for achievement is a distinct human motive that can be distinguished from other needs. One characteristic of achievement motivated people is that they seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards but the rewards are not essential as the accomplishment itself.

Atkinson(1966) theorized that orientation results from achieving success and avoiding failure. The motive to achieve success is determined by three things: (1) the need to succeed or need achievement (nAch); (2) the person's estimate of the likelihood of success in performing the particular task; and (3) the incentive for success- that is, how much the person wants to succeed in that particular task. The motive to avoid failure is determined by three similar considerations: (1) the need to avoid failure which, like the need to achieve success, (2) the person's estimate of the likelihood of failure at the particular task; and (3) the incentive value of failure at that task, that is, how unpleasant it would be to fail (Atkinson, 1966).

Both McClelland and Atkinson's achievement motivation theory was based on a personality characteristic that manifested as a dispositional need to improve and perform well according to a certain standard of excellence. In order to assess people's need for achievement, they used a projective instrument called the Thematic Appreciation Test (TAT) that elicits unconscious processes. In this instrument, people are asked to write a story describing the thoughts, emotions and behaviours of a person in an ambiguous picture or drawing (for example, a child sitting in front of a violin). The stories are then coded for achievement-related content including indicators of competition, accomplishments, and commitment to achieve. This technique, labelled the Picture Story Exercise (PSE), was used in numerous studies that tested the relations of n-Ach with various indicators of performance.

1.6 OPERATIONAL DEFINITIONS

- **Happiness**

    Happiness has been conceptualized as a positive inner experience, the highest good, and the ultimate motivator for all human behaviors (Argyle, 1987 cited in Bekhet et al., 2008) and as "the degree to which an individual judges the overall quality of his or her life as a whole favourably" (Veenhoven, 1984). It includes the following dimensions (Argyle):

1. Life-Satisfaction
2. Joy
3. Self-esteem
4. Calm
5. Control
6. Efficacy.

In the present study happiness means the score obtained by a student on Oxford Happiness Inventory (OHI) developed by Argyle (2001).

- **Emotional Intelligence–**

It is the capacity to reason with emotions in 4 areas to perceive emotions (intrapersonal awareness), to integrate it in thoughts (interpersonal awareness), to understand it (intrapersonal management), to manage it (interpersonal management). It is measured through Mangal Emotional Intelligence Inventory (Dr. S.K. Mangal and Mrs. Subhadra Mangal, 2004).

Qualities like self-awareness, ability to manage moods, motivation and empathy (Goleman, 1998).

- **Academic Achievement:**

Academic achievement is obtained scores in previous class of Higher Secondary School Students. Academic achievement is the percentage of marks obtained by the students in last academic year's final exam.

- **Academic Achievement Motivation:**

    The motivation applied for achieving academic objective is termed as academic achievement motivation.

In the present study academic achievement motivation means the score obtained by a student on Academic Achievement Motivation Test (AAMT) developed by Sharma (1984).

- **School students:**

The students who are studying in 12th, 11th and 10th class of schools recognized by board of school education Maharashtra (MSBE) and Central Board of School Education (CBSE).

1.7 JUSTIFICATION/SIGNIFICANCE OF THE PROBLEM

The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth

of the students should be ensured even at the earliest stage. In a school student's life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers and is associated with better possibilities for development of bodily, social and mental skills.

The justification of a research project lies in its contribution to the society for its well-being. The aim of the present study is to see whether there is any relationship between academic achievement of senior secondary school students in relation to their emotional intelligence, Happiness and Academic Achievement Motivation. Along with the immense development in the opportunities, it is requisite to preserve the quality of education. In our complete education system, school education plays an important part to the individual as well as to national development. A good school provides conducive environment for an all-round development of the personality of an individuals. The core aim of the school is developing the academic skills among children. In earlier time, intellectual and ability factors considered the predictors of academic achievement but in today's scenario only intelligence does not consider for all the variance in academic achievement. Although it is the most effective predictors of academic achievement, research shown that social and emotional factors such as happiness, personality, interest, motivation, emotional intelligence, anxiety etc. also affects student's achievement. So, it is necessary to recognise the complete capabilities and potentialities of the learner before imparting him/her education.

Recent studies have found the usefulness of emotional intelligence which means the ability to control those aspects of our lives which are associated with emotions. High emotional intelligence is related to positive out comes as pro-social behaviour, presented warmth and positive relations. Whereas low emotional intelligence is related to negative out comes including illegal drug and poor relationship with friends (Rice, 1999, Mayer et al., 1999, Cooper, 1997). Whereas general intelligence contributes 20% of success in life, the emotional intelligence shares 80% (Goleman, 1995).

Moreover, no study has been undertaken to study academic achievement of senior secondary school students in relation to their emotional intelligence, happiness and academic achievement motivation. So the present problem may be stated as

The school students' happiness is important because in this period of life, different events and transitions may influence their overall development. In a school student's life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers and is associated with better possibilities for development of bodily, social and mental skills. Over the years, behavioural scientists have observed that students with a high level of academic achievement motivation and self-regulation exhibit certain characteristics and have an intense desire to achieve something in the area of academics. Students who are happy and motivated towards achievement, in general, feel in control and enjoy life. Thus, academic achievement motivation and happiness are likely to be the predictors of academic achievement, and in this way, findings of the study will assist in increasing academic success and enhancing happiness.

Therefore, the present study is undertaken by the investigator to examine the academic achievement of senior secondary schools students in relation to their emotional intelligence, happiness and academic achievement motivation. Moreover, no study has been undertaken to study academic achievement of senior secondary school students in relation to their emotional

intelligence, happiness and academic achievement motivation. So the present problem may be stated as:

1.8 STATEMENT OF THE PROBLEM

A STUDY OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, HAPPINESS AND ACADEMIC ACHIEVEMENT MOTIVATION.

1.9 OBJECTIVES OF THE STUDY

1. To compare the Academic Achievement of Higher Secondary School Students in relation to their low and high Emotional Intelligence.

2. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

3. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

4. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

5. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

6. To compare the Academic Achievement of Higher Secondary School Students in relation to their Low and High level of Happiness.

7. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Low and High level of Happiness.

8. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Low and High level of Happiness.

9. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High level of Happiness.

10. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High level of Happiness.

11. To compare the Academic Achievement of Higher Secondary School Students in

relation to their Academic Achievement Motivation.

12. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Academic Achievement Motivation.

13. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Academic Achievement Motivation

14. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Academic Achievement Motivation

15. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Academic Achievement Motivation.

16. To find out the relationship between Academic Achievement and Emotional Intelligence of Higher Secondary School Students.

17. To find out the relationship between Academic Achievement and Happiness of Higher Secondary School Students.

18. To find out the relationship between Academic Achievement and Academic Achievement Motivation of Higher Secondary School Students.

1.10 HYPOTHESIS OF THE STUDY

1. There is no significant difference in Academic Achievement of Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

2. There is no significant difference in Academic Achievement of Male Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

3. There is no significant difference in Academic Achievement of Female Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

4. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

5. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

6. There is no significant difference in Academic Achievement of Higher Secondary School Students in relation to their Low and High level of Happiness.

7. There is no significant difference in Academic Achievement of Male Higher Secondary School Students in relation to their Low and High level of Happiness.

8. There is no significant difference in Academic Achievement of Female Higher Secondary

School Students in relation to their Low and High level of Happiness.

9. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High level of Happiness.

10. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High level of Happiness.

11. There is no significant difference in Academic Achievement of Higher Secondary School Students having low and high level of Academic Achievement Motivation.

12. There is no significant difference in Academic Achievement of Male Higher Secondary School Students having low and high level of Academic Achievement Motivation.

13. There is no significant difference in Academic Achievement of Female Higher Secondary School Students having low and high level of Academic Achievement Motivation.

14. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students having low and high level of Academic Achievement Motivation.

15. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students having low and high level of Academic Achievement Motivation.

16. There is no significant relationship between Academic Achievement and Emotional Intelligence of Higher Secondary School Students.

17. There is no significant relationship between Academic Achievement and Happiness of Higher Secondary School Students.

18. There is no significant relationship between Academic Achievement and Academic Achievement Motivation of Higher Secondary School Students.

1.11 DELIMITATIONS OF THE STUDY

1. The study was confined to Higher Secondary Schools of Maharashtra state.

2. The study was confined to Higher Secondary Schools Students studying in Govt. higher Secondary Schools of one district i.e. Nashik , both urban and rural schools.

3. The study is delimited to 600 Higher Secondary School Students only of both urban and rural schools.

4. The study is confined to Higher Secondary School Students studying in the Schools affiliated to Maharashtra Board of School Education, Nashik

CHAPTER - II

2.1 REVIEW OF RELATED LITERATURE

Research in any field implies a step ahead in the exploration of the unknown, which is darkness. Any researcher to be able to take this step should adequately prepare for it. One such preparation is the gathering of knowledge of what has already been done in the given field. Research without such a review is likely to be a building without any foundation. An important and crucial aspect of a research is the survey of related literature, which means to locate, read and circulate the past as well as current literature concerned with the planned investigation.

Review of related literature in the concerned field is of greater significance in locating the research problem. Hence, it plays the pivotal role at the crucial juncture of planning of the study. Review of related literature is an intellectual pursuit, essential to the development of the problem and to find out an effective approach to its solution. Practically all human knowledge can be found in books and libraries, unlike other animals that must start with each generation. Man builds upon the accumulated and recorded knowledge of the past. The importance of related literature cannot be denied in any research. A research work is not meaningful without a thorough analysis of the related work. The search of related literature should be completed before proceeding with the actual conduct of the study.It works as guidepost not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and lacuna in the concerned field of research. The similar or related studies carried out by researchers at various levels are called review of related literature. The various sources of it are the research reviews and survey books, journals, newspapers, records, documents, indexes, abstracts, dissertations, internet based data base etc. and other information directly or indirectly connected with the problem of investigation. Importance of related literature can be presented below:

1. It is crucial step to minimize the risk of dead ends, rejected topics, rejected studies, wasted efforts, trials and error activity oriented towards approaches already discovered by previous investigations and even more important erroneous findings on a faulty research design.
2. It makes study comparative and critical.
3. It provides ideas, theories, explanations or hypothesis in formulating, solving the problem and interpreting the finding.
 4. It also suggests method of suitable research to the problem.
5. Thorough and comprehensive evaluation and synthesis of the sources are the qualities of related literature.

2.2 PURPOSE OF REVIEW OF RELATED LITERATURE

For any investigator, the study of literature related to his/her field of current investigation is essential in order to bring clarity and focus to the research problem and broaden the knowledge base in the research area. Such a review serves the following purposes.

   i.   To show whether the evidence already available solves the problem adequately without further investigation and thus avoid the risk of duplication,

ii. To provide ideas, theories, explanations of hypotheses valuable in formulating the problem.

iii. The knowledge of related research enables the investigator to know the frontiers of his field.

iv. To suggest methods of research appropriate to the problem.

v. Through studying related research, one learns which procedure and instruments have proved useful in the study.

vi. The knowledge of related research helps the researcher to interpret the significance of his own results.

vii. To locate comparative data useful in the interpretation of the results.

From the above discussion, it is clear that for any worthwhile investigation a review of related literature in the field of investigation is of great help to the investigator. The investigator tapped the various sources of available literature pertaining to the problem of present study. A comprehensive review of related studies is classified under the following heads:

• Studies related to happiness.
• Studies related to emotional intelligence.
• Studies related to academic achievement.
• Studies related to academic achievement motivation.

According to J.W. Best (1977), —"Familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attacks have been promising and what problems remains to be solved"

Practically all human knowledge can be found in books and libraries. So extensive use of the library and through investigation of related literature are essential in planning and carrying out the kind of searching involved.

Hence review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data, gathering tools and devices appropriate to the study design and also sources of data.Therefore, the investigator went through the surveys of educational researches and educational journals available and prepared an abstract of review as presented in the succeeding paragraphs.

2.3 STUDIES RELATED TO HAPPINESS:

Oswald et al (2014) worked on "Happiness and Productivity" and this study explored a question of interest to economists, behavioural scientists, employers, and policy-makers. Does 'happiness' make human beings more productive? The study provided evidence that it does. The sample size in study, which proceeded over a number of years, is 713 individuals. Each of these employed a different form of experiment (numbered I, II, III, and IV). "Experiment I" on short-run happiness shocks, induced by a movie clip, within the laboratory; "Experiment II" which was similar but also asked happiness questions throughout the lab experiment; "Experiment III" using a different form of short-happiness shock (fruit, chocolate, drinks) in the laboratory; "Experiment IV" on severe happiness shocks from the real-world. The results point to the existence of a positive association between human happiness and human productivity. The treated individuals had approximately 12% greater productivity. Lower happiness is systematically associated with lower productivity.

Kaur et al (2014) conducted a research on "Happiness among Indian and Canadian university students: A comparative study". The sample consisted of 182 university students, 91 students (35 male and 56 female) each from India and Canada (41 male and 50

female) purposively selected from Delhi and Ontario. Descriptive survey method was used for the study. The 29 items Oxford Happiness Inventory (OHI) developed by Michael Argyle was used for collection of data. Data obtained were analysed using statistics like Mean, Standard Deviation, and t-test. Findings indicate significant difference in the happiness of Indian and Canadian university students, with Canadian university students were found to be happier than their Indian counterparts. Significant difference also exists in the happiness of Indian female university student and Canadian female university students, with Canadian female university students were found to be happier than their Indian counterparts. Results further reveal no significant difference in happiness of Indian male university students and Canadian male students.

Kamvar, Mogilner, Aaker (2009) worked on "The Meaning (s) of Happiness" and it was found that that the meaning of happiness is not fixed. It shifts as people age: Whereas younger people are more likely to associate happiness with excitement, older people are more likely to associate happiness with feeling peaceful—a change driven by increasing feelings of connectedness (to others and to the present moment) as one ages.

Michalos (2008) endeavoured to find answers to the questions 'Does education influence happiness and if so, how and how much? And he has agreed that it depends on how one defines and operationalizes 'education', 'influences' and 'happiness'. If 'happiness' is understood in the robust eudaimonist sense of overall human wellbeing, then education evidently has an enormous impact. The study suggests that any disciplinedriven, reductionist definition that psychologizes, medicalizes, economizes, geneticizes, socializes or politicizes the idea should be avoided.

Furnham & Christoforou (2007) conducted a study and the title was "Personality Traits, Emotional Intelligence, and Multiple Happiness". This study set out to re-examine the predictors of self-reported trait happiness as measured by the Oxford Happiness Inventory (OHI) as well as the predictors of various happiness types proposed by Morris (2004). In all, 120 Cypriot participants completed the 4 questionnaires: Oxford Happiness Inventory (OHI), Eysenck Personality Questionnaire (EPQ), Trait Emotional Intelligence Questionnaire (TEIQue-SF), and Morris Multiple Happiness Inventory (MMHI). It was hypothesized that Extraversion and Neuroticism would be, respectively, positively and negatively correlated with happiness and trait EI would be a positive predictor of happiness. Considering Morris' happiness types, it was hypothesized that specific individual difference variables (Extraversion, trait EI, religiousness, Neuroticism) would be predictive of different happiness conditions or motivations (Sensation seeking, Interpersonal happiness, Spiritual happiness and Negative happiness) respectively. All but one hypothesis was confirmed: Neuroticism was not a significant predictor of Negative happiness. This study demonstrated that high trait EI and extraversion are predictive of overall happiness and most happiness types proposed by Morris, although other factors, like religiousness, are also important. Implications for increasing well-being are discussed.

Veenhoven's (2007) research entitled "Healthy happiness: effects of happiness on physical health and the consequences for preventive health care" reveal that happy people live longer, probably because happiness protects physical health. Happiness can be advanced in several ways: At the individual level happiness can be furthered by means of (1) providing

information about consequences of life-choices on happiness, (2) training in art-of-living skills, and (3) professional life-counselling. At the level of society greater happiness for a greater number can be achieved by policies that aim at a decent material standard of living, the fostering of freedom and democracy and good governance. Both ways of promoting health through happiness require more research on conditions for happiness.

Sillick and Schutte (2006) studied the mediation of emotional intelligence and self-esteem between perceived early parental love and adult happiness and found that early paternal love had a direct association with adult happiness. There was no mediating effect of self-esteem and emotional intelligence.

Tkach and Lyubomirsky (2006) worked on "How do people pursue happiness? Relating Personality, Happiness-increasing strategies, and well-being". The study shows that five hundred ethnically diverse undergraduates reported their happiness strategies - that is, activities undertaken to maintain or increase happiness. Further, factor analysis extracted eight general strategies: Affiliation, Partying, Mental Control, Goal Pursuit, Passive Leisure, Active Leisure, Religion, and Direct Attempts at happiness. According to multiple regression analyses, these strategies accounted for 52% of the variance in self-reported happiness and 16% over and above the variance accounted for by the Big Five personality traits. The strongest unique predictors of current happiness were Mental Control (inversely related), Direct Attempts, Affiliation, Religion, Partying and Active Leisure. Gender differences suggest that men prefer to engage in Active Leisure and Mental Control, whereas women favour Affiliation, Goal Pursuit, Passive Leisure, and Religion. Relative to Asian and Chicano students, White students preferred using high arousal strategies. Finally, mediation analyses revealed that many associations between individuals' personality and happiness levels are to some extent mediated by the strategies they use to increase their happiness - particularly, by Affiliation, Mental Control, and Direct Attempts.

Lyubomirsky, S., Laura K. & Diener, Ed (2005) worked on "The Benefits of Frequent Positive Affect: Does Happiness Lead to Success?". As numerous studies show that happy individuals are successful across multiple life domains, including marriage, friendship, income, work performance, and health. The authors suggest a conceptual model to account for these findings, arguing that the happiness-success link exists not only because success makes people happy, but also because positive affect engenders success. Three classes of evidence-- cross-sectional, longitudinal, and experimental--are documented to test their model. Relevant studies are described and their effect sizes combined metaanalytically. The results reveal that happiness is associated with and precedes numerous successful outcomes, as well as behaviors paralleling success. Furthermore, the evidence suggests that positive affect--the hallmark of well-being--may be the cause of many of the desirable characteristics, resources, and successes correlated with happiness.

Argyle and Crossland (1987) studied the dimensions of positive emotions and revealed that happiness comprised three main components : 1.the frequency and degree of positive affect ; 2. the average level of satisfaction and 3. the absence of negative feelings such as depression and anxiety.

Hills and Argyle (2001) investigated the emotional stability as a major demission of happiness among 244 U.K. students. The finding indicated that emotional stability correlates more strongly with overall happiness, satisfaction with life and self-esteem than extraversion.

Natvig et al. (2003) explored the association between happiness and experience of stress at school, as well as personal and social factors among 887 Norwegian school adolescents aged 10-15. Results revealed that there was no relationship between happiness and stress among school adolescents.

Cheng and Furnham (2004) investigated the extent to which peer relations, self-confidence and school performance correlated with happiness among 90 students aged 16 to 18 in the United Kingdom. Results had shown that both actual school grades and self-confidence in terms of academic performance were significantly related to general happiness but school graders were not.

Chamorro-Premuzic et al. (2007) examined the relationship between the big five personality traits, emotional intelligence and happiness among 112 students and non-students of U.K. The finding indicated that the big five personality traits namely stability, extraversion, conscientiousness and agreeableness, were positively correlated with happiness. It revealed that there was a significant amount of shared variance between happiness and the big five was explained by trait emotional intelligence, which partly mediated the paths from stability and conscientiousness to happiness and freely mediated the link between agreeableness and happiness.

Furnham and Irene (2007) studied the personality traits, emotional intelligence and happiness among 120 students. The results revealed that overall happiness was predicted by emotional intelligence and extraversion trait of personality. It was also found that neuroticism was not predictor of negative happiness.

Mukerjee and Basu (2008) explored the relationship between happiness and emotional intelligence among 100 adults. The findings indicated that emotional intelligence has been found to be positively and significantly correlated with happiness. The result also revealed the emotional intelligence had contributed significantly in the development of happiness.

Singh and Jha (2008) explored the relationship between the concept of happiness, life satisfaction, positive and negative affect and grit. The study was carried out on 254 undergraduate students of technology of Delhi. Results revealed that the concept of Grit, positive affect, Happiness and life satisfaction one significantly positively correlated and negative affect showed a significantly negative correlation with grit, happiness and life satisfaction.

Waterman et al. (2008) examined the implications of two conceptions of happiness (Hedonic enjoyment and Eudemonia) for the understanding of intrinsic motivation among 200 college students. Results revealed that eudemonia were significantly stronger with

measures of the balances of challenges and skills, self-realization values, effort and importance than were the corresponding correlations with hedonic enjoyment.

Chen and Luo (2009) studied academic correlates to happiness among 11061 high school students from Taiwanese. Results revealed that English teacher perceived academic performance, mathematics teacher perceived academic performance, teacher academic support, classmate academic support, organizational processes and school satisfaction were positively correlated with students' general happiness. Results also indicated that academic achievement, mathematics teacher perceived academic achievement, classmate academic support, disturbance in class, organizational processes and most importantly, students' overall appraisals of their own happiness with school predict students' general happiness.

Khosla and Dokania (2010) studied that happiness promote emotional intelligence among 208 graduate students (104 happy and 104 unhappy) from Delhi university. The results revealed that happy participated as compared to unhappy participates reported significantly greater positive affects on emotional intelligence. Happy man as compared to unhappy men had significantly greater emotional intelligence while happy woman were found to be more emotionally intelligent than unhappy woman. The findings revealed that happiness played significant role in promoting emotional intelligence.

Warner and Vroman (2011) investigated happiness inducing behaviours in everyday life with an empirical assessment among 903 university students of U.S.A. Results indicated that naturally occurring behaviours were predictive of happiness in everyday life.

O'Rourke et al. (2012) explored the relationship between students' perceptions of their behavior and intellectual status within the classroom and their happiness among 817 students of Perth. The findings of this research indicated that the students' perceptions of their behavior and academic capability accounted for variance in their self-rated happiness.

Veenhoven and Yowon (2012) investigated intelligence boost happiness among 192 nations. The results had shown that average happiness in 143 nations and found a strong positive significant relationship between intelligence quotient and happiness. The results suggested that intelligence adds to happiness only indirectly through its effect on society.

Demirbatire et al. (2013) studied the psychological well-being, happiness and life satisfaction among 69 Turkey students. The results had shown that there was significantly relationship between happiness and life satisfaction. There was a significant negative correlation was determine between depression and happiness. Han et al. (2013) examined the contextual and compositional associations of social capital and subjective happiness: a multilevel analysis from Seoul, South Korea among 4585 respondents. Results revealed that all individual and area level social capital variables were positively associated with subjective happiness.

Shoaakazemi et al. (2013) explored the relationship among happiness, meta-cognitive skills and academic achievement of 100 students from state university, Tehran. The results had shown that there was a positive correlation between happiness, meta-cognitive skills and academic achievement. There was a significantly relationship between the components of

happiness and meta-cognitive skills and academic achievement. Senf and Albert (2013) assessed the effects of positive interventions on happiness and depressive symptoms, with an examination of personality as a moderator among 122 participants. Results had shown that the effectiveness of the gratitude and strengths based interventions in increasing happiness and decreasing depressive symptoms compared to a control group.

Salehi et al. (2013) studied the correlation between five factor model of personality, happiness and the academic achievement among 357 physical education university students of Tehran, Iran. The findings indicated that there was a positive significant relationship between happiness and academic achievement of the students.

Sasanpour et al. (2013) explored the relationship between emotional intelligence, happiness and mental health in the students of medical sciences of Isfahan University among 120 students. The results had shown that there was a positive and meaningful relation between emotional intelligence, happiness and mental health. Students with high emotional intelligence had more happiness and mental health.

Zacher et al. (2013) assessed effects of self-reported wisdom on happiness, not much more than emotional intelligence among 175 university students and 400 online workers. Results indicated that the effects of composite wisdom on life satisfaction and positive affect became weaker and non-significant when composite emotional intelligence was controlled.

Abdollahi et al. (2015) explored the relationship of emotional intelligence, depressive symptoms and happiness among 188 male students from Tehran. The results found that there was a significant positive correlation between high ability of emotional intelligence and happiness. There was a positive association between non-depression symptoms and happiness and server depressive symptoms were positively associated with unhappiness. The high ability of emotional intelligence and non-depression symptoms were the strongest predictors of happiness.

Hassanzadeh and Galin (2015) explored the relationship between happiness and achievement motivation among 80 students. The results had shown that there was a significant relationship between happiness and achievement motivation. There was no significant difference among boys and girls students in happiness.

Kaur (2015) studied academic stress, happiness in relation to academic achievement motivation and self-regulation among 450 disabled and non-disabled secondary school students from Haryana, Punjab, and Uttarakhand. The results had shown that there was a positive and significant relationship between academic achievement motivation and happiness along with all its dimensions. There was positive and significant relationship between self-regulation and happiness.

Tabbadi et al. (2015) explored the relationship between happiness and academic achievement. The sample comprised of 320 students taken from Islamic university, Iran. The results had shown that there was significant relationship happiness and academic achievement.

There was significant positive and significant relationship between happiness and progress of students.

Mehrdadi et al. (2016) investigated factors affecting happiness a crosssectional among 500 students from Lima, Iran. The results had shown that there was a significant relationship between the happiness scores and location urban and rural and physical activity. There was no significant relationship between gender, marital status and education level with happiness score among participants.

Elliot et al. (2018) examined happiness of people can affect their daily functioning and work performance among 395 participated from South African. The study confirmed that factors such as influence, social relation, life balance, optimism, work and leisure were all positively associated with the happiness level of private sector physio-therapist.

Kaur and Kaur (2018) studied happiness in relation to their adjustment among 200 school students from Punjab. The results had shown that majority of school students have better happiness. The results also revealed that female students were more happiness as compared to male students. There were a significant and positive relationship between happiness and adjustment of school students.

The researcher revealed that happiness is affected by emotional intelligence, academic achievement, personality, motivation and positivity of person. Happiness produced the life satisfaction. The students' life satisfaction depends on emotional intelligence. Those students are mentally or emotionally well, they are able to attain great academic achievement.

2.4 STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Sharma (2000) studied "Emotional intelligence refers to the ability to set a goal in life, work towards achieving it, negotiate and feel it. A key set of characteristics makes up emotional intelligence, such as self- motivation and persistence in any situations, the ability to manage emotions, to regulate moods and to empathies. An individual success at work in and two percent dependent on intelligence quotient one can become a successful professional, but with a high emotional intelligence one can be a role model. Thus, high level of emotional intelligence is necessary for promotion.

Gyanani and Kushwaha (2001) studied "Emotional intelligence is a type of social intelligence which refers to the ability to set a goal in like, work towards achieving it, neonate it and feel empathetic towards others. Emotional intelligence is more important that I.Q. IQ contributes about 20% to the sectors that determine success in life. The remaining 80% is contributed by emotional intelligence. Studies have shown that IQ inherent but emotional intelligence can be developed and natured even in adulthood and prove one to one's health, relationships and performance. In order to survive in a fast changing and competitive world every person needs to develop and nurture emotional intelligence.

Moorjani, and others (2002) "Conducted a study which aimed to study the emotional intelligence of adolescent girl's personality type. A sample of 120 girl students were taken from all streams – arts, commerce and science on random basis has been taken as a moderating variable. Intelligence level is being controlled by rating the students, who have

more that 65% in the 12th grade. Significant differences were noticed in arts and commerce, commerce and science. Neurotic are negatively related with emotional intelligence.

Mathur and others (2005) evaluate the gender difference, in the selected variables of emotional intelligence which were attribution, taking responsibility and scholastic achievement in high school students 83 adolescents from which 47 were female and 36 male, were selected between 13 to 15 years of age, from a local public school representing an under – middle socio – economic state of the city. Achievement in boys and girls, with the girls scoring gender – differences on the dimensions of emotional intelligence, which were attribution and taking responsibility were found in the sample, exact B in which girls scored significantly higher than boys.

Pradhan, Bansal and Biswal (2005) in the recent past, Psychologist have realized that only intelligence is not enough to achieve success in life. It was felt that reasoning capacity, which is the centre of concern in intelligence, is not the sole cause of success of a person which matters more is the creative ability, emotional skills and interpersonal skills of the students. Previous researches show that intelligence quotient is not responsible for the success in professional life. It is contributed only 20% and 80% is contributed by emotional and social intelligence. It was personal effectiveness with this assumption that this research was conducted to study the relationship between emotional intelligence and personal effectiveness. The study was conducted on 50 postgraduates (25 male, 25 female) from various departments of Delhi University. The sample was administered emotional intelligence scale and personal effectiveness. The potential benefits of emotional intelligence were discoursed Indus convex of personal effectiveness.

Umadevi (2005) stated that to be emotionally intelligent is to have the personal skills that characterize a rich and balanced personality. It is an array of personal emotional and social abilities and skills that influence one's ability to succeed in coping with environment demands and pressures. This study is related to EI and some social factors. Total number of 120 parents and their children between age group 15-17 were selected as a sample. Emotional intelligence inventory developed by Uma devi (2003) was used as research tool to study the emotional intelligence levels of adolescents. Results revealed that the parental (mother and father) profession, level of education has relevant and positive relationship with the dimensions of EI. It is interesting to note that in the child related variables child's education, gender and birth order were significantly related to stress tolerance and happiness dimensions of emotional intelligence.

Gakhar, Chopra & Singh, (2007) conducted a study on EI of adolescents having high and low creativity. Sample of the study was selected randomly from schools located in different districts of Punjab state. Sample comprised of both male and female adolescents studying in 11thclass. (Total 889 students). Study revealed that those students who are having high creativity scored higher than the low creative adolescents. In other words, although low creative and high creative adolescents were not found significantly different on the variable of emotional intelligence yet the adolescents high on creativity, were higher in emotional intelligence level as compared to low creative adolescents. Male and female did not differ significantly on the variable of emotional intelligence yet the high creative boys were emotionally more intelligent than the high creative girls. Study also revealed that the low

creative girls scored slightly higher than the low creative boys. In other words, low creative girls were slightly more emotionally intelligent than the low creative boys.

Umadevi (2009) studied relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. A sample of 200 (100 boys and 100 girls and 131 arts students and 69 science students) primary school student teachers studying in various D.Ed. colleges of Davangere City were taken as a sample. She found that primary school teachers are positively related on their emotional intelligence and academic achievement. A positive relationship was found between achievement motivation and academic achievement of primary school teachers. Male and female student teachers and arts and science student teachers did not perform differently on emotional intelligence. Male and female student teachers, arts and science student teachers do not differ in achievement motivation.

Saluja (2010) conducted a study on Emotional intelligence in relation to self-concept and achievement motivation of student-teachers. Results revealed that the emotional intelligence of male student-teachers was significantly higher than the emotional intelligence of female student-teachers. Student-teachers with high emotional intelligence have shown higher self-concept than student-teachers with low EI. Male and female student-teachers with high self-concept and low self-concept did not differ significantly on their emotional intelligence. Significant difference was observed in the emotional intelligence of student teachers with high achievement motivation and low achievement motivation. Male student-teachers showing high emotional intelligence also exhibited higher achievement motivation as compared to female student-teachers.

Lal et al. (2010) conducted a study on a sample of 300 students from Meerut region through cluster random sampling technique to see the relationship between emotional intelligence and academic achievement of male and female students of arts and science stream. The result shows that the male scheduled caste students having high emotional intelligence and academically superior to their counterpart; there was significant difference between mean achievement scores of male scheduled caste students of arts and science stream having high and low emotional intelligence; there was no significant difference between mean achievement scores of female scheduled caste students of arts stream having high and low emotional intelligence.

Reddy, Kumar, & Venu (2010) conducted a study on Impact of gender and locality on emotional intelligence of sec. school students. Study revealed that there is significant impact of gender on emotional intelligence. There is significant impact of locality on emotional intelligence. There is significant impact of locality on emotional intelligence. There is significant difference between boys and girls on their emotional intelligence. Girls have higher emotional intelligence than boys. Urban and rural students differ significantly on their emotional intelligence. Urban students have higher emotional intelligence than the students of rural areas.

Sarah and Saxena (2010) carried out a study entitle "Emotional intelligence of B.Ed. Trainees". Results revealed that there exist significant differences between the emotional intelligence of B.Ed. trainees of aided and self-finance colleges with pupil teachers from aided

colleges exhibiting significantly higher EQ levels as compared to those from self-finance college. Male and female teacher trainees differ significantly in the level of their emotional intelligence. Female B.Ed. trainees are found to possess significantly higher levels of emotional intelligence than the male B.Ed. trainees.

Upadhyay (2013) find out the relationship between emotional intelligence and academic achievement among student-teachers. The investigation concluded that emotional intelligence and academic achievement is positively related with each other. K.S. Misra test was used as a tool. The result revealed that those students who are having high emotional intelligence performed better in academics compared to low emotional intelligence.

Lawrence (2013)explored the relationship between emotional intelligence and academic achievement of high school students in reference to their background variables. The result revealed that emotional intelligence and academic achievement of high school students did not differ significantly.

Bhadouria (2013) examined the role of emotional intelligence for students' academic achievement and found that future success is related to emotional intelligence and lack of emotional intelligence negatively affects personality of an individual. Emotional intelligence is very important for quality education.

Kaur and Jain (2016) examined the relationship between Academic Achievement and Emotional Intelligence of Senior Secondary School students. The sample comprised 100 Senior Secondary School students (50 Girls of Ramgarhia Girls Senior Secondary School and 50 Boys of Dashmesh Public Senior Secondary School) of Ludhiana city. The tools used for data collection were 'Emotional Intelligence Scale' by Dr. Sheetla Prasad. Percentage marks in the previous class (10th class) indicates as the Academic Achievement of the students. T-test and Product Moment Correlation was used to find out the differences of girls and boys on the two variables and relationship of Academic Achievement with Emotional Intelligence. The study revealed that girls and boys of sr. sec. school students did not differ significantly on academic achievement and emotional intelligence.

Coover & Murphy (2000) studied the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The major findings were that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. It also showed that social interaction and communication with others improves self- identity.

Perkins, Caruso and Salovey (2001) studied emotional intelligence and giftedness. The result showed that those with higher emotional intelligence were able to identify their own and others emotional situations and use that in summation to guide them own and hence, it resist peer pressure than others. It showed that students having high emotional intelligence were capable of understanding their emotions as well as others and manage them appropriately. It is highly correlated with the ability to actualize basic skills and talents.

Abismara (2002) examined the relationship between emotional intelligence and academic success to high achievers in 11th grade has a high emotional intelligence level or not.

Is there any relationship between their achievement and their emotional intelligence? 500 hundred 11th class students were taken as a sample in the present study. The Bar-on EQ-I was used as a tool. The findings of the study revealed that emotional intelligence and academic achievement are significantly correlated with each other's. It can be concluded that higher the emotional intelligence have better academic achievement.

Mestre and others (2006) investigated a sample of 127 Spanish adolescents, the ability to understand and manage emotions, assessed by a performance measure of emotional intelligence (the MSCEIT), and correlated positively with teacher ratings of academic achievement and adaptation for both males and females. Among girls, these emotional abilities also correlated positively with peer friendship nominations. After controlling for IQ and the Big Five personality traits, the ability to understand and manage emotions remained significantly associated with teacher ratings of academic adaptation among boys and peer friendship nominations among girls. Self-perceived emotional intelligence was unrelated to these criteria. These findings provided partial support for hypotheses that emotional abilities are associated with indicators of social and academic adaptation to school.

Yahaya and others (2011)studied the relationship between the identified five dimensions of emotional intelligence. The study finds out whether the five dimensions of emotional intelligence is related to emotional intelligence. The result revealed that dimensions of emotional intelligence was significantly related with academic achievement.

Ogundokun and Adeyemo (2012) studied Emotional intelligence and academic achievement: the moderating influence of age, intrinsic and extrinsic motivation. A total number of 1563 sec. school students were taken as a sample ranges between 12 to 17 years of age. The findings showed that academic achievement of the students significantly correlated with their emotional intelligence. It also shows that learning is also affected by age. Intrinsic motivation also plays an important role in academic progress of the students.

Al Asmari Abdul Rahman (2014) examined the effects of Emotional Intelligence on Academic Achievement of boys and girls English Language undergraduates in Saudi Arabia. 200 boys and girls were taken as a sample. The result showed that emotional intelligence of the students had significantly related with performance in English language test. Result also showed that female students performed better compared to male. Male and female did not differ significantly on adaptation. It can be concluded that if proper opportunities will be provided to both genders they may able to perform better in academics.

Petricides et al. (2004) explored the relationship among trait emotional intelligence, academic performance and cognitive ability of 650 British secondary students. The findings of the study indicated that emotional intelligence moderate the relationship between academic performance and cognitive ability.

Abdullah et al. (2004) studied the relationship between emotional intelligence and academic achievement among 2500 first year university students from Malaysia. Results had shown that there was positive and significant relationship between emotional intelligence and academic achievement of students.The girls have higher emotional intelligence than boys.

Bracket et al. (2004) examined the emotional intelligence and its relation to everyday behaviour among college students. The sample of 330 college students was chosen. The results revealed that emotional intelligence in women significantly higher than men. The results also revealed that emotional intelligence was significantly associated with maladjustment for males. Sinha and Jain (2004) studied the emotional intelligence and its influence on relevant outcomes. The results found that the dimensions of emotional intelligence was significantly related with the job satisfaction, personal effectiveness, organizational commitment, reputation effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational affectivity.

Bastian et al. (2005) explored the relationship between emotional intelligence and a number of life skills academic achievements, life satisfaction, anxiety, problem-solving and coping ability among 246 first year tertiary university students in Australia. Results revealed that correlation between emotional intelligence and academic achievement was not statistically significant.

Sharma (2006) studied emotional intelligence of academically high and low achiever adolescents' relation to their intelligence among 300 students of Punjab. The findings indicated that there was significant difference between emotional intelligence of high and low achiever adolescents. The high achievers school going adolescents have significantly higher level of emotional intelligence.

Yongyuan et al. (2007) explored the relationship between emotional intelligence and academic achievement among 861 upper secondary school students from three southernmost border provinces in Thailand. The findings indicated that fourteen factors of emotional intelligence were significantly and positively related to academic achievement, and only one factor was not related, namely impulse control. Factors of emotional intelligence in self-actualization, interpersonal relationship, reality testing and optimism, whereas the personal factors in the study plans, sex, father occupation, mother education, number of siblings and religions had significantly effect on academic achievement.

Raja (2009) examined the influence of emotional intelligence, self-efficacy and reflectiveness on academic achievement among 1000 school students from Tamil Nadu. The results revealed that there was no significant difference between boys and girls in their self-awareness, self-management. The results also revealed that there was significant difference between boys and girls in their social awareness, self-management and emotional intelligence.

Umadevi (2009) explored relationship among emotional intelligence, achievement motivation and academic achievement of 200 primary school teachers studying in various college of Davangere cities in Karnataka. The findings indicated that there was a significant positive relationship between emotional intelligence and academic achievement of the teachers.

Bai and Seyed (2014) explored the relationship between emotional intelligence and happiness in collegiate champions among 250 athlete students. Results indicated that there was significant and positive relationship between emotional quotient and happiness. Emotional intelligence had significant role in prediction of happiness.

Saeidi and Fatemeh (2014) explored the relationship between emotional intelligence and academic achievement and gender among 385 secondary high school students in Tabriz. The results had shown that there was significant difference in emotional intelligence and academic achievement of girls and boys and girls had higher emotional intelligence and academic achievement as compared to their counterpart.

Khordzanganeh (2014) explored the relationship between emotional intelligence, happiness and resilience with mental health of 365 male and female high school students from Ramhormoz city, Iran. The results revealed that the correlation between emotional intelligence, happiness and resilience with mental health were significant. Nara (2014) investigated emotional intelligence of school students in relation to gender and locale. The sample consisted of 800 secondary school students from Haryana. The results revealed that emotional intelligence of male and female school students were significantly different. The results also revealed that there was significant difference in emotional intelligence of rural and urban school students.

Mandal (2017) explored the relationship between emotional intelligence and academic achievement to their gender, family type and economic class. The sample consisted of 200 West Bengal rural students. The results had shown that there a significant relationship between students family and academic achievement. There was also found that there was also significant correlation between emotional intelligence and academic achievement.

Kaur (2018) studied emotional intelligence in relation to adjustment and personality among 200 students of Punjab. Results had shown that female students were more emotionally intelligent than male students. There was no significant mean difference in emotional intelligence of urban and rural school students.

Kaur (2018) examined the emotional intelligence in relation to mental health and adjustment among 100 students from Haryana. The study presented that the relationship between emotional intelligence and adjustment as well as emotional intelligence and mental health come out to be significant in case of both boys and girls.

The reviews of literature revealed that there was significant relationship between academic achievement and emotional intelligence and these reviews also presented that girls had higher emotional intelligence than boys. Because girls had controlled, accessed and managed the emotions. Girls ready to help someone without thinking about their benefits. Girls had self-awarded, self- regulated and strong social relationship that were help in managing emotions. Because of these reasons girls had higher emotional intelligence than boys.

2.5 STUDIES RELATED TO ACADEMIC ACHIEVEMENT

Vijayalakshmi and Natesen (1992) examined factors influencing academic achievement among 100 students consisting of 50 boys and 50 girls studying in ninth standard of Coimbatore. Findings revealed a significant gender difference in academic achievement and girls were found to have higher academic achievement as compared to boys.

Krishnan (1977) investigated non-intellectual factors and their influence on academic achievement on 180 students of sixth to ninth class studying in central school,

Tirupati. The results revealed that parents' educational status had significant influence on the academic achievement of their children.

Ryckman et al. (1988) examined on gender relationships among intellectual achievement, responsibility, questionnaire and measure achievement and grades on 145 girls and 142 boys of fourth to sixth grade students of California. The results had shown that no significant gender differences in academic achievement of the students.

Cherian (1992) explored the relationship between parental education and academic achievement among 369 boys and 652 girls of South Africa. Findings had shown a significant effect of parental education on academic achievement of their children.

Shah (1993) explored the relationship between some socialpsychological variables and the academic achievement among 1000 students in Azad Kashmir. The findings revealed a positive relationship between parents' education and academic achievement of their children. Girls were also found to have better academic achievement than boys.

Joshi (2000) studied neuroticism, extraversion and academic achievement as related to gender and culture among 400 students of eight class belonging to urban and rural area of Punjab. Results had shown that a significant difference between boys and girls of rural areas on academic achievement.

Nelson et al. (2004) studied academic achievement relation to emotional and behavioral disorders among 155 students of special education in urban public schools. The results had shown that there were huge numbers of academic achievement deficits of students with emotional and behavioral disorder. It was also found that there was no gender difference in academic achievement of students.

Sunitha (2005) compared academic learning environment among 240 students from aided and unaided co-educational high school of Dharwad city in India. The results had shown that there was no significant difference in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievement of the students.

Bruni et al. (2006) explored the relationship between academic achievement, demographic and psychological factors among 380 school students. The results had shown that there was significant difference in academic achievement of male and female students. Female students were found to more higher academic achievement than males.

Waters et al. (2006) compared the academic achievement among 575 medical students in relation to learning in urban setting of Australia. The findings indicated that there was no significant differences were found between academic achievement of rural and urban students.

Tella (2007) studied the impact of motivation on academic achievement in mathematics. The participants of the study were 450 secondary school students from Ibadan. The findings indicated that difference in the academic achievement of male and female students in mathematics. Male students were found to have better achievement in mathematics.

Deary et al. (2007) examined the association between psychometric intelligence and educational achievement among 700 school students of England. The results had shown that gender difference in academic achievement. The findings also revealed that the girls performed better than the boys.

Nuthana (2007) analysed the effect of gender on academic achievement of 600 school students (325 boys and 275 girls) of Karnataka. Academic achievement was taken as the mean marks of two previous years. The results had shown that no significant difference in academic achievement of boys and girls. There was a significant difference in academic achievement of urban and rural secondary school students. Urban students had higher academic achievement as compared to rural students.

Naderi et al. (2008) explored the relationship among intelligence, creativity, self-esteem and academic achievement of 153 Iranian undergraduate students in Malaysian universities. The findings had shown that there was no significant gender difference in academic achievement of the student.

Elizabeth (2009) studied the family structure and academic achievement among 549 African American students attending rural and urban high schools in North Carolina. The results indicated that the female students attending both the rural and urban schools had significant higher academic achievement levels than the male students. Results also revealed that rural students performed better than urban students.

Garikai (2010) studied the cause of poor academic performances among 200 school student of Zimbabwe. The results revealed that there was a significant difference in academic performance of male and female students. Male students performing better and education of parents had significant effect on academic achievement of the students.

Singh and Parveen (2010) explored the relationship of social maturity with academic achievement of high school students. The study was conducted on a sample of 400 high school students New Delhi. The findings indicated that there was no significant difference in academic achievement of rural and urban students.

Kaur (2011) studied psychological correlates of academic achievement among 600 college students of Punjab. The results had shown that academic achievement of female students was significantly high than their male counterparts. The results also revealed that academic achievement of urban students was significantly high than rural students.

Kaur (2013) studied well-being of school students in relation to their academic achievement. The study was conducted on a sample of 200 school students from Punjab. Results had shown that majority of the school students have good academic achievement. The results also revealed that there was significant difference in academic achievement of boys and girls. Girls had better academic achievement than boys.

Malik and Shujja (2013) examined the emotional intelligence with academic achievement. The sample comprised of 204 Pakistan children (107 high and 97 low achievers).

The results had shown that there was a significant positive correlation between academic achievement and emotional intelligence of children.

Nyicyor et al. (2013) studied the intelligence and academic achievement among 800 students from Arunachal Pradesh. The findings indicated that there was significant difference between academic achievement of male and female students. It was also found that there was no significant difference between intelligence of male and female.

Preeti (2013) studied role of emotional intelligence for academic achievement among 200 school students from Patna. Results found that perditions relationship between emotional intelligence and academic achievement. Results also indicated that absence of emotional Intelligence leads to weak personality and ability to build relation at working place as well as in schools and finding also indicated, it was highly important for quality education.

Roy et al. (2013) explored the relationship between emotional intelligence and academic achievement. The sample consisted of 105 students from Patna. The results had shown that there was positive significant relationship between emotional intelligence and academic achievement of students.

Devi (2015) conducted a study on academic achievement in relation to their meta-cognition, self-confidence and family environment among 800 students from Haryana. The results had shown that the students of Haryana were high in their academic achievement but average in their meta-cognition, self-confidence and family environment. The results revealed that metacognition, self-confidence and family environment were significantly related with academic achievement of the students. From the factor difference among different variables, it was concluded that female students performed better in their academic achievement, meta-cognition and family environment, but male students were more self-confident. It was also found that rural students were better in meta-cognition, and family environment as compared to urban counterparts but no significant difference were observed on academic achievement and self-confidence.

Kumari and Chamundeswari (2015) explored the relationship between achievement motivation, study habit and academic achievement among 457 secondary school students. The findings indicated that there was a significant difference among achievement motivation, study habit and academic achievement. It was also found that students of central board were better than state board students in academic achievement and study habits.

Bala and Shaafiu (2016) explored the relationship between academic achievement and problem solving ability. The sample comprised of 200 secondary school students. The findings indicated that there was no significance difference between academic achievement and problem solving of male and female students.

Kaur and Jain (2016) explored the relationship between academic achievement and emotional intelligence among 100 students from Ludhiana. The findings indicated that there was no significance relationship between academic achievement and emotional intelligence of students.

Zhou et al. (2016) explored the relationship between academic achievement and emotional intelligence among 419 elementary school students in China. The findings indicated that there was positive effect of emotional well-being on academic achievement. The results had also shown that there was significant relationship between higher parent school groups with academic achievement.

Bucker et al. (2018) investigated subjective well-being and academic achievement among 38946 students. The results had shown that lowachieving students did not necessarily report low well-being and that high- achieving students did not automatically experience high levels of well-being. The results also revealed that positive and significant relationship between subjective well-being and academic achievement.

Singh (2018) examined academic achievement in relation to emotional intelligence among 200 secondary school students from Punjab. Results revealed that there was significant and positive relationship between academic achievement and emotional intelligence.

Researchers revealed that there were significant gender differences in academic achievement. Mostly researcher concluded that academic achievement of girls had higher than boys. Academic achievement of students in urban schools is higher than those in rural schools. Because girls had great support from family and community and utilizing social resources and most important cause behind it that was academic competency of girls. Resources in the urban schools are more than rural schools and the exposure to the resources for the students in urban schools is more than in rural schools.

2.6 STUDIES RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION

Parr (2013) conducted research on "Academic Achievement Motivation and High School Dropout: An Integrative Model". The thesis reported that High school dropout is a pressing issue in the United States as 7.1% of all 16 to 24 year olds in the United States are high school dropouts (U. S. Department of Commerce, 2012). To create effective dropout prevention programs, it is must to understand the factors that contribute to this national crisis. Two factors that play a role in educational outcomes are achievement motivation and performance. The purpose of this study was to test an integrated model, based on SCCT and EVT, which predicts high school dropout from self-efficacy, performance, and subjective task value. The model was tested through the statistical analysis of a large-scale national data set, Education Longitudinal Study (ELS), with a sample size of 15,753. The findings indicated that performance, compared to self-efficacy and subjective task value, most strongly predicted later high school dropout. Furthermore, the outcomes of the present study showed that the integration of SCCT (Social Cognitive Career Theory) and EVT (Expectancy-Value Theory) is useful when predicting educational outcomes.

Aydin and Coskun (2011) conducted a research entitled "Secondary School Students' Achievement Motivation towards Geography Lessons". The purpose of this research was to investigate the influence of "gender", "class level", "parent education level" and "family income level" on achievement motivation of students.. Total 151 students studying in high schools in the city center of Karabuk in the academic year of 2010- 2011 participated in the research. Survey model was used in the study. "The Achievement Motive Scale" was used as data collecting tool developed by Ellez (2004). The descriptive statistics, t-test and one way

variance analysis (ANOVA) were used in the analysis of data. At the end of the study, the arithmetic mean of the views of students about the scale of achievement motivation has been determined to be 3.74. The views of students about the scale of geography lesson achievement motivation has shown significant difference according to "class level", but did not show any significant difference according to "gender", "mother's education level", "father's education level" and "family income status". Based on the findings of the study, suggestions for increasing the achievement motivations of the students towards geography curriculum have been developed.

Berndt et al (1990) worked on "Friends' influence on adolescents' academic achievement motivation: An experimental study". To examine the influence of friends on adolescents' motivation to achieve in school, each of 118 8th graders was paired with a close friend. The pairs of friends were randomly assigned to either an experimental or a control condition. In the experimental condition, the friends discussed dilemmas that required them to decide between 2 actions reflecting different levels of achievement motivation. In the control condition, friends discussed topics unrelated to school. Before and after the discussions, all adolescents made decisions on the dilemmas independently. The 1st hypothesis was that discussions of the dilemmas would lead to an increase in the similarity of friends' decisions. The 2nd hypothesis was that discussions would lead to shifts toward more extreme decisions. The results supported the 1st hypothesis but not the 2nd. More harmonious discussions involving greater information exchange led to greater changes in decisions.

Badola (2013) worked on "Effect of School on Academic Achievement Motivation of Secondary level Students." The study was conducted to study the academic achievement motivation and different administrative setups of secondary school students. Sample of 480 students of secondary level was taken from Pauri and Tehri Garhwal, (Uttarakhand State). The data was collected on the basis of Academic Achievement Motivation Test developed and standardized by Dr. T.R. Sharma (1984). Analysis of variance showed that there was significant difference among Government, Public and Convent secondary school students on their academic achievement motivation. Public and Convent secondary school students scored higher than the Government school students on academic achievement motivation. Female students were more motivated by their parents in comparison to male secondary students. Insignificant difference was found between Public & Convent school students on their academic achievement motivation.

Chetri, S. (2014) undertook a study entitled "Achievement Motivation of Adolescents and Its Relationship with Academic Achievement" with the objective to investigate the achievement motivation of adolescents and its relationship with academic achievement. The study was confined to 480 secondary school leavers studying in different schools of Sikkim by using stratified random sampling techniques from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed significant positive relationship between achievement motivation and academic achievement. Non significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation were found. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation.

Roy, Sinha & Suman (2013) endeavoured to examine relationship between emotional intelligence and academic achievement motivation. It also studied the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study included 105 students (48 boys and 57 girls) of class XII of Patna. The data was analysed with the help of product moment coefficients of correlation. The findings of the study revealed positive relationship between emotional intelligence and academic achievement motivation. The study also revealed that students with high, average and low academic achievement motivation differed from one another on emotional intelligence.

Sharma, (2013) worked on "A Correlation Study of Personality Characteristics, Academic Achievement Motivation, Educational Aspiration and Adjustment of Secondary School Students." Present investigation has been performed to find out correlation among personality characteristics, level of aspiration, adjustment and scholastics achievement in regard to secondary school students. Results revealed that academic achievement motivation was found positively correlated with personality traits and educational aspiration whereas insignificantly correlated with adjustment.

Uniyal & Rawat (2013) conducted research on "Role of family background in generating academic achievement motivation in adolescents" with the purpose to investigate the influence of different types of family background and sex on the academic achievement motivation (AAM) of the adolescents. A normative survey method of research was employed by adopting 3X2 factorial design. A sample of 480 adolescents from Dehradun city was selected by stratified random sampling method. This sample of 480 adolescents was comprised of 142 adolescents with High family background (HFB), 274 with Average family background (AFB) and 104 with Low family background (LFB) on the basis of the feelings of the adolescents which they perceive towards their parental acceptance, concentration and avoidance. Further, the sample was also divided gender wise. An Academic Achievement Motivation Test (AAMT) developed by T.R. Sharma was used to collect the data from the sample. One way and two ways ANOVA were calculated for deriving the results. The results showed that there was significant difference in the level of academic achievement motivation between boys and girls and also among the adolescents having HFB, AFB and LFB. Girls were found to have high academic achievement motivation (AAM) than their boys counterpart. It was interesting to find adolescents with LFB have more AAM while adolescents coming from HFB have the least AAM. The most important finding was that the computed F ratio of interaction was found to be insignificant which indicates that sex and family background do not jointly affect the academic achievement motivation of the adolescents.

Jabeen & Khan (2013) undertook a study to examine the Need achievement of High and Low achievers of 9th grade students. The sample for the study was (300 high achievers and 300 hundred low achievers) selected randomly from two educational zones (Budgam and Soibugh) of district Budgam (J&K). For the measurement of Need achievement Mukherjee's Incomplete Sentence Blank Urdu adaptation (Khan, 1992) was used. The results of the study highlighted that the high achievers have high need achievement, possess a hope of success, have high ego-ideal, possess perseverance, have realistic attitude are in favour of 'internal control of fate', while as low achievers have low need achievement, have fear of failure, possess low ego-ideal, are not perseverant, have unrealistic attitude and possess a feeling of external control of fate. The study has also revealed that there is a positive and

significant relationship between need achievement and academic achievement of high and low achiever group.

Rucker (2012) studied the relationship between academic motivation, perceived stress and academic achievement in students. The present study is aimed to examine the relationship between academic motivation, perceived stress and academic performance. Therefore, 146 undergraduate psychology students at the University of Twente took part and filled in an online questionnaire, containing the Academic Motivation Scale, the Perceived Stress Scale and additional questions concerning their academic performance and possible stressors. It was found that both gender and native language affected the level of perceived stress. In addition to that, the feeling of stress was significant correlated with the failing rate of courses. Not being motivated was found to be associated with higher levels of stress and a lower Grade Point Average.

Ahmad and Ahmad (2012) conducted a research on "Academic Achievement Motivation of Adolescents in relation to their SocioEmotional School Environment". The objective of the study was to study the relation between socio-emotional school environment and academic achievement motivation of male and female adolescents. The researchers selected 500 (250 males and 250 females) adolescents from different higher secondary schools of Kanpur city by lottery random sampling method. To measure academic achievement motivation and socialemotional school environment, the standardized test A.A.M.T. by Sharma (1984) and Socio-emotional school climate inventory (S-E SCI) constructed by Sinha and Bhargava (1994) were used. Socio- emotional school environment was studied with the help of interaction, love, compassion, respect, honour, courtesy and sympathy. Findings revealed that there is positive and significant correlation between academic achievement motivation and socio-emotional school environment of male and female adolescents.

Muola (2012) worked on "The effect of academic achievement motivation and home environment on academic performance among standard eight pupils". The objectives of this research were to; (a). Investigate the influence of academic achievement motivation and home environment on the academic performance of pupils. (b). Examine the relationship that exists between the pupils' home environment and their academic achievement motivation and (c). Find out whether the variation in pupils' academic performance and academic achievement motivation can be attributed to their sex. The study was carried out on 235 standard eight pupils from six primary schools which were randomly selected from Machakos district, Kenya. The pupils' age ranged between 13 and 17 years. Two questionnaires i.e. the SP profile and home environment questionnaire were administered to provide information on pupils' levels of academic achievement motivation and home environment. The findings of the study indicated a significant positive relationship between the pupils' academic achievement motivation and their performance in school. The relationship between the home environment factors and academic performance was found to be weak. No sex differences were found in the pupils' academic achievement motivation. The academic performance of boys was found to be significantly higher than that of girls in the papers on Mathematics and Science and Agriculture. No significant differences were found between the mean scores of boys and girls in all the other examination papers and academic achievement motivation.

Onete et al (2012) examined the relationship between first year education students' achievement motivation and their academic performance. The design employed for the study was survey (expo-facto). A total of seven hundred and fifty (750) out of one thousand three hundred and fifty two students (1352) students of the 2010/2011 academic session were randomly selected for the study. To guide the study, two hypotheses were formulated on students' academic achievement motivation and academic performance as well as students' social achievement motivation and academic performance. The instrument used for the study was tagged "Education Students' Achievement Motivation Scale (ESAMS)" which was adapted from Cofer and Appley (1964) Achievement Imagery and Grandal and Grandal (1965) Modified Intellectual achievement Questionnaire (MIAQ). The instrument consisted of two parts, A and B. Part A consisted of items on respondent's Bio-data while Part B comprised of 15 items which elicited responses from students' achievement motivation. The results of the study indicated that neither students' academic achievement motivation nor students' social achievement motivation had any significant influence on education students' academic performance.

Shekhar & Devi (2012) carried out a study with the objectives to investigate the gender related differences and differences across academic majors on achievement motivation among college students. The study was carried on 80 undergraduate students of various colleges from Jammu region, 40 males and 40 females (aged 18-23 years) selected by purposive sampling method. As per research plan all 80 subjects were selected on the basis of gender (males and females) and academic majors (arts and sciences) using Achievement Motivation Scale. T-Test was used for deriving the results. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students. Science stream students had significantly higher achievement motivation compared to arts stream students. Females had higher achievement motivation compared to males. The differences indicate significant role of gender and academic majors in achievement motivation of college students.

Areepattamannil, et al (2011) worked on intrinsic motivation, extrinsic motivation, and academic achievement among Indian adolescents in Canada and India. The purpose of the present study was to examine the relationships among intrinsic motivation, extrinsic motivation, and academic achievement for the Indian immigrant adolescents in Canada in comparison to their counterparts in India. Descriptive discriminant analysis indicated that the Indian immigrant adolescents in Canada had higher intrinsic motivation and academic achievement than their peers in India. By contrast, the Indian adolescents in India had higher extrinsic motivation than their counterparts in Canada. Hierarchical multiple regression analyses revealed the positive predictive effects of intrinsic motivation on academic achievement for both the Indian immigrant and Indian adolescents. While extrinsic motivation had a negative predictive effect on academic achievement for the Indian immigrant adolescents in Canada, it was not a significant predictor of academic achievement for the Indian adolescents in India. Implications of the findings for policy and practice are discussed.

Ahmad and Sinha (2008) studied the effect of motivation on academic achievement of aided and private higher secondary students, a sample of 500 students of higher secondary level was taken. The data was collected on the basis of motivation test by Sharma (1984) and academic achievement was taken as the percentage of class 10th marks obtained by students. The result suggested that motivation is significantly related to academic achievement

of aided and private higher secondary students. This shows that motivation affects academic achievement of aided and private higher secondary students.

Wigfield & Eccles (2001)'s work "Development of Academic Achievement Motivation" outlines the answer to question in terms of three basic questions students ask themselves: Can I succeed? Do I want to do this task? And, why am I doing this task? To the extent that individuals have positive answers to each of these questions, they will be motivated to achieve. In this article, a basic model of achievement motivation was presented and discussed. Most importantly, lack of confidence in one's ability to succeed and extrinsic (rather than intrinsic) motivation are directly related to the two major motivational problems in the academic achievement domain: test anxiety and learned helplessness. Specific interventions for these two motivational problems were discussed. Future research needs to focus on interconnections among the various aspects of achievement motivation.

Pintrich and Groot (1990) worked on "Motivational and self-regulated Learning Components of classroom Academic Performance". This co-relational study examined relationships between motivational orientation, self-regulated learning, and classroom academic performance for 173 seventh graders from eight science and seven English classes. A self-report measure of student self-efficacy, intrinsic value, test anxiety, self-regulation, and use of learning strategies was administered, and performance data were obtained from work on classroom assignments. Self-efficacy and intrinsic value were positively related to cognitive engagement and performance. Regression analyses revealed that, depending on the outcome measure, self-regulation, self-efficacy, and test anxiety emerged as the best predictors of performance. Intrinsic value did not have a direct influence on performance but was strongly related to self-regulation and cognitive strategy use, regardless of prior achievement level. The implications of individual differences in motivational orientation for cognitive engagement and self-regulation in the classroom are discussed.

McClelland's study (1961) revealed that nations differed in the mean levels of need-achievement of their citizens. The research displayed that the level of need-achievement varied from individual to individual in the same group, group to group in the same culture, culture to culture in the same nation.

2.7 OVERVIEW

- Academic achievement was positively related to parental education, father involvement, emotional achievement, meta-cognition, self-confidence, family environment, emotional well-being, study habits and optimism (Sharma., 1984; Sherian., 1992; Shah., 1993; Kazmi., 2011; Preeti, 2013; Devi., 2015; Zhou et al., 2016; Kaur., 2018; and Doley., 2018).
- A significant gender differences was found in academic achievement and females were having better academic achievement than males. (Shah., 1993; Devi and Mayuri., 2003; Bruni et al., 2006; Deary et al., 2007; Nyicyor et al., 2013). Also there was no significant gender difference in academic achievement of students (Ryckman et al., 1988; Nelson et al., 2004; Naderi et al., 2009; Bela and Shaafiu., 2016).
- Emotional intelligence had significant relationship with academic resilience, adjustment, cognitive ability, academic achievement, Job satisfaction, personal

effectiveness, organizational commitment, reputational effectiveness, life satisfaction, happiness, family climate, self-esteem, self-awareness, interpersonal relationship and empathy. (Ford., 1996; Adeyemo., 2003; Petricides et al., 2004; Abdallah et al., 2004; Sinha and Jain., 2004; Ikiz and Kirtil., 2010; Sharma., 2011; Bai and Seyed., 2014; Chandra and Nair., 2015; Bibi et al., 2016; Meshkat and Netaji., 2017).

- There was a significant gender difference in emotional intelligence. Girls were more emotional intelligent as compared to male students.(Raj., 2009; Fatemah., 2014; Verma and Dash., 2014; Bibi et al., 2016; Patel., 2017).
- There was significant difference in emotional intelligence of rural and urban school students (Nara, 2014; Kaur, 2018).
- Happiness was positively related with life satisfaction, emotionally intelligent, meta-cognition skills, academic achievement, emotional intelligence, mental health, gratitude and forgiveness, life skills, achievement motivation, self-regulation, critical thinking, self-esteem and self-control. (Demirbatire et al., 2013; Roshan, 2013; Abdollahi et al.,2015; Shoakazemi et al., 2013; Saleni et al., 2013; Tabbadi et al., 2015., Sasanpour et al., 2013; Safaria, 2014; Vantankhaha et al., 2014; Hassanzadeh and Galin., 2015; Kaur, 2015; Hashemiannejad and Ollomi,2016; Shubina, 2017.

2.8 CONCLUSION:

Review of related literature indicates that attempts have been made to study students' happiness, emotional intelligence academic achievement and academic achievement motivation. As Rucker (2012) explored the relationship among academic motivation, perceived stress and academic achievement of students. Similarly, Gihar et al (2013), Onete et al (2012) and Pintrich and Groot (1990) investigated the relationship of academic achievement motivation with personality characteristics, educational aspiration, academic performance and self-regulating learning.

Uniyal and Rawat (2013), and Berndt et al (1990) studied role of family background and friends's influence on adolescents' academic achievement motivation. A few studies are available on self-regulation too. Many studies are available on academic stress associated with variables like anxiety, depression, poor academic performance and suicidal ideation. Jiang (2012), Ang & Huan (2006), Arun (2009) explored the relationship of academic stress with mental health, depression and suicidal ideation, but the researcher could not find sufficient studies exploring relation of academic stress with academic achievement motivation and self-regulation. Further, there is dearth of researches in the area of emotional intelligence as well as happiness in relation to academic achievement motivation and academic achievement especially comparative study of urban and rural, boys and girls higher secondary school students, particularly in India. Keeping in view the studies stated above and taking cognizance of the research gap, the researcher was motivated to study the relationship between happiness, emotional intelligence, academic achievement, and academic achievement motivation.

CHAPTER – III

3.1 PLAN AND PROCEDURE

In the previous chapters the development of the problem for the present research has been traced in the light of theoretical and research background. Subsequently, the plan and procedure of the present study is discussed in this chapter. Plan and procedure constitutes a significant part of research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data (Kerlinger, 1973). A plan of action is pre-requisite for successful culmination of research. A well thought out plan of action in advance followed by a systematic execution brings out fruitful results. Keeping in view the nature of the present study, procedure adopted to tackle the present research problem was planned in advance. Every researcher has to take help of some tools for the research work. There are many research tools and methods but the researchers are required to make a wise and judicious choice and should select only those suitable to meet the requirement of the study.

Data are like raw materials without which production in research is impossible. For collection of data the investigator has to set up the designs, describe the sampling method, the nature of population and sample, the tools used for the collection of data, their tabulation, organization and statistical techniques used.

The present chapter includes the research method, sampling procedure, research tools, collection of data, scoring and statistical techniques.

3.2 RESEARCH METHODOLOGY

An advance planning is needed as it facilitates the smooth sailing of the various research operations thereby making research as efficient as possible and yielding maximal information with minimal expenditure of time and resources. A well thought method to be employed depends upon the nature of the problem under consideration and also on the basis of kind of data required for its solution.

Research is a careful and detailed study into a specific problem, concern or issue using the scientific method. It includes plan, procedure and method for the solution of any problem. Cresswell (2015) explained quantitative and qualitative as the two basic approaches which can be used when dealing with the research problem. Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Kerlinger (1986) defined research design as the plan, structure and a strategy of investigation conceived so as to obtain answer to research question and control variance.

The purpose of the present study was to look into Academic achievement of the school students in relation to their happiness, emotional intelligence and academic achievement motivation. The nature of this investigation led to the use of descriptive research method. Descriptive studies vary greatly in complexity. At one extreme, they constitute nothing more than frequency count of events to the study of local problems without any significant research

purpose. At the other extreme, they attempt to ascertain significant interrelationship among phenomena. Such studies are restricted not only to fact findings but very often result in the formulation of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data, they involve measurement, classification, analysis, finding relationship, comparison and interpretation of the phenomenon. Because of apparent ease and directions of this method, a researcher can gather information in terms of individual's opinions about some issue, by a simple questionnaire. The present chapter deals with the descriptive research method used in the study, the sample from which the data was collected and tools were used for the collection of data.

3.2.1 VARIABLES OF THE STUDY

The present study involved two types of variables namely:

1.2.1 DEPENDENT VARIABLES

1.2.2 INDEPENDENT VARIABLES

3.2.2 DEPENDENT VARIABLES

The dependent variable was the condition or characteristic that occur or reform as the investigator initiates, discard or modify independent variable. In this investigation, Academic achievement was taken as the dependent variable.

3.2.3 INDEPENDENT VARIABLES

Independent variables were the situations or traits that the investigator observed or controlled to determine its relationship to observed phenomena. The independent variables of the study were: - i) Happiness ii) Emotional Intelligence iii) Academic Achievement Motivation

3.3 POPULATION OF THE STUDY

The entire group from which the sample has been taken is known as the population. The term, population, in research is used in a broader sense than its common place meanings as a population of people. A population may consist of person, objects, educational institutions, time units, geographical areas, prices of products qualities, behaviour of people, families, cities etc. A population is a well-defined group of any of these. The target population is the total group of subjects about whom the researcher is empirically attempting to learn something. Population in the present study comprises of the all higher secondary school students in the private and government schools of rural and urban areas affiliated to Board of School Education Maharashtra, Nashik

3.4 THE SAMPLE OF THE STUDY

A sample is a sub set of the entire group from which it has been taken. In other words, it is a smaller representation of a larger whole. It would be difficult to work with the whole population in any scientific phenomena. Sample is a small proportion of the entire population selected for the specific purposes. Simple Random sampling was used in the present study, where every individual has equal chance of being selected in the final sample. Six hundred and fifty (650) Higher secondary school students were included in the present study as subjects. Ten (10) Higher secondary schools affiliated to the Maharashtra Board of School

Education, Nashik were taken in the study. The study included two cities of Maharashtra i.e. Nashik and Malegaon, including the village Lakhmapur.

3.5 DISTRIBUTION OF SAMPLE:

LIST OF SCHOOLS

TABLE 3.1

Name of place	Locale	Name of the school	Male	Female	Total
Nashik	Urban	1. Boys'Town Public School & Junior College	100	100	200
		2.Fravashi Academy	20	20	40
		3.Sindhu Sagar Academy	20	20	40
		4. Sacred Heart Convent High School	20	20	40
Malegaon	Rural	1.K.B.H Vidyalaya	20	20	40
		2.Adinath English Medium School	25	25	50
Lakhmapur	Rural	1. Pandit Dharma Vidyalaya & Junior College	75	75	150
		2. K.D Bhalerao English Medium School	20	20	40
		Total	**300**	**300**	**600**

3.6 RESEARCH TOOLS USED

 For each and every type of research, we need certain tools and techniques to gather the required facts or to explore new areas. The selection of tools for a particular study depends on objectives of the study, availability of the suitable tests and time, personal competence of researcher to administer. Taking all these factors into consideration, the investigator decided to use the following tools for the present study.

- **Academic Achievement Sheet**

- **Oxford Happiness Inventory** (OHI) developed by Argyle in 2001
- **Academic Achievement Motivation Test** (AAMT) developed by Sharma in 1984.
- **Mangal Emotional Intelligence Inventory** constructed and standardized by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004).The test measures 4 dimensions having 100 items. The test according to the authors is highly reliable and valid. Validity coefficient of the inventory was –0.66 and split half reliability co-efficient was found to be 0.89, K-R formula reliability coefficient was 0.90 and test-retest reliability coefficient was 0.92.

3.6.1 Academic Achievement Sheet

A personal data sheet was prepared by the investigator herself to collect information regarding the academic achievement of school students. Academic achievement is the level of success and ability to attain success in a particular academic area. Academic achievement of students is measured through total marks percentage of previous class. In the present study, academic achievement is measured by the marks obtained in 8th class, 9th class, 10th class and 11th class.

3.6.2 Oxford Happiness Inventory (OHI)

Happiness of higher secondary school students was measured by using Oxford Happiness Inventory developed by Argyle (2001). The scale contains 29 items which cover six dimensions viz. life Satisfaction, joy, self-esteem, calm, control, and efficacy. (Dimension wise distribution of OHI is given in table No. 3.2). It is likert type five points rating scale. Each item has five response alternatives namely not at all true, slightly true, true, very true, and extremely true. It is a self-administering tool with instructions printed on the first page of the scale. Space for alternative response is also provided in the format against each question.

TABLE 3.2

Dimension Wise Distribution of Items (OHI)

Sr .No	Dimensions of OHI	Sr. No. of Items	Total
1	Life Satisfaction	3,5,6,8,9,14,17,24	8
2	Joy	1,2,19,21,22,23,26,29	8
3	Self -esteem	7,13,16,25,28	5
4	Calm	12,15,18	3
5	Control	4,10,11,27	4
6	Efficacy	20	1

The Oxford Happiness Inventory (OHI) is a 29-item questionnaire measuring trait happiness. High scores indicate high state happiness.

Reliability

Reliability of OHI is shown in table no. 3.3. Some of the items are almost identical to the Beck Depression Inventory but reversed on content, and it includes personal achievement, enjoyment and fun in life, and vigour and good health.

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TABLE 3.3

Reliability of Oxford Happiness Inventory (OHI)

</div>

Sr. No	Type of Reliability	Values
1	Cronbach's alpha	0.90
2	Test-retest	0.78

3.6.3 Mangal Emotional Intelligence Inventory (MEII) by Mangal and Mangal (2004)

The final form of the inventory has 100 items related to the emotional intelligence and possess the capacity to evoke the responses correctly. This is the group test to measure the emotional intelligence of school, college and University students in the four areas. The four areas or aspects of emotional intelligence are intra-personal awareness (knowing about one's own emotions), inter-personal awareness (knowing about others emotions), intra-personal management (managing own emotions), inter-personal management (managing others emotions) respectively. There are 100 questions in this inventory each of four areas as mentioned above contains 25 items, all questions are in simple language measuring emotional intelligence.

It is given in table 3.4

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TABLE 3.4

Areas of MEII

</div>

Sr. No	Area/Aspect	No. of Items
1	**Inter-personal awareness (others emotions)**	**25**
2	**Intra-personal awareness (own emotions)**	**25**
3	**Inter-personal management (others emotions)**	**25**
4	**Intra-personal management (own emotions)**	**25**

Reliability

Three different methods were used to check the reliability of the inventory, namely

i)   Split half method using Spearman-Brown prophecy formula.
ii)   K-R formula (20)
iii)   Test-retest method (after a period of 4 weeks)

The reliability coefficients derived through these tests are given in the table below:

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TABLE 3.5

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METHOD USED	N	RELIABILITY COEFFICIENT
SPLIT HALF METHOD	600	0.89
K-R FORMULA(20)	600	0.90

TEST-RETEST	200	0.92

Reliability coefficients

Note: For the first two methods sample consisted of 300 males and 300 females randomly selected. For test-retest the retest was administered on 100 males and 100 females.

Validity

The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach. The validity of the inventory ranges from 0.437 to 0.716.

Scoring Procedure

Scoring can be done by hand or with the help of stencil. The mode of response to each item of the inventory is in the form of forced choice i.e. either Yes or No indicating complete agreement or disagreement with the proposed statement respectively. For scoring one mark is to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence. It is also clear in table 3.5

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TABLE 3.6

<u>Scoring Scheme of Emotional intelligence inventory</u>

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Items	Mode of Response	Score
S. No of items(where 'Yes' response shows presence of intelligence) 6,18,19,20,23 to 25,27 to 29, 31,41 to 44,51 to 56, 58 to 68, 70, 71,73 to 76, 79 to 82, 84, 88 to 90, 96,99	'Yes' 'No'	1 0
S. No of items(where 'No' response shows presence of intelligence) 1 to 5, 7 to 17, 21,22,26,30,32 to 40, 45 to 50, 57,69,72,77,78,83,85 to 87, 91 to 95,97,98,100	'No' 'Yes'	1 0

Interpretation of scores

The presence of emotional intelligence scores are based on the number of correct response i.e. presence of emotional intelligence. A higher score of the individual on right response shows higher level of emotional intelligence and lesser score on right response shows lower level of emotional intelligence. Time limit for the conduction of test is 30-40 minutes for each individual.

3.6.4 Academic Achievement Motivation Test (AAMT)

Academic Achievement Motivation Test (AAMT) developed by T. R. Sharma (1984) was used to measure academic achievement motivation of school students. 38 items constitute the test. It is a self-administering tool with instructions printed on the first page of

the scale. Each item is in the form of a statement and provides two alternatives. Box for alternative response is also provided in the format against each question.

Scoring:

The test comprises 38 items. One mark is awarded if box A has been ticked in case of items No. 1,3,4,6,8,10,12,13,14,16,17,18,21,25, 27,31, 35, 36 and 37 and if box B has been ticked in case of Items at Sr. No., 2,5,7,9,11,14,19,20,22,23,24,26,28,29,30,32,33,34,38. AAMT provides a direct numerical score indicating how much a boy or girl is motivated in the field of academic achievement. The scores range from 0-38.

Reliability:

Three methods were tried to determine the reliability of the test.

TABLE 3.7

Reliability of Academic Achievement Motivation Test (AAMT)

Sr. No	Reliability Method	Values
1	Spilt-half	0.697
2	Rational Equivalence	0.751
3	Test-retest(Boys , Girls)	0.79 ; 0.81

Validity:

Three types of validities- content, criterion and construct were established by the author of the scale.

3.7 PROCEDURE

The purpose of the present study as mentioned earlier was to find out the relationship of academic achievement of school students in relation to their happiness, emotional intelligence and academic achievement motivation of students of higher secondary schools in Maharashtra. While administering the different tests with the students, the purpose of collecting data of the students in the class was achieved. The investigator was getting permission from headmaster/principals and consent of teachers of respective school. Then the tools were applied to know their academic achievement, happiness, emotional intelligence and academic achievement motivation. The investigator also made sure that the information collected from the students is kept confidential. The investigator gave proper instructions and directions in detail to the students. After the completion of test, the answer sheets were collected from the students.

3.8 COLLECTION OF DATA

First of all, Investigator selected samples of secondary school students. Then concerned authorities were contacted by the investigator to seek permission for administering relevant tools on students. Investigator established rapport with the students before actual administration of different research tools namely, Oxford Happiness Inventory, Mangal Emotional Intelligence Inventory and Academic Achievement Motivation Test . The

investigator explained briefly but distinctly the purpose of the study to the students. Students were asked on group basis to fill up general information given in a separate performa, to read instructions and record their responses for each item of the scale.

The investigator asked them to fill up general information given in a separate Performa and then to go through the instructions given on the title page of each research tool and requested to record the responses for each item given in different tools. All the respondents were assured that their responses would be kept confidential. Due care was taken that the respondents did not leave any item unmarked. Scoring was done according to instructions given in the respective manual.

3.9 STATISTICAL TECHNIQUES USED

To analyse the data with suitable statistical techniques descriptive statistics was used, in order to achieve the objectives of the present study. Frequency distribution, mean score, median, mode, standard deviation, skewness, kurtosis, Q1, Q3, t-value and range was used to study academic achievement, happiness, emotional intelligence and academic achievement motivation of school students. The t-test was used to find out the significance of difference between mean scores of academic achievement, happiness, emotional intelligence and academic achievement motivation. Pearson's coefficient of correlation was used to find the relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation of school students.

<u>CHAPTER – IV</u>

ANALYSIS AND INTERPRETATION OF DATA

According to Good, Barr and Scates, "Analysis is a process which enters into research in one form or another, from the very beginning. It may be fair to say that research, in general, consists of two large steps i.e. gathering of data and the analysis of research data."

In the previous chapters, description of the problem, review of related literature, description of tools and procedure for data collection has been presented. It is already stated that the main aim of this study is to examine the academic achievement of higher secondary school students in relation to happiness, emotional intelligence and academic achievement motivation. In the present study academic achievement comprises the dependent variables, whereas happiness, emotional intelligence and academic achievement motivation, comprise the independent variables. The Analysis of the data is understood to be the process of computation of certain measures with a view to find out patterns of relationship that exist in data groups. In the process of analysis, relationship or differences supporting or conflicting with original or new hypothesis should be subjected to statistical tests of significance to determine with what validity data can be said to indicate any conclusions. In short, the processing and analysis of data are the devices of summarizing the collected data and organizing it in such a manner that it can answer the research questions. Analysis of data refers to the breaking up of the whole data into its constituent parts. The data collected, were scored as per manual instructions and same is presented, discussed and interpreted as follows:

4.1 Description of variables: academic achievement, happiness, emotional intelligence and academic achievement motivation

    4.1.1   Frequency Distribution of Academic Achievement Scores among Higher Secondary School Students

    4.1.2   Frequency Distribution of Happiness Scores among Higher Secondary School Students

    4.1.3   Frequency Distribution of Emotional Intelligence Scores among Higher Secondary School Students

    4.1.4   Frequency Distribution of Academic Achievement Motivation Scores among Higher Secondary School Students

4.2 Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Gender and Locale

    4.2.1 Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Gender

    4.2.2 Comparison of Academic achievement Scores among Higher Secondary School Students in Relation to their Locale

4.3 Comparison of Scores on Academic Achievement of Higher Secondary School Students with Regard to their Scores on Happiness, Emotional Intelligence and Academic Achievement Motivation.

4.4 Correlation Analysis among, Academic Achievement, Happiness, Emotional Intelligence and Academic Achievement Motivation among Higher Secondary School Students

4.5 Testing of Hypothesis

4.6 Discussion of Results

4.1 DESCRIPTION OF VARIABLES: ACADEMIC ACHIEVEMENT, HAPPINESS, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT MOTIVATION AMONG HIGHER SECONDARY SCHOOL STUDENTS

The data thus collected, quantified, processed and presented in the form of frequency tables pertaining to different variables such as academic achievement, happiness, emotional intelligence and academic achievement motivation among higher secondary school students.

4.1.1 Frequency Distribution of Academic Achievement Scores among Higher Secondary School Students

To know the academic achievement of the higher secondary school students, frequency distribution along with descriptive statistics is derived as given in table 4.1.

Table 4.1

Frequency Distribution of Academic Achievement Scores among Higher Secondary School Students (N=600)

Class Interval	F	Cf	Percentage
171-190	14	600	2.33
151-170	169	586	28.16
131-150	234	417	39.00
111-130	130	183	21.66
91-110	40	53	6.66
71-90	11	13	1.83
51-70	2	2	0.33
Total	600		
Mean = 138.7 Median = 140.5 Mode = 144.1 SD = 20.59 Max = 190 Min = 51 Range = 139 Skewness = -0.84 Kurtosis = 1.25			

The table 4.1 shows that mean scores for total academic achievement among higher secondary school students come out to be 138.7. The median, mode and standard deviation values are 140.5, 144.1 and 20.59 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.84 and 1.25 respectively. It shows distribution of scores of school students regarding academic achievement is normal.

It is also clear from the table that 183 (30.5%) higher secondary school students lie above that class interval in which mean lies. Whereas 234 (39%) cases lie in the class interval in which mean lies. The score of 183 (30.5%) higher secondary school students lie below that class intervals in which mean lies. Description of scores is also depicted in figure 4.1.
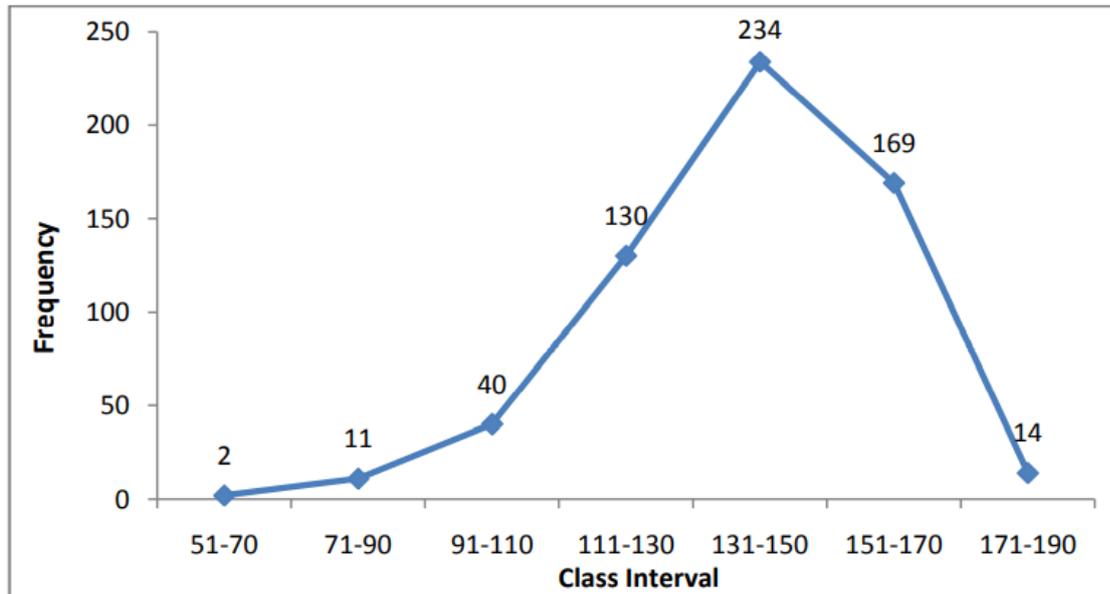
Fig.4.1: Frequency Distribution of Academic Achievement Scores among Higher Secondary School Students. It can be seen from the figure 4.1 that maximum frequency (234) lies in class interval 131-150 and minimum frequency (2) lies in class interval 51-70.

4.1.2 Frequency Distribution of Academic Achievement Scores of Male and Female Higher Secondary School Students. To know the academic achievement of the school students, frequency distribution along with descriptive statistics is derived as given in table 4.2.

Table 4.2

Frequency Distribution of Academic Achievement Scores of Male and Female Higher Secondary School Students (N=600)

Class Interval	Male			Female		
	F	cf	Percentage	F	cf	Percentage
171-190	4	300	1.33	10	300	3.33
151-170	76	296	25.33	93	290	31
131-150	123	220	41	111	197	37
111-130	72	97	24	58	86	19.33
91-110	20	25	6.66	20	28	6.66
71-110	4	5	1.33	7	8	2.33
51-70	1	1	0.33	1	1	0.33
		300			300	
Gender	Mean	Median	Mode	SD	Skewness	Kurtosis

| Male | 137.46 | 139.12 | 142.44 | 19.69 | - 0.71 | 0.99 |
| Female | 139.49 | 142.03 | 147.11 | 21.63 | - 0.97 | 1.54 |

The table 4.2 shows that mean scores of academic achievement among male Higher Secondary school students come out to be 137.46. The median, mode and standard deviation values are 139.46, 142.44 and 19.69 respectively. The value of range is 139 whereas skewness and kurtosis are -0.71 and 0.99 respectively. It shows scores of academic achievement among male Higher Secondary school students are normally distributed.

It is also clear from the table that 80 (26.66%) Higher Secondary school students lie above that class interval in which mean lies. Whereas 123 (41%) cases lie in the class interval in which mean lies. The score of 97 (32.33%) Higher Secondary school students lie below that class intervals in which mean lies.

The mean scores of academic achievement among female Higher Secondary school students come out to be 139.83. The median, mode and standard deviation values are 142.03, 147.11 and 21.63 respectively. The value of range is 139 whereas skewness and kurtosis are -0.97 and 1.54 respectively. It shows scores of academic achievement among female Higher Secondary school students are normally distributed.

It is also clear from the table that 103 (34.33%) Higher Secondary school students lie above that class interval in which mean lies. Whereas 111 (37%) cases lie in the class interval in which mean lies. The score of 86 (28.66%) Higher Secondary school students lie below that class intervals in which mean lies.

Description of male and female scores is also depicted in figure 4.2.
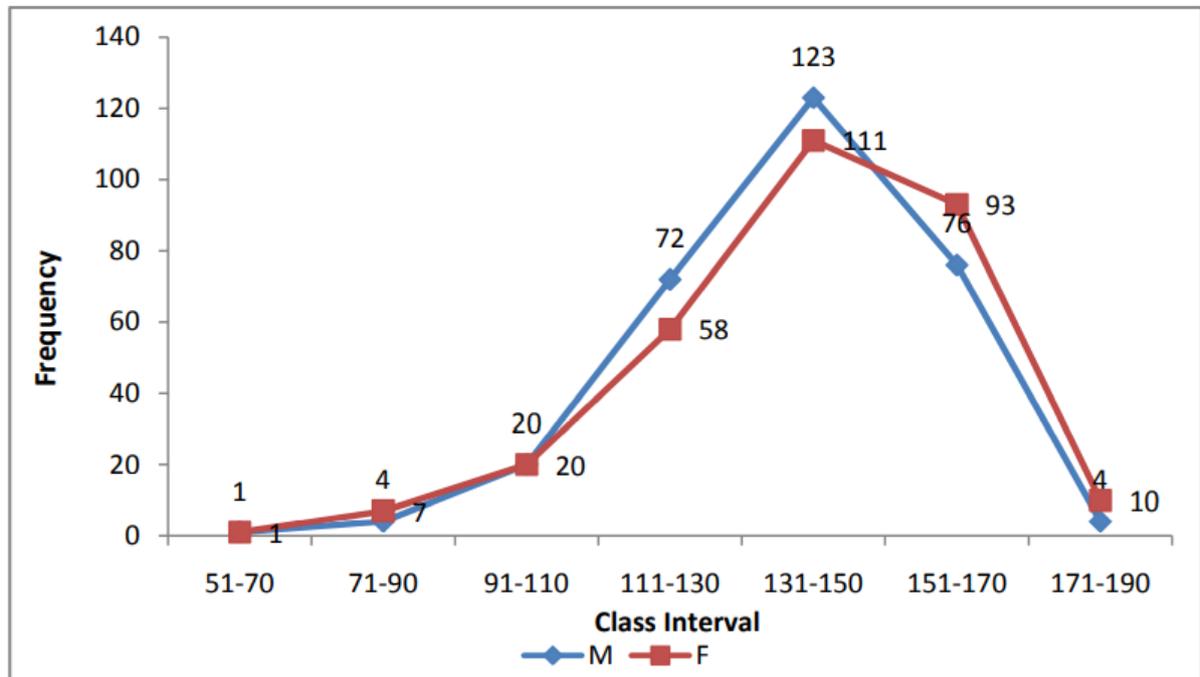
Fig.4.2: Frequency Distribution of Academic Achievement Scores of Male and Female Higher Secondary School Students. It can be seen from the figure 4.2 that maximum frequency of male (123) lies in class interval 131-150 and minimum frequency (1) lies in class interval 51-70. The maximum frequency of female (111) lies in class interval 131-150 and minimum frequency (1) lies in class interval 51-70.

4.1.3 Frequency Distribution of Academic Achievement Scores of Urban and Rural Higher Secondary School Students

To know the academic achievement of the school students, frequency distribution along with descriptive statistics is derived as given in table 4.3.

Table 4.3

Frequency Distribution of Academic Achievement Scores of Urban and Rural Higher Secondary School Students (N=600)

Class Interval	Urban			Rural		
	F	**cf**	**Percenatge**	**F**	**cf**	**Percentage**
171-190	8	300	2.66	6	300	2
151-170	77	292	25.66	92	294	30.66
131-150	124	215	41.33	110	202	36.66
111-130	62	91	20.66	68	92	22.66
91-110	22	29	7.33	18	24	6
71-90	6	7	2	5	6	1.66
51-70	1	1	0.33	1	1	0.33
Total	**300**			**300**		
Locale	**Mean**	**Median**	**Mode**	**SD**	**Skewness**	**Kurtosis**
Urban	138.64	140.01	142.75	19.79	- 0.83	1.22
Rural	138.29	141.04	146.54	20.6	- 0.85	1.31

The table 4.3 shows that mean scores of academic achievement among urban higher secondary school students come out to be 138.64. The median, mode and standard deviation values are 140.01, 142.75 and 19.79 respectively. The value of range is 139 whereas skewness and kurtosis are -0.83 and 1.22 respectively. It shows scores of academic achievement among urban higher secondary school students are normally distributed.

It is also clear from the table that 85(28.33%) higher secondary school students lie above that class interval in which mean lies. Whereas 124(41.33%) cases lie in the class interval in which mean lies. The score of 91(30.33%) higher secondary school students lie below that class intervals in which mean lies.

The table also shows that mean scores of academic achievement among rural higher secondary school students come out to be 138.29. The median, mode and standard deviation values are 141.04, 146.54 and 22.6 respectively. The value of range is 139 whereas skewness and kurtosis are -0.85 and 1.31 respectively. It shows scores of academic achievement among rural higher secondary school students are normally distributed.

It is also clear from the table that 98(32.66%) higher secondary school students lie above that class interval in which mean lies. Whereas 110(36.66%) cases lie in the class interval in which mean lies. The score of 92(30.66%) higher secondary school students lie below that class intervals in which mean lies.

Description of urban and rural scores is also depicted in figure 4.
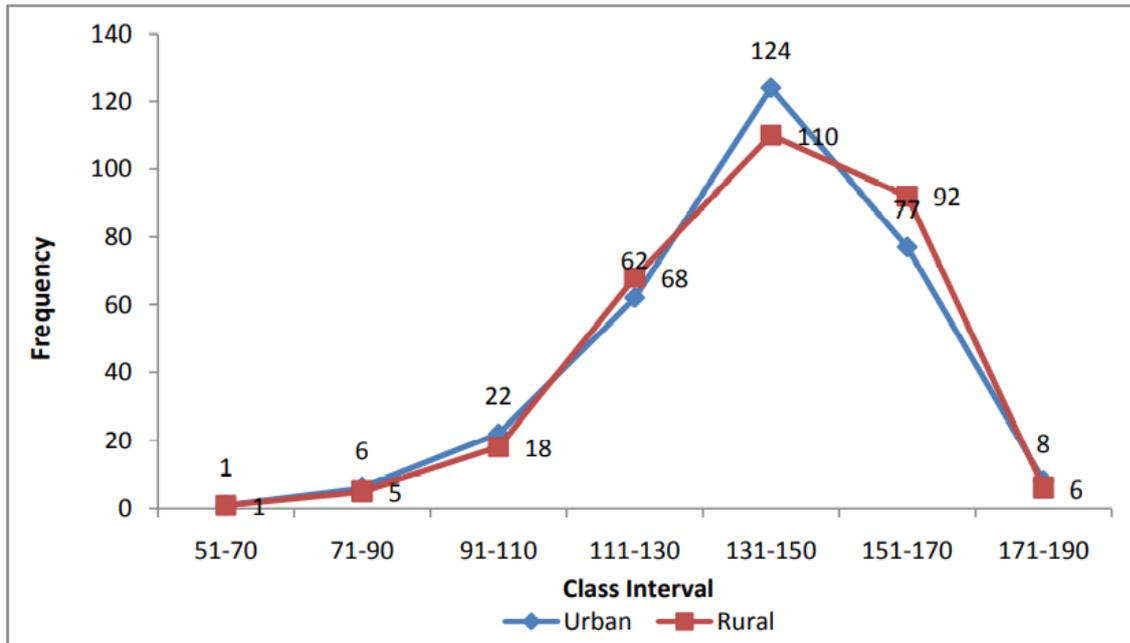
Fig.4.3: Frequency Distribution of Academic Achievement Scores of Urban and Rural Higher Secondary School Students

It can be seen from the figure 4.3 that maximum frequency of urban (124) lies in class interval 131-150 and minimum frequency (1) lies in class interval 51-70. The maximum frequency of rural (110) lies in class interval 131-150 and minimum frequency (1) lies in class interval 51-70.

4.1.6 Frequency Distribution of Happiness Scores among Higher Secondary School Students.

To know the happiness of the school students, frequency distribution along with descriptive statistics is derived as given in table 4.6.

Table 4.6

Frequency Distribution of Happiness Scores among Higher Secondary School Students (N=600)

Class Interval	F	cf	Percentage
69-75	28	600	4.66
62-68	121	572	20.16
55-61	186	451	31
48-54	141	265	23.5
41-47	69	124	11.5
34-40	40	55	6.66
27-33	15	15	2.5
Total		600	
Mean = 54.71	Median = 55.82		Mode = 58.04
SD = 9.54	Max = 72		Min = 27
Range = 45	Skewness = - 0.66		Kurtosis = 1.15

It is clear from the tables 4.6 that mean scores on the short depression happiness scale among Higher Secondary school students comes out to be 54.71. The median, mode and standard deviation values are 55.82, 58.04 and 9.54 respectively. The value of range is 45 whereas skewness and kurtosis are -0.66 and 1.15 respectively. It shows scores of happiness among higher secondary school students are normally distributed.

It is clear from the table that 149(24.83%) higher secondary school students lie above that class interval in which mean lies. Whereas 186(31%) cases lie in the class interval in which mean lies. The score of 265(44.16%) higher secondary school students lie below that class interval in which mean lies. Description of these scores is also depicted in figure 4.6
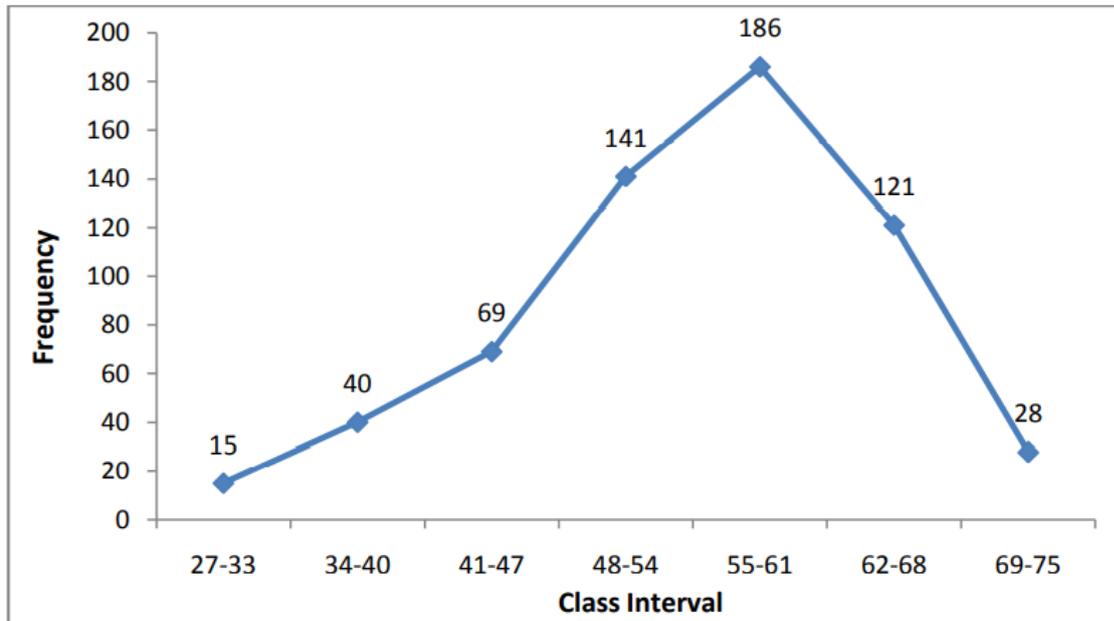

Fig.4.6: Frequency Distribution of Happiness Scores among Higher Secondary School Students. It can be seen from the figure 4.6 that maximum frequency (186) lies in class interval 55-61 and minimum frequency (15) lies in class interval 27-33.

4.1.5: Frequency Distribution of Emotional Intelligence Scores among Higher Secondary School Students. To know the emotional intelligence of the higher secondary school students, frequency distribution along with descriptive statistics is derived as given in table 4.5.

Table 4.5

Frequency Distribution of Emotional Intelligence Scores among School Students (N=600)

Class Interval	F	cf	Percentage
80-85	21	600	3.5
73-79	60	579	10
66-72	141	519	23.5
59-65	151	378	25.16
52-58	138	227	23
45-51	69	89	11.5
38-44	20	20	3.33
Total	600		

Mean = 62.14	Median = 61.88	Mode = 61.36
SD = 9.73	Max = 85	Min = 38
Range = 47	Skewness = - 0.01	Kurtosis = - 0.45

It is clear from the table 4.5 that mean scores on emotional intelligence among higher secondary school students comes out to be 62.14. The median, mode and standard deviation values are 61.88, 61.36 and 9.73 respectively. The value of range is 47 whereas skewness and kurtosis are -0.01 and -0.45 respectively. It shows scores of emotional intelligence among higher secondary school students are normally distributed.

It is clear from the table that 222(37%) students lie above that class interval in which mean lies. Whereas 151(25.16%) cases lie in the class interval in which mean lies. The score of 227(37.84%) students lie below that class interval in which mean lies. Description of scores is also depicted in figure 4.5.
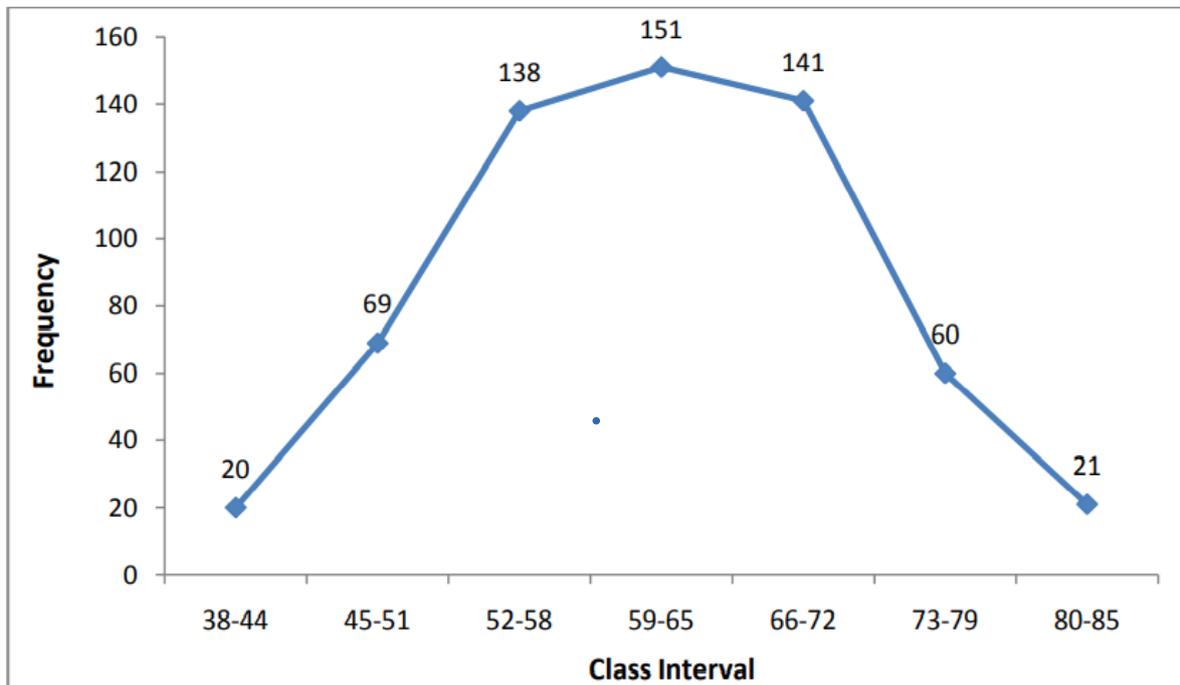
**Fig.4.5: Frequency Distribution of Emotional Intelligence Scores among Higher Secondary School Students**

It can be seen from the figure 4.5 that maximum frequency (151) lies in class interval 59-65 and minimum frequency (20) lies in class interval 38-44.

4.1.4: Frequency Distribution of Academic Achievement Motivation Scores among Higher Secondary School Students

To know the academic achievement motivation of the higher secondary school students, frequency distribution along with descriptive statistics is derived as given in table 4.4.

Table 4.4

Frequency Distribution of Academic Achievement Motivation Scores among Higher Secondary School Students (N=600)

Class Interval	F	cf	Percentage
92-98	15	600	2.5
85-91	42	585	7
78-84	76	543	12.66
71-77	100	467	16.66
64-70	111	367	18.5
57-63	97	256	16.17
50-56	90	159	15
43-49	57	69	9.5
36-42	12	12	2
Total	600		
Mean = 67.26 Median = 66.27 Mode = 64.29			
SD = 13.09 Max = 95 Min = 36			
Range = 59 Skewness = - 0.17 Kurtosis = - 0.05			

It is clear from the tables 4.4 that mean scores on academic achievement motivation among higher secondary school students comes out to be 67.26. The median, mode and standard deviation values are 66.27, 64.29 and 13.09 respectively. The value of range is 59 whereas skewness and kurtosis are -0.17 and -0.05 respectively. It shows scores of academic achievement among Higher Secondary school students are normally distributed.

It is clear from the table that 233(38.83%) higher secondary school students lie above that class interval in which mean lies. Whereas 111(18.5%) cases lie in the class interval in which mean lies. The score of 256(42.66%) students lie below that class interval in which mean lies. Description of scores is also depicted in figure 4.4.
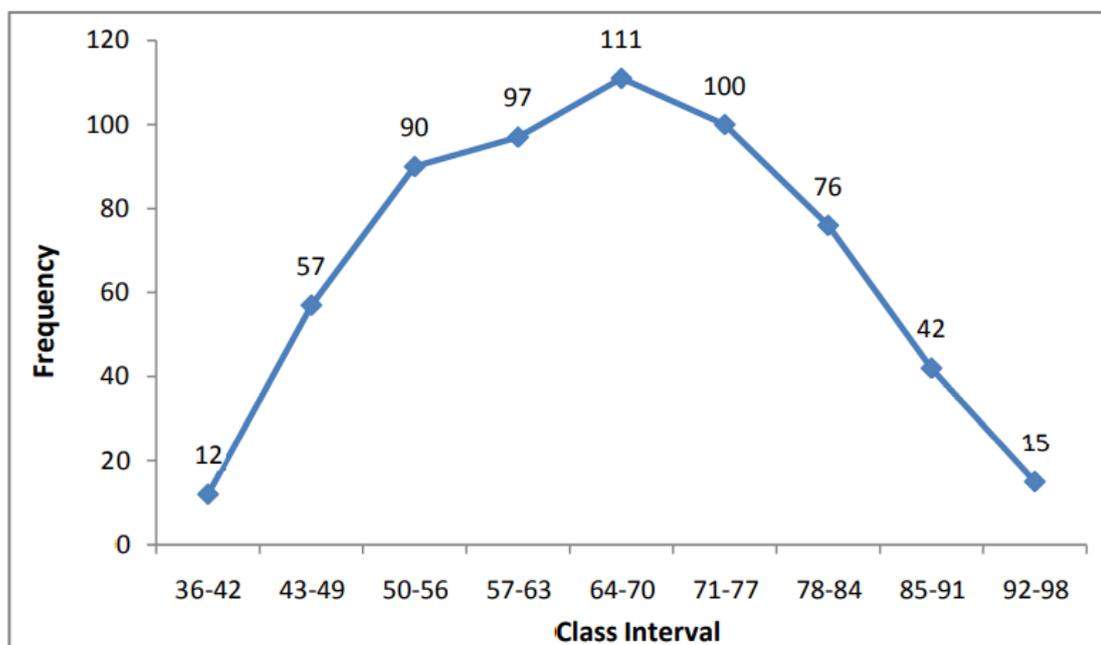

Fig.4.4: Frequency Distribution of Academic Achievement Motivation Scores among Higher Secondary School Students.

It can be seen from the figure 4.4 that maximum frequency (111) lies in class interval 64-70 and minimum frequency (12) lies in class interval 36-42.

4.2 COMPARISON OF ACADEMIC ACHIEVEMENT, HAPPINESS, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT MOTIVATION SCORES AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND LOCALE

Comparison of academic achievement, happiness, emotional intelligence and academic achievement motivation scores among higher secondary school students in relation to their gender and locale.

4.2.1 Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Gender

The mean score of academic Achievement among male and female higher secondary school students along with standard deviation and t-value are given in table 4.7.

Table 4.7

Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Gender

Gender	N	Mean	SD	t-value
Male	300	137.44	19.26	1.26^{NS}
Female	300	139.49	20.55	

NS=Not Significant at 0.05 level.

It is evident from the table 4.7 that mean score of academic achievement of male Higher Secondary school students is 137.44 with SD 19.26 whereas compared to mean score of academic achievement of female higher secondary school students which is 139.49(SD=20.55). The t-value testing the significance of mean difference of academic achievement of male and female higher secondary school students is 1.26 which is not significant at 0.05 level. It means there is no significant difference between academic achievement of male and female higher secondary school students. It is also depicted in figure4.7.
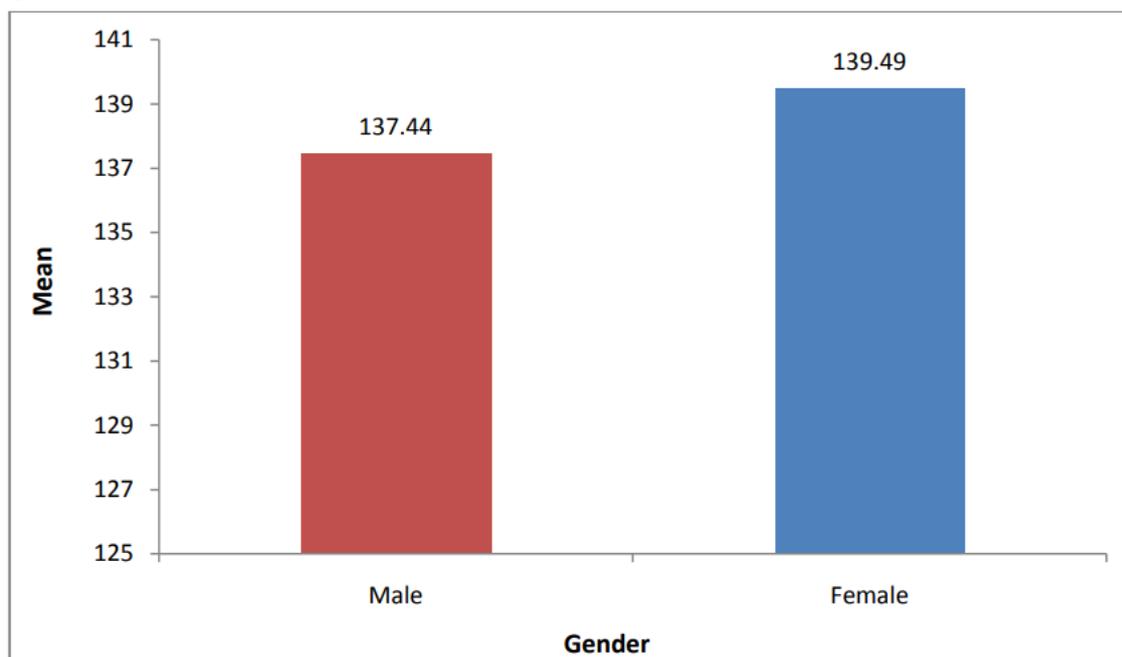
Fig.4.7: Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Gender

Fig 4.7 illustrates that mean value of scores on academic achievement of male higher secondary school students is 137.44. The mean value of scores on academic achievement of female school students is 139.49.

4.2.2 Comparison of Academic Achievement Scores among School Students in Relation to their Locale

The mean scores of academic achievement of rural and urban higher secondary school students along with SD and t-value are given in the table 4.8.

Table 4.8

Comparison of Academic Achievement Scores among Higher Secondary School Students in Relation to their Locale

Locale	N	Mean	SD	t-value
Rural	300	138.64	19.87	0.21^{NS}
Urban	300	138.29	20.01	

NS=Not significant at 0.05 level.

It is evident from the table 4.8 that mean score of academic achievement of rural higher secondary school students is 138.64 with SD 19.87 whereas mean score of academic achievement of urban higher secondary school students which is 138.29 with SD 20.01. The t-value testing the significance of mean difference of academic achievement of rural and urban higher secondary school students comes out to be 0.21 which is not significant at 0.05 level. It means rural and urban higher secondary school students do not differ significantly in their academic achievement. It is also depicted in figure 4.8.
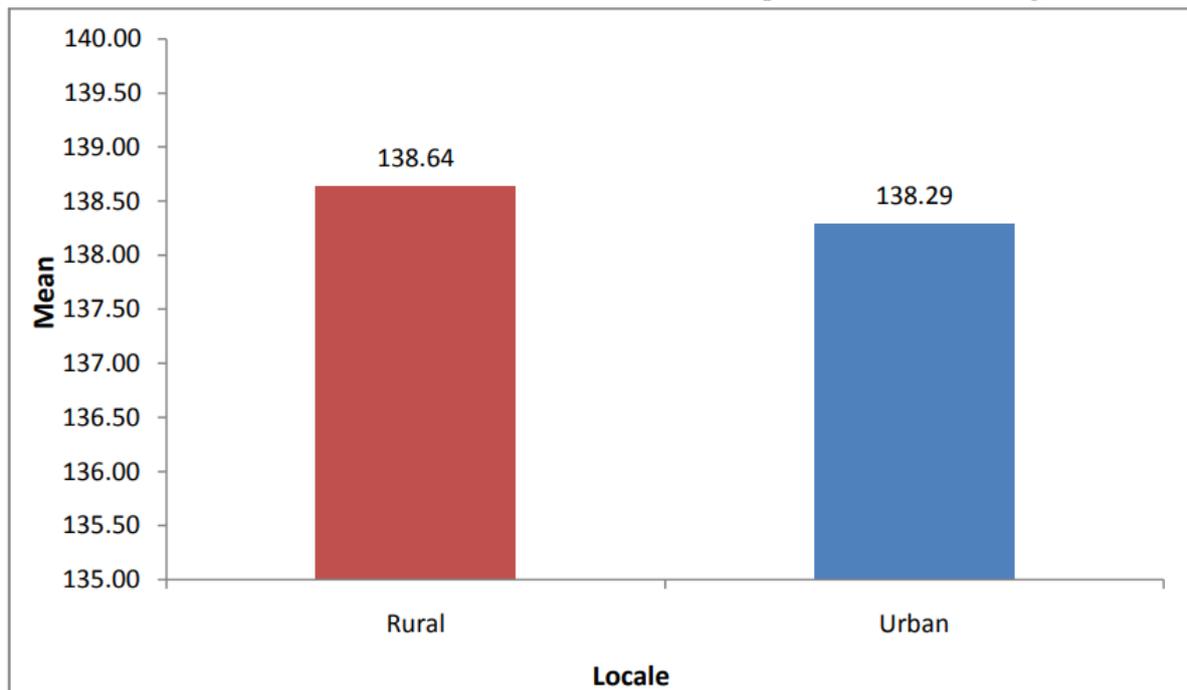
Fig.4.8: Comparison of academic achievement Scores among Higher Secondary school students in Relation to their Locale

Fig 4.8 illustrates that mean value of scores on academic achievement of rural higher secondary school students is 138.64. The mean value of scores on academic achievement of urban higher secondary school students is 138.29. There is no significant difference between academic achievements of higher secondary school students in relation to their locale.

4.3 COMPARISON OF SCORES ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS WITH REGARD TO THEIR SCORES ON HAPPINESS, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT MOTIVATION

For comparing academic achievement of higher secondary school students having high and low happiness, emotional intelligence and academic achievement motivation, quartile one and quartile three were calculated. The higher secondary school students scoring less than quartile one (Q1) are named as low group, whereas the students scoring more than quartile three (Q3) are named as high group. For happiness the number of higher secondary school students below Q1 (49) that counts 155(25.83%) are named as the group with lesser happiness. On the other side the students above Q3 (61) which numbers 173(28.83%) are named as the group with greater level of happiness. For emotional intelligence of higher secondary school students below Q1 (55) that counts 154(25.67%) are termed as group having low emotional intelligence. For the students scoring above Q3 (69) that counts 160(26.67%) are termed as group having high emotional intelligence. And for academic achievement motivation the number of higher secondary school students below Q1 (56) means having low academic achievement came out to be 159(26.5%), whereas the number of higher secondary school students above Q3 (76) having high academic achievement is 153(25.5%) in number. The number of students and distribution of higher secondary school students on the basis of quartiles has shown in table 4.9.

Table 4.9

Distribution of Students on the Basis of Quartiles (Q1 and Q3)

Variables	Value of Q1	No.and percentage of students below Q1	Value of Q3	No.and percentage of students below Q1
Happiness	56	155 (25.83%)	61	173 (28.83%)
Emotional Intelligence	55	154 (25.67%)	69	160 (26.67%)
Academic Achievement Motivation	49	159 (26.5%)	76	153 (25.55)

4.3.3 Comparison of Academic Achievement of Higher Secondary School Students having higher and lesser Happiness

In order to know the difference between the academic achievement of the higher secondary school students having higher happiness above Q3 (61) that is 173(28.83%) and students having lesser happiness that is below Q1 (49) numbered 155(25.83%), data were compared. The outcomes of means and SD along with standard mean difference and t-value testing significance of mean difference is given in table 4.12.

Table 4.12

Comparison of Academic Achievement of Higher Secondary School Students having Higher and Lesser Happiness

Academic Competence	Happiness	N	Mean	SD	SEM	t-value
	Higher	61	144.56	17.31	4.04	6.45**
	lesser	49	130.28	23.67		

**Significant at 0.01 level

Table 4.12 shows that the value of mean scores of the higher secondary school students on academic achievement having higher and lesser happiness are 144.56, 130.28 and SD are 17.31, 23.67 respectively with standard error of mean difference 4.04. t-value came out to be 6.45 which is significant at 0.01 level. Hence it is interpreted from the results that there exists a significant difference between the academic achievement of the Higher Secondary school students having higher and lesser happiness. The higher secondary school students having higher happiness showed better academic achievement than the higher secondary school students having lesser happiness. It is also depicted in figure 4.11.
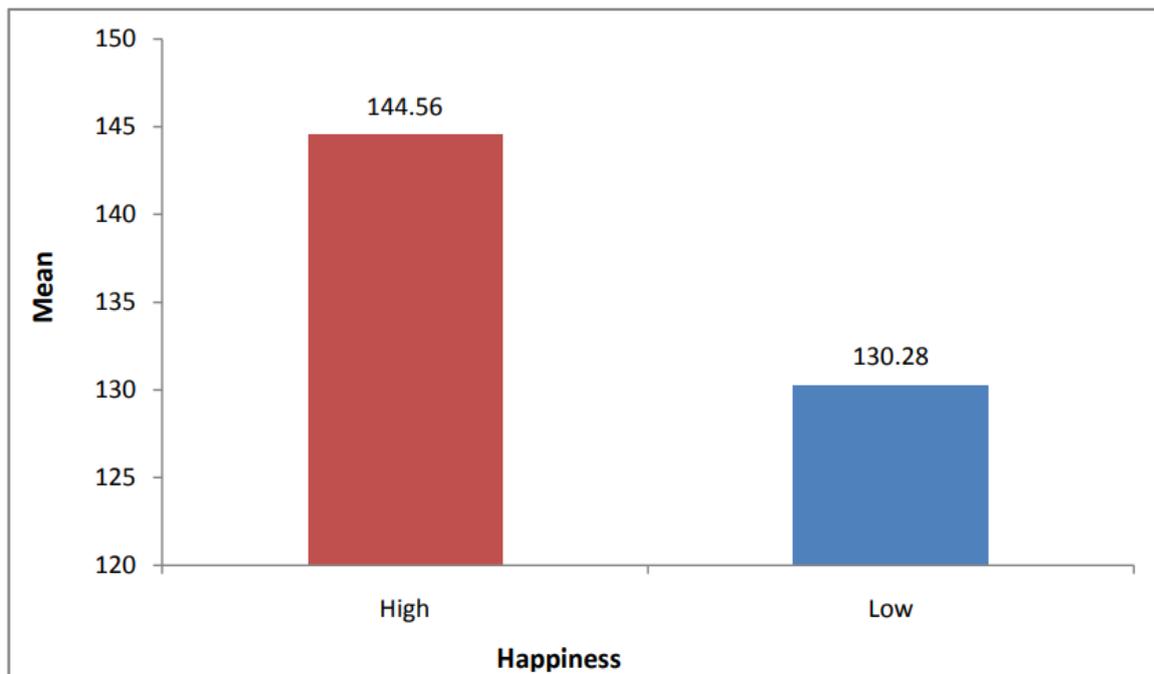
It is clear from the figure 4.11 that there exists a significant difference between the academic achievement of higher secondary school students having higher and lesser happiness.

4.3.2 Comparison of Academic Achievement of Higher Secondary school students having High and Low level of Emotional Intelligence

In order to make out the comparison between the academic achievement of the higher secondary school students having high level of emotional intelligence above Q3 (69) that is 160(26.67%) and students having low level of emotional intelligence that is below Q1 (55) numbered 154(25.67%), data were compared. The outcomes of means and SDs along with standard mean difference and t- value testing the significance of mean difference are given in table 4.11.

Table 4.11

Comparison of Academic Achievement of Higher Secondary school students having High and Low Emotional Intelligence

Academic Competence	Emotional Intelligence	N	Mean	SD	SEM	t-value
	High	160	146.54	16.04	2.12	8.10**
	Low	154	129.42	21.14		

**Significant at 0.01 level

Table 4.11 shows that the value of mean scores of the higher secondary school students on academic achievement having high and low emotional intelligence are 146.54, 129.42 and SD are 16.04, 21.14 respectively with standard error of mean difference 2.12. t-value came out to be 8.10 which is significant at 0.01 level. So it may be inferred from the results that there exists a significant difference between the academic achievements of the higher secondary school students having high and low emotional intelligence. The higher secondary school students' having high emotional intelligence shows better academic achievement than the higher secondary school students having low emotional intelligence. It is also depicted in figure.4.10.
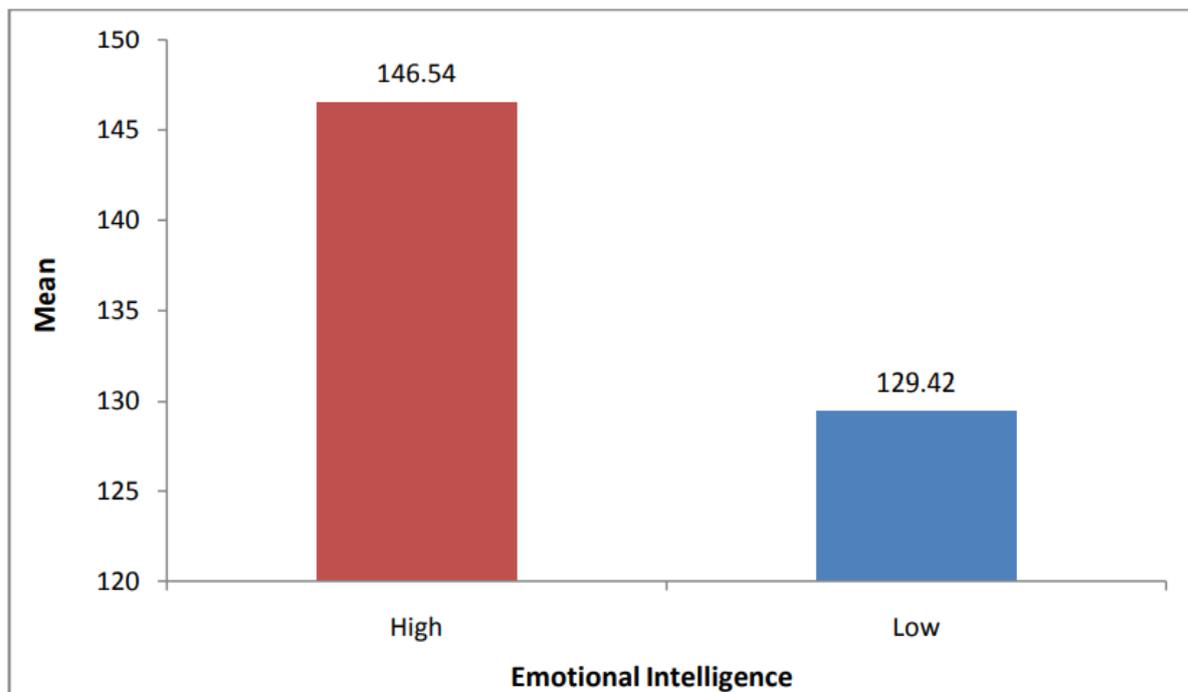
Fig.4.10: Comparison of Academic achievement of Higher Secondary School Students having High and Low emotional intelligence

It is clear from the figure 4.10 that there exists a significant difference between the academic achievements of the higher secondary school students having high and low emotional intelligence.

4.3.1 Comparison of Academic Achievement of Higher Secondary School students having High and Low Academic Achievement Motivation

In order to know the difference between the academic achievement of the Higher Secondary school students having high academic achievement motivation above Q3 (76) that is 153 and students having low academic achievement motivation that is below Q1 (56) numbered 159, data were compared. The outcomes of mean scores, standard deviation (SD) along standard

error of mean difference (SEM) and t-value testing significance of mean difference is given in table 4.10.

Table 4.10

Comparison of academic achievement of Higher Secondary school students having High and Low academic achievement motivation

Academic Achievement	Academic achievement motivation	N	Mean	SD	SEM	t-value
	High	153	143.23	17.82	2.28	3.73**
	Low	159	134.67	22.35		

**Significant at 0.01 level

Table 4.10 shows that the value of mean scores of the higher secondary school students on academic achievement having high and low academic achievement motivation are 143.23, 134.67 and SD are 17.82, 22.35 respectively with standard error of mean difference 2.28. t-value came out to be 3.73 which is significant at 0.01 level. Hence, it is interpreted from the results that there exists a significant difference between the academic achievement of the students having high and low academic achievement motivation. The students' having high academic achievement motivation shows better academic achievement than the students having low academic achievement motivation. It is also depicted in figure 4.9.
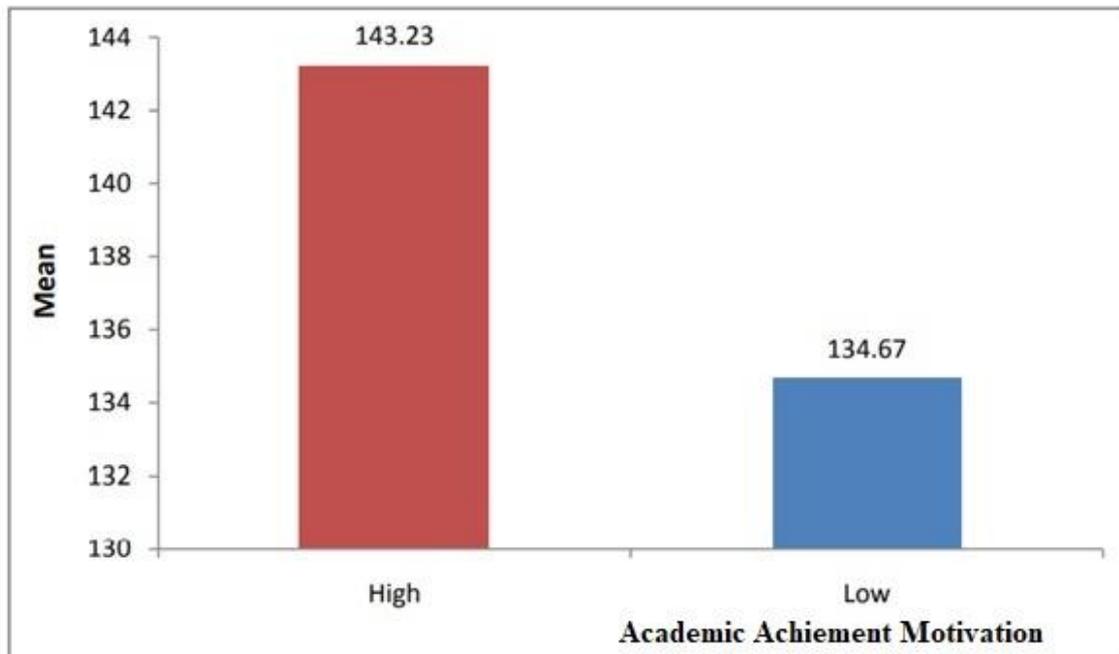

Fig.4.9: Comparison of Academic Competence of Higher Secondary School Students having High and Low Academic Achievement Motivation

It is clear from the figure 4.9 that there exists a significant difference between the academic achievements of the Higher Secondary school students having high and low academic achievement motivation.

4.4 CORRELATION ANALYSIS AMONG ACADEMIC ACHIEVEMENT, HAPPINESS, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT MOTIVATION AMONG HIGHER SECONDARY SCHOOL STUDENTS

To explore the relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation among school students, correlation was calculated as shown in table 4.13.

Table 4.13

Correlation among academic achievement, happiness, emotional intelligence and academic achievement motivation among higher secondary school students (N=600)

Variables	Academic Achievement	Happiness	Emotional Intelligence	Academic achievement Motivation
Academic Achievement	-	0.30**	0.35**	0.19**
Happiness	-	-	-	-
Emotional Intelligence	-	0.46**	-	-
Academic Achievement Motivation	-	0.12**	0.17**	-

**Significant at 0.01 level

The table 4.13 also shows that the correlation between academic achievement and emotional intelligence of higher secondary school students came to be 0.35 which is significant at 0.01 level. The result indicated that there is positive relationship between academic achievement and emotional intelligence of higher secondary school students.

It is clear in table 4.13 that the correlation between academic achievement and academic achievement motivation among higher secondary school students came to be 0.19 which is significant at 0.01 level. So there is positive relationship between academic achievement and academic achievement motivation among higher secondary school students.

The table further shows that the correlation between academic achievement motivation and happiness among higher secondary school students came to be 0.30 which is significant at 0.01 level. The findings revealed that academic achievement motivation and happiness has positive relation with each other.

It is clear from table that the correlation between academic achievement motivation and emotional intelligence of school students came to be 0.17 which is significant at 0.01 level. So there is positive relationship between academic achievement and emotional intelligence of higher secondary school students.

It is evident from table that the correlation between academic achievement motivation and happiness among higher secondary school students came to be 0.12 which is significant at 0.01 level. This indicates that there is positive relationship between academic achievement motivation and happiness of higher secondary school students.

The table also shows the correlation between emotional intelligence and happiness of higher secondary school students come to be 0.46 which is significant at 0.01 level. It clears from data academic achievement motivation and happiness has significant positively related with each other.

4.5 TESTING OF HYPOTHESIS

On the basis of the results of the study, testing of hypothesis was done as:

Hypothesis-I

The hypothesis "There is no significant difference between academic achievement of male and female higher secondary school students" is accepted. The mean score of academic achievement of male higher secondary school students is 137.44(SD=19.26) as compared to mean score of academic achievement of female higher secondary school students which is 139.49(SD=20.55). The t-value testing the significance of mean difference of academic achievement of male and female higher secondary school students is 1.26 which is not significant at 0.05 level. This means there is no significant difference between academic achievement of male and female higher secondary school students.

Hypothesis-II

The hypothesis "There is no significant difference between academic achievement of rural and urban higher secondary school students" is accepted. The mean score of academic achievement of rural higher secondary school students is 138.64 with SD 19.87 as compared to mean score of academic achievement of urban higher secondary school students which is 138.29 with SD 20.01. The t-value testing the significance of mean difference of academic achievement of rural and urban higher secondary school students comes out to be 0.21 which is not significant at 0.05 level. This shows that rural and urban higher secondary school students do not differ significantly in academic achievement.

Hypothesis-III

The hypothesis "There is no significant difference between academic achievement of higher secondary school students having high and low academic achievement motivation" is rejected. that mean scores of the higher secondary school students on academic achievement having high and low academic achievement motivation are 143.23, 134.67 and SD are 17.82, 22.35 respectively with standard error of mean difference 2.28. t-value came out to be 3.73 which is significant at 0.01 level. Hence it is interpreted from the results that there exists a significant difference between the academic achievement of the students having high and low academic achievement motivation. The students having high academic achievement motivation have better academic achievement than the students having low academic achievement motivation.

Hypothesis-IV

The hypotheses "There is no significant difference between academic achievement of higher secondary school students having high and low emotional intelligence" is rejected. Mean scores of the higher secondary school students on academic achievement having high and low

emotional intelligence are 146.54, 129.42 and SD are 16.04, 21.14 respectively with standard error of mean difference 2.12. t-value came out to be 8.10 which is significant at 0.01 level. So it may be inferred from the results that there exists a significant difference between the academic achievement of the higher secondary school students having high and low emotional intelligence. The higher secondary school students' having high emotional intelligence show better academic achievement than the higher secondary school students having low emotional intelligence.

Hypothesis-V

The hypotheses "There is no significant difference between academic achievement of higher secondary school students having greater and lesser happiness" is rejected. The mean scores of the higher secondary school students on academic achievement having higher and lesser happiness are 144.56, 130.28 and SD are 17.31, 23.67 respectively with standard error of mean difference 4.04. t-value came out to be 6.45 which is significant at 0.01 level. Hence it is interpreted from the results that there exists a significant difference between the academic achievement of the higher secondary school students having higher and lesser happiness. The higher secondary school students having higher happiness showed better academic achievement than the higher secondary school students having lesser happiness.

Hypothesis-VI

The hypothesis "There is no significant relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation" is rejected. There exists significant positive relationship among scores of academic achievement, happiness emotional intelligence and academic achievement motivation of higher secondary school students.

The relationship between academic achievement and academic achievement motivation among higher secondary school students came to be 0.19 which is significant at 0.01 level. So there is positive significant relationship between academic achievement and academic achievement motivation among higher secondary school students.

The relationship between academic achievement and emotional intelligence of higher secondary school students came to be 0.35 which is significant at 0.01 level. The result indicated that there is positive significant relationship between academic achievement and emotional intelligence of higher secondary school students.

The relationship between academic achievement and academic achievement motivation among higher secondary school students came to be 0.30 which is significant at 0.01 level. The findings revealed that academic achievement and academic achievement motivation has positive relation with each other.

The relationship between academic achievement motivation and emotional intelligence of school students came to be 0.17 which is significant at 0.01 level. So there is positive relationship between academic achievement motivation and emotional intelligence of higher secondary school students.

The relationship between academic achievement motivation and happiness among higher secondary school students came to be 0.12 which is significant at 0.01 level. It indicated that there is positive relationship between academic achievement motivation and happiness of higher secondary school students.

The relationship between emotional intelligence and happiness of higher secondary school students come to be 0.46 which is significant at 0.01 level. It clears from data emotional

intelligence and happiness has significant positively relationship among higher secondary school students.

4.6 DISCUSSION OF RESULTS

The objective of present study was to study academic achievement of higher secondary school students. The results had shown that both male and female students have same level of academic achievement. This may be because the male and female higher secondary school students have equal opportunities for their study in home and school. Today parents are equally treating their children and they don't bias on gender base. The findings of the study by Lakshmi and Minakshi (2006) support to our results that there was no significant gender difference in academic achievement of school students while one results of the study by Russell and Morissa (2010) and Vaz et al. (2014) results do not agree with results of the present study because they found that female students were more academic competent as compared to male students.

The results of the study shows that rural and urban Higher Secondary school students do not differ significantly in academic achievement. It means that both urban and rural higher secondary school students have same level of academic achievement. This may be because our society is changing rapidly especially in rural areas. The rural areas have more facilities as compared to their past, so rural students have almost equal facilities as compared to urban students. So, at present condition the rural and urban students have equal level of academic achievement

There was significant difference between the academic achievement of higher secondary school students having high and low academic achievement motivation. The students having high academic achievement motivation show better academic achievement scores than the students having low academic achievement motivation. It may be because with high achievement in academics, students feel confident and enthusiastic so they become academically competent.

The results of the study had shown that there was significant difference between the academic achievement of higher secondary school students having high and low emotional intelligence. The higher secondary school students having high emotional intelligence show better academic achievement than the students having low emotional intelligence. It means that there was positive significant relationship between academic achievement and emotional intelligence. It may be because students with high emotional intelligence are capable enough to handle academic activities with other students, hence feel confident and become competent in academics.

The results of the study revealed that there was significant difference between the academic achievement of higher secondary school students having higher and lesser happiness. The higher secondary school students having higher happiness had shown better academic achievement than students having lesser happiness. It means that there was positive relationship between the academic achievement and happiness of students. This may be because students who have higher level of happiness feel contentment in their studies at home and in school. So they learn better with enthusiasm and tend to possess greater academic competence and are high academic achievers.

The results of this study revealed that there is a positive significant relationship between academic achievement and academic achievement motivation among higher secondary school students. it may be because a good academic achievement motivation leads

to high level of academic achievement. The results of the study by Lakshmi and Minakshi (2006) and Foriland (2014) lead support to the present study that there was significant positive relationship between academic achievement and academic achievement motivation of students.

The results of present study shows a significant positive relationship between academic achievement and emotional intelligence of higher secondary school students. This may be because a good level of emotional intelligence may strengthen academic competence and in turn academic achievement. The findings of the study by Pal et al. (1996) lend support to the present study. They found significant relationship between mathematics competence and emotional intelligence. Marquez et al. (2006) also found that social competence and emotional intelligence were significantly correlated with each other.

There is a positive significant relationship between academic achievement and happiness among higher secondary school students. It may be because a good happiness leads to high level of academic competence and in turn academic achievement. The results of the study by Cheng and Furnaham (2004), Chen and Luo (2009), Spice (2011), Shoaakazemi et al. (2013), Salini et al. (2013) and Tabbadi et al. (2015) lend support to the present study that there was significant positive relationship between academic competence, academic achievement and happiness of school students.

CHAPTER - 5

SUMMARY, INTERPRETATION OF RESULTS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 SUMMARY

Education becomes a product only when it assimilates the culture of any society and it transmitted from one generation to another. Education is the development of all those capacities in an individual which will enable a person to control his environment and develop his personality in proper manner. Sharma et al. (2011) focused that one of the most important concerns of education is to ensure that the child is able to make use of most of his abilities and capabilities to achieve his maximum level. Educationists, psychologists, sociologists and scientists have recognized the young people's development and their behaviour as an important field of research. Therefore it is felt that there is need to understand the minds of these young people, to analyse the dynamics of their behaviour, to help them to grapple with their changing life styles so that correct appreciation of their potential, promise and problem could be made.

Due to the explosion of knowledge, multiplicity and specialisation of occupations, scientific and technical advancement, the role of education has been more crucial nowadays. There is an increasing demand that the present system of education should be geared towards efficiency and the process of acculturation. Schools and teachers are the crucial agents for bringing out the desirable changes in the system. Aristotle declared that educated men are as much superior to uneducated as the living are to the dead. That's why psychologists and educationist to do new experiments to enhance human knowledge and development. In formal sector of education we usually measure the level of education attained by the child through his academic achievement.

5.1.1 ACADEMIC ACHIEVEMENT

Academic achievement is related with the understanding of the concepts taught in the schools or in any subject, assessed by examination marks (Pandey, 1998). It is the status or level of a person's skills, the range and depth of his knowledge in a designated area of learning or behaviour (Horrock, 1969).

Academic achievement enables the young ones to get better opportunities in life. Ladson (2018) expressed the importance of academic performance is the extent to which a student, teacher or institution has achieved their short or long term educational goals. Academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. There are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on educational achievements tests and cumulative indicators of academic achievement such as educational degrees and certificate.

Academic achievement is the result of educational process. It indicates the performance of the students, teachers and an institution in the process of education. The school contributes to various forms of achievement in pupil's lives i.e. social, emotional and physical aspects. It is the concern of both the teachers and parents why some children succeed in school and while others fail to do. It is very essential to take measures to increase the number of children to achieve at a higher level. The effectiveness of any educational system is gauged by

the achievement of students whether it is cognitive, affective or psycho-motor domains. In general terms it refers to the scholastic success of the pupils at the end of an educational program (Vasantha Ram Kumar, 1972). Research has been conducted to locate what variables or deterrents affect achievement. It has been indicated that many variables like happiness, emotional intelligence and academic achievement motivation of the learners are a few influences of academic achievement. Any positive change that takes place in the cognitive structure of a learner in any subjects constitutes achievement. It is the basis of promotion and recognition in life. It is necessary to investigate issues that surround it and provide the best way to obtain this desired achievement.

It is difficult to find out the factors which affect the learner's academic outcomes. Previous researches show that the academic achievement of the pupils have been decided by the many variables like institution, society, family environment, personality, happiness, emotional intelligence, academic achievement motivation, creativity, etc. we should find out the more areas which decides the academic achievement of the learners, so that we can provide them proper facilities to enhance their calibre in an appropriate way. It is therefore the present study is investigating the academic achievement of higher secondary school students in relation to their Happiness, Emotional Intelligence and Academic achievement motivation.

5.1.2 HAPPINESS

Happiness has recently received increased attention from researchers. Happiness is a state of mind or feeling such as contentment, satisfaction, pleasure or joy. Argyle (2001) states that happiness consists of three basic components: "positive affection", "life satisfaction" and "negative affection". In a secondary school student's life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers. The joyful environment will affect learning and glorifying of talents among students and will double their energy. Factors like academic achievement motivation and self-regulation may be considered as predictors of a student's happy school life.

Happiness is the undying quest of life, the unquenchable thirst and the insatiable hunger of all human kind. The term happiness captures a huge variety of positive emotional responses, including such things as cheerfulness, optimism and joy. The word happiness is very priceless in itself. Happiness is linked with all aspects of life. So, it is a need of everyone. It can be assumed that happiness can be obtained if a person has close and stable relationships, effective performance of the ego, and high in emotional intelligence, inner-directedness, positive thinking, self-control and high presence of meaning in life as he/she can deal with the worried life events with more effectiveness. It is also stated that the level of happiness can be increased by increasing these components.

Kesebir and Diener (2008) viewed happiness is a mental state of well being described by positive emotions ranging from contentment to profound delight.

Rajabimoghaddama and Bidjari (2011) explored significant positive relationship between happiness and self-control, problem solving, reappraisal coping and being responsible. There was negative relationship between happiness and escape-avoidance.

Argyle (2001) viewed that happiness consists of three basic components positive affection, life satisfaction and negative affection. Bogler (2005) viewed that happiness is a pleasant and positive emotional condition deriving from appreciating one's work and

experiences. Fisher (2009) defined that happiness impacts on life quality directly. As researches show, happy people are more successful in many aspects of life such as familial life, relations to friends, income, health and job performance. The reason is not only that success guarantees happiness but also because happiness has a casual relationship with success.

Happiness is the main purpose of one's life; the exits conditions most wanted by all humans but that often cannot be available. Argyle et al. (1995) opined that people usually define happiness as experiencing a positive affecting state such as pleasure, or contented with life as a whole or partially. Kasser and Ryan (1993) viewed achievement of intrinsic goals adds more to happiness than success in extrinsic achievement. Happy people perceive the world as safer and feel more confident. They make decisions easily, cooperate with others easily and are more tolerant persons. Happy people live healthier and more energized and satisfied lives.

Chamono-Premuzic et al. (2007) explored the relationship between the big five personality traits, emotional intelligence and happiness among 112 students and non students. The finding indicated that the big five personality traits namely stability, extraversion, conscientiousness and agreeableness, were positively correlated with happiness. It revealed that there was a significant amount of shared variance between happiness and the big five was explained by trait emotional intelligence, which partly mediated the paths from stability and conscientiousness to happiness and freely mediated the link between agreeableness and happiness.

Furnham and Christoforou (2007) studied the personality traits, emotional intelligence and happiness among 120 students. The results revealed that overall happiness was predicted by emotional intelligence and extraversion trait of personality. It was also found that neuroticism was not predictor of negative happiness. Chen and Luo (2009) studied academic correlates to happiness among 11061 high school students from Taiwanese. Results revealed that English teacher perceived academic performance; mathematics teacher perceived academic performance, teacher academic support, classmate academic support, organizational processes and school satisfaction were positively correlated with students' general happiness. Results also indicated that academic achievement, mathematics teacher perceived academic achievement, classmate academic support, disturbance in class, organizational processes and most importantly, students' overall appraisals of their own happiness with school predict students' general happiness.

Khosla and Dokania (2010) studied that happiness promote emotional intelligence among 208 graduate students (104 happy and 104 unhappy) from Delhi university. The results revealed that happy participated as compared to unhappy participates reported significantly greater positive affects on emotional intelligence. Happy man as compared to unhappy men had significantly greater emotional intelligence while happy woman were found to be more emotionally intelligent than unhappy woman. The findings revealed that happiness played significant role in promoting emotional intelligence. Roshan (2013) investigated the emotional intelligence as a predictor of happiness among 300 students from Baramulla district of Jammu and Kashmir. The findings indicated that emotional intelligence was significantly correlated to happiness. There were significant differences between the male and female in the term of their happiness. Female students scored significantly higher on the happiness score than the males.

5.1.3 EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. It is ability to acquire and apply knowledge from our emotions and emotions of others in order to be successful and lead a fulfilling life. Emotional intelligence is one's own ability to solve the problems. When a person has emotional intelligence it gives positive outcomes in his relationships with others.

Sibia et al. (2004) viewed that the emotional intelligence in the Indian context is embedded in its highly valued cultural practices. The components of emotional intelligence are social sensitivity, time orientation, pro-social values, action tendencies and affective states. Thus, emotional intelligence in the Indian context cannot be viewed as a homogeneous trait, or a mental ability devoid of social concerns like respecting others, concern for others and fulfilling ones duties.

Mayer et al. (2000) stated that emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life.

According to Brackett et al. (2011) person who scores higher on emotional intelligence also tends to be higher in verbal, social and other intelligence. The individual tends to be more open and agreeable than others. Emotionally intelligent people label their feelings rather than labeling people or situations. They can distinguish between thoughts and feeling. They take responsibility for their feelings.

Payne (1985) explained various factors that influence emotional intelligence these include: self integration, relating fear, pain and desire.

Segal and Smith (2012) stated that emotional intelligence or emotional quotient is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Stein and Book (2000) viewed that emotional intelligence as set of skills that enables us to make our way in complex world the person social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential of effective daily functioning. Emotional intelligence is the set of abilities for how the people's emotional reports vary in their accuracy and how the more accurate understanding of emotion leads to better problem solving in individuals' emotional life.

Sinha and Jain (2004) studied the emotional intelligence and its influence on relevant outcomes. The results found that the dimensions of emotional intelligence was significantly related with the job satisfaction, personal effectiveness, organizational commitment, reputation effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational affectivity.

Bastian et al. (2005) explored the relationship between emotional intelligence and a number of life skills academic achievements, life satisfaction, anxiety, problem-solving and coping ability among 246 first year tertiary university students in Australia. Results revealed that correlation between emotional intelligence and academic achievement was not statistically significant. Marquez et al. (2006) studied the relating emotional intelligence to social competence and academic achievement among 77 high school students from Spain. The findings indicated that students with high emotional intelligence tended to be more pro-social

and perform better in school. Socio-emotional learning lessons might improve student performance.

Yongyuan et al. (2007) explored the relationship between emotional intelligence and academic achievement among 861 upper secondary school students from three southernmost border provinces in Thailand. The findings indicated that fourteen factors of emotional intelligence were significantly and positively related to academic achievement, and only one factor was not related, namely impulse control. Factors of emotional intelligence in selfactualization, interpersonal relationship, reality testing and optimism, whereas the personal factors in the study plans, sex, father occupation, mother education, number of siblings and religions had significantly effect on academic achievement.

Downey et al. (2008) explored the relationship between emotional intelligence and scholastic achievement among 209 Australian adolescents. Academic success was found to be associated with higher levels of total emotional intelligence, via assessment of the emotional intelligence of different academic levels. It was concluded that the development of emotional intelligence may offer educators significant opportunities to improve scholastic performance and emotional competencies. Ghosh (2014) explored the relationship between emotional intelligence and academic achievement with high and low socio-economic status among 200 students of Ranchi. The findings suggested that a positive relationship between emotional intelligence and academic achievement. High level socio-economic status of students was found to have higher value of emotional intelligence and academic achievement. Verma and Dash (2014) studied emotional intelligence in male and female college going students. The sample consisted of 150 (75 male and 75 female) students. Results had shown that girls had higher value of emotional intelligence than boys. Mandal (2017) explored the relationship between emotional intelligence and academic achievement to their gender, family type and economic class. The sample consisted of 200 rural students. The results had shown that there a significant relationship between students family and academic achievement. There was also found that there was also significant correlation between emotional intelligence and academic achievement.

Thus, we can conclude that emotional intelligence is the capacity to understand one's emotions properly, accept and present their emotions well and direct their emotions appropriately to promote development. It is emotions that make us human. As indicated by Cooper (1997), emotions are useful for fostering stronger personal relations, and effective leadership skills. People who are skilful in directing their emotions appropriately are able to regulate their own feelings, observe and analyse others feelings (Salovey & Mayer, 1990); sympathize with others (Kelley & Kaplan, 1993); and have excellent interpersonal skills (Goleman, 1998).

5.1.4 ACADEMIC ACHIEVEMENT MOTIVATION

Academic achievement motivation could be seen as self-determination to succeed in whatever activities one engages in the field of academics, be it challenging assignments, tiring homework, classroom tasks, group discussion, self-learning, examination and so on. Moreover, when students are motivated to achieve, they are likely to experience a fulfilling life. Thus academic achievement motivation is crucial to a student's academic success at any age. It is important for both parents and teachers to understand why promoting and encouraging academic achievement motivation and self-regulation of students is imperative as students form

self-concepts, values, and beliefs about their abilities at a very young age. The development of early academic achievement motivation and self-regulation has significant implications for later academic careers.

The school curriculum and the design of intervention programs for the students should be such so as to enable them increase their academic achievement motivation and self-regulation. A good deal of focus is necessary to promote achievement motivation by creating a congenial school climate, structuring grading systems, and designing awards programs and policies that recognize effort and achievement of the students. School administrators can greatly enhance the effectiveness of individual efforts to bolster motivation by understanding its development.

The motivation applied for achieving academic objective is termed as Academic Achievement Motivation. Achievement motivation is a moving force that instils within a child, the desire to accomplish or achieve. In an academic environment, this would be the enthusiasm for learning, the eagerness to acquire knowledge and grow in self-improvement. Academic achievement motivation could be seen as self-determination to succeed in whatever activities one engages in the field of academics be it challenging assignments, tiring homework, classroom tasks, group discussions, self-learning, examination and so on.

According to the views of psychologists, the main motivations for students studying are reflected on achievement motivation and researches show that achievement motivation is the key element that influences students' self-monitoring capacity and study efficiency. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

By focusing on mastery, growth, personal goals, and competence, educators can foster a positive motivational orientation that can lead to a lifelong love of learning. The school counsellors should design appropriate learning environment programs; cognitive oriented programs thus, creating awareness in parents, so that they may transform the home environment into congenial one.

5.2 OPERATIONAL DEFINITIONS

- **Happiness**

Happiness has been conceptualized as a positive inner experience, the highest good, and the ultimate motivator for all human behaviors (Argyle, 1987 cited in Bekhet et al., 2008) and as "the degree to which an individual judges the overall quality of his or her life as a whole favourably" (Veenhoven, 1984). It includes the following dimensions (Argyle):

1. Life-Satisfaction
2. Joy
3. Self-esteem
4. Calm
5. Control
6. Efficacy.

In the present study happiness means the score obtained by a student on Oxford Happiness Inventory (OHI) developed by Argyle (2001).

- **Emotional Intelligence–**

    It is the capacity to reason with emotions in 4 areas to perceive emotions (intrapersonal awareness), to integrate it in thoughts (interpersonal awareness), to understand it (intrapersonal management), to manage it (interpersonal management). It is measured through Mangal Emotional Intelligence Inventory (Dr. S.K. Mangal and Mrs. Subhadra Mangal, 2004).

Qualities like self-awareness, ability to manage moods, motivation and empathy (Goleman, 1998).

- **Academic Achievement:**

    Academic achievement is obtained scores in previous class of Higher Secondary School Students. Academic achievement is the percentage of marks obtained by the students in last academic year's final exam.

- **Academic Achievement Motivation:**

    The motivation applied for achieving academic objective is termed as academic achievement motivation.
In the present study academic achievement motivation means the score obtained by a student on Academic Achievement Motivation Test (AAMT) developed by Sharma (1984).

- **School students:**

    The students who are studying in 12th, 11th, 10th and 9th of schools recognized by board of school education Maharashtra (MSBE) and Central Board of School Education (CBSE).

5.3 JUSTIFICATION/SIGNIFICANCE OF THE PROBLEM

    The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth of the students should be ensured even at the earliest stage. In a school student's life, happiness is related to positive outcomes in multiple life domains, such as academics, health and relationship with parents, teachers and peers and is associated with better possibilities for development of bodily, social and mental skills.

    The justification of a research project lies in its contribution to the society for its well-being. The aim of the present study is to see whether there is any relationship between academic achievement of higher secondary school students in relation to their emotional intelligence, Happiness and Academic Achievement Motivation. Along with the immense development in the opportunities, it is requisite to preserve the quality of education. In our complete education system, school education plays an important part to the individual as well as to national development. A good school provides conducive environment for an all-round development of the personality of an individuals. The core aim of the school is developing the academic skills among children. In earlier time, intellectual and ability factors considered the predictors of academic achievement but in today's scenario only intelligence does not consider for all the variance in academic achievement. Although it is the most effective predictors of academic achievement, research shown that social and emotional factors such as happiness, personality, interest, motivation, emotional intelligence, anxiety etc. also affects student's

achievement. So, it is necessary to recognise the complete capabilities and potentialities of the learner before imparting him/her education.

5.4 STATEMENT OF THE PROBLEM

A STUDY OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE, HAPPINESS AND ACADEMIC ACHIEVEMENT MOTIVATION.

5.4.1 OBJECTIVES OF THE STUDY

1. To compare the Academic Achievement of Higher Secondary School Students in relation to their Low and High level of Happiness.

2. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Low and High level of Happiness.

3. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Low and High level of Happiness.

4. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High level of Happiness.

5. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High level of Happiness.

6. To compare the Academic Achievement of Higher Secondary School Students in relation to their low and high Emotional Intelligence.

7. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

8. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

9. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

10. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

11. To compare the Academic Achievement of Higher Secondary School Students in relation to their Academic Achievement Motivation.

12. To compare the Academic Achievement of Male Higher Secondary School Students in relation to their Academic Achievement Motivation.

13. To compare the Academic Achievement of Female Higher Secondary School Students in relation to their Academic Achievement Motivation

14. To compare the Academic Achievement of Urban Higher Secondary School Students in relation to their Academic Achievement Motivation

15. To compare the Academic Achievement of Rural Higher Secondary School Students in relation to their Academic Achievement Motivation.

16. To find out the relationship between Academic Achievement and Happiness of Higher Secondary School Students.

17. To find out the relationship between Academic Achievement and Emotional Intelligence of Higher Secondary School Students.

18. To find out the relationship between Academic Achievement and Academic Achievement Motivation of Higher Secondary School Students.

5.4.2 HYPOTHESIS OF THE STUDY

1. There is no significant difference in Academic Achievement of Higher Secondary School Students in relation to their Low and High level of Happiness.

2. There is no significant difference in Academic Achievement of Male Higher Secondary School Students in relation to their Low and High level of Happiness.

3. There is no significant difference in Academic Achievement of Female Higher Secondary School Students in relation to their Low and High level of Happiness.

4. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High level of Happiness.

5. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High level of Happiness.

6. There is no significant difference in Academic Achievement of Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

7. There is no significant difference in Academic Achievement of Male Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

8. There is no significant difference in Academic Achievement of Female Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

9. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

10. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students in relation to their Low and High Emotional Intelligence.

11. There is no significant difference in Academic Achievement of Higher Secondary School Students having low and high level of Academic Achievement Motivation.

12. There is no significant difference in Academic Achievement of Male Higher Secondary School Students having low and high level of Academic Achievement Motivation.

13. There is no significant difference in Academic Achievement of Female Higher Secondary School Students having low and high level of Academic Achievement Motivation.

14. There is no significant difference in Academic Achievement of Urban Higher Secondary School Students having low and high level of Academic Achievement Motivation.

15. There is no significant difference in Academic Achievement of Rural Higher Secondary School Students having low and high level of Academic Achievement Motivation.

16. There is no significant relationship between Academic Achievement and Happiness of Higher Secondary School Students.

17. There is no significant relationship between Academic Achievement and Emotional Intelligence of Higher Secondary School Students.

18. There is no significant relationship between Academic Achievement and Academic Achievement Motivation of Higher Secondary School Students.

5.4.3 DELIMITATIONS OF THE STUDY

1. The study was confined to Higher Secondary Schools Students studying in Private and Govt. higher Secondary Schools of one district i.e. Nashik , both urban and rural schools.

2. The study is delimited to 600 Higher Secondary School Students only of both urban and rural schools.

5.5 METHOD OF STUDY

Descriptive survey method was engaged in order to study academic achievement of higher secondary school students in relation to their happiness, emotional intelligence and academic achievement motivation.

5.5.1 POPULATION OF THE STUDY

The entire group from which the sample has been taken is known as the population. The term, population, in research is used in a broader sense than its common place meanings as a population of people. A population may consist of person, objects, educational institutions, time units, geographical areas, prices of products qualities, behaviour of people, families, cities etc. A population is a well-defined group of any of these. The target population is the total group of subjects about whom the researcher is empirically attempting to learn something. Population in the present study comprises of the all higher secondary school students in the private and government schools of rural and urban areas affiliated to Board of School Education Maharashtra, Nashik

5.5.2 THE SAMPLE OF THE STUDY

A sample is a sub set of the entire group from which it has been taken. In other words, it is a smaller representation of a larger whole. It would be difficult to work with the whole population in any scientific phenomena. Sample is a small proportion of the entire population selected for the specific purposes. Simple Random sampling was used in the present study, where every individual has equal chance of being selected in the final sample. Six hundred and fifty (650) higher secondary school students were included in the present study as subjects. Ten (10) higher secondary schools affiliated to the Maharashtra Board of School Education, Nashik were taken in the study. The study included two cities of Maharashtra i.e. Nashik and Malegaon, including the village Lakhmapur.

5.6 VARIABLES OF THE STUDY

The present study involved two types of variables namely:

1.2.1 DEPENDENT VARIABLES

1.2.2 INDEPENDENT VARIABLES

5.6.1 DEPENDENT VARIABLES

The dependent variable was the condition or characteristic that occur or reform as the investigator initiates, discard or modify independent variable. In this investigation, Academic achievement was taken as the dependent variable.

5.6.2 INDEPENDENT VARIABLES

Independent variables were the situations or traits that the investigator observed or controlled to determine its relationship to observed phenomena. The independent variables of the study were: - i) Happiness ii) Emotional Intelligence iii) Academic Achievement Motivation

5.7 RESEARCH TOOLS USED

In order to collect the data for the present exploration, following tools were employed:

- **Academic Achievement Sheet**
- **Oxford Happiness Inventory** (OHI) developed by Argyle in 2001.
- **Mangal Emotional Intelligence Inventory** constructed and standardized by Dr. S.K. Mangal and Mrs. Shubhra Mangal (2004).

- **Academic Achievement Motivation Test** (AAMT) developed by Sharma in 1984.

5.7.1 PROCEDURE OF DATA COLLECTION

The investigator put her best efforts to gather valid and reliable data. In the present study tools were employed on a sample of 600 higher secondary school students from eight (08) schools of Nashik District of Maharashtra state. After selection of the schools for data collection, the investigator went to different schools and took permission of the heads of the institution by explaining them purpose of the study. Before administering the tests a brief introduction about the inventories and test was given to the students. The students were given instructions regarding filling the responses and were requested to give true responses. With the cooperation of heads and teachers of the schools, investigator administered Oxford Happiness Inventory (OHI), Mangal Emotional Intelligence Inventory, Academic achievement Motivation Test (AAMT) on boys and girls of class IX,X,XI and XII. After completion of the test the questionnaire were collected one by one. After collecting data, scoring was done with the help of scoring keys. The results were compared by using statistical techniques and then interpreted accordingly.

5.7.2 STATISTICAL TREATMENT OF DATA

Descriptive statistics was used, in order to achieve the objectives of the present study. Frequency distribution, mean score, median, mode, standard deviation, skewness, kurotsis, Q1, Q3, t-value and range was used to study academic achievement ,happiness, emotional intelligence and academic achievement motivation of higher secondary school students. The t-test was used to find out the significance difference between mean scores of academic achievement, happiness, emotional intelligence and academic achievement motivation. Pearson's coefficient of correlation was used to find the relationship between academic achievement, happiness, emotional intelligence and academic achievement motivation.

"The time has come." Watrus said, "To talk of many things." Yes, look back into what has been done is necessary at this stage to understand the relevancy of this venture.

After deleting many odds, the investigator has reached the destination where she can prove the worth of her study in the form of conclusion. In the present chapter an attempt has been made to present the findings in a systemic way resulting from the investigation. The finding and implication of this study does not fit in all the areas of the study, so the suggestion have been given for further research. The chapter also involves the educational implications, limitations of the present study as well as suggestions for further research in the field of Happiness, Emotional Intelligence, and Academic Achievement Motivation.

5.8 INTERPRETATION OF RESULTS

Keeping in view the objectives of the study, results were interpreted under the following:

• **Academic achievement among higher secondary school students**

The mean scores for total academic achievement among higher school school students come out to be 138.7. The median, mode and standard deviation values are 140.5, 144.1 and 20.59 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.84 and 1.25 respectively. It is also clear from the table that 183 (30.5%) higher secondary school students lie above that class interval in which mean lies. Whereas 234 (39%) cases lie in the class

interval in which mean lies. The score of 183 (30.5%) school students lie below that class intervals in which mean lies.

• **Academic achievement among male higher secondary school students**
The mean scores of academic achievement among male higher secondary school students come out to be 137.46. The median, mode and standard deviation values are 139.46, 142.44 and 19.69 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.71 and 0.99 respectively. It is also clear from the table that 80 (26.66%) higher secondary school students lie above that class interval in which mean lies. Whereas 123 (41%) cases lie in the class interval in which mean lies. The score of 97 (32.33%) higher secondary school students lie below that class intervals in which mean lies.

• **Academic achievement among female higher secondary school students**
 The mean scores of academic achievement among female higher secondary school students come out to be 139.83. The median, mode and standard deviation values are 142.03, 147.11 and 21.63 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.97 and 1.54 respectively. It is also clear from the table that 103 (34.33%) higher secondary school students lie above that class interval in which mean lies. Whereas 111 (37%) cases lie in the class interval in which mean lies. The score of 86(28.66%) higher secondary school students lie below that class intervals in which mean lies.

• **Academic achievement among urban higher secondary school students**
The mean scores of academic achievement among urban school students come out to be 138.64. The median, mode and standard deviation values are 140.01, 142.75 and 19.79 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.83 and 1.22 respectively. It is also clear from the table that 85(28.33%) higher secondary school students lie above that class interval in which mean lies. Whereas 124 (41.33%) cases lie in the class interval in which mean lies. The score of 91 (30.33%) higher secondary school students lie below that class intervals in which mean lies.

• **Academic achievement among rural higher secondary school students**
 The mean scores of academic achievement among rural higher secondary school students come out to be 138.29. The median, mode and standard deviation values are 141.04, 146.54 and 22.6 respectively. The value of range, skewness and kurtosis are 139(190-51), -0.85 and 1.31 respectively. It is also clear from the table that 98(32.66%) higher secondary school students lie above that class interval in which mean lies. Whereas 110(36.66%) cases lie in the class interval in which mean lies. The score of 92(30.66%) higher secondary school students lie below that class intervals in which mean lies.

• **Academic achievement among higher secondary school students**
The mean scores on academic achievement among higher secondary school students come out to be 67.26. The median, mode and standard deviation values are 66.27, 64.29 and 13.09 respectively. The value of range, skewness and kurtosis are 59(95-36), -0.17 and -0.05 respectively. It is clear from the table that 233 (38.83%) higher secondary school students lie above that class interval in which mean lies. Whereas 111 (18.5%) cases lie in the class interval

in which mean lies. The score of 256 (42.66%) higher secondary school students lie below that class interval in which mean lies.

● **Emotional intelligence among higher secondary school students**
The mean scores on emotional intelligence among higher secondary school students come out to be 62.14. The median, mode and standard deviation values are 61.88, 61.36 and 9.73 respectively. The value of range, skewness and kurtosis are 47(85-38), -0.01 and -0.45 respectively. It is clear from the table that 222(37%) higher secondary school students lie above that class interval in which mean lies. Whereas 151 (25.16%) cases lie in the class interval in which mean lies. The score of 227 (37.84%) higher secondary school students lie below that class interval in which mean lies.

● **Happiness among higher secondary school students**
The mean scores on the short depression- happiness scale among higher secondary school students come out to be 54.71. The median, mode and standard deviation values are 55.82, 58.04 and 9.54 respectively. The value of range, skewness and kurtosis are 45(72-27), -0.66 and 1.15 respectively. It is clear from the table that 149 (24.83%) higher secondary school students lie above that class interval in which mean lies. Whereas 186(31%) cases lie in the class interval in which mean lies. The score of 265 (44.16%) higher secondary school students lie below that class interval in which mean lies.

● **Comparison of academic achievement of male and female higher secondary school students**
The mean score of academic achievement of male higher secondary school students is 137.44(SD=19.26) as compared to mean score of academic achievement of female higher secondary school students which is 139.49 (SD=20.55). The t-value testing the significance of mean difference of academic achievement of male and female higher secondary school students comes out 1.26 which is not significant at 0.05 level. This means there is no significant differences between male and female higher secondary school students among academic achievement.

● **Comparison of academic achievement of rural and urban higher secondary school students**
The mean score of academic achievement of rural higher secondary school students is 138.64 with SD 19.87 as compared to mean score of academic achievement of urban higher secondary school students which is 138.29 with SD 20.01. The t-value testing the significance of mean difference of academic achievement of rural and urban higher secondary school students comes out to be 0.21 which is not significant at 0.05 level. This shows that rural and urban higher secondary school students do not differ significantly in academic achievement.

● **Comparison of academic achievement of school students having higher and lesser happiness**
The mean scores of the higher secondary school students on academic achievement having higher and lesser happiness are 144.56 and 130.28 and SD are 17.31 and 23.67 respectively with standard error of mean difference 4.04. t-value came out to be 6.45 which is significant at 0.01 level. Hence it is interpreted from the results that there exists a significant difference

between the academic achievement of the school students having higher and lesser happiness. The higher secondary school students having higher happiness showed better academic achievement than the higher secondary school students having lesser happiness.

• **Comparison of academic achievement of higher secondary school students having high and low emotional intelligence**

The mean scores of the higher secondary school students on academic achievement having high and low emotional intelligence are 146.54 and 129.42 and SD are 16.04 and 21.14 respectively with standard error of mean difference 2.12. t-value came out to be 8.10 which is significant at 0.01 level. So it may be inferred from the results that there exists a significant difference between the academic achievement of the higher secondary school students having high and low emotional intelligence. The higher secondary school students having high emotional intelligence shows better academic achievement than the higher secondary school students having low emotional intelligence.

• **Comparison of academic achievement of higher secondary school students having high and low academic achievement motivation**

The mean scores of the higher secondary school students on academic achievement having high and low academic achievement motivation are 143.23 and 134.67 and SD are 17.82 and 22.35 respectively with standard error of mean difference 2.28. t-value came out to be 3.73 which is significant at 0.01 level. Hence it is interpreted from the results that there exists a significant difference between the academic achievement of the higher secondary school students having high and low academic achievement motivation. The higher secondary school students' were having high academic achievement motivation shows better academic achievement than the students having low academic achievement motivation.

• **Relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation of higher secondary school students**

The correlation between academic achievement and academic achievement motivation among higher secondary school students came to be 0.19 which is significant at 0.01 level. So there is positive relationship between academic achievement and academic achievement motivation among higher secondary school students.

The correlation between academic achievement and emotional intelligence of higher secondary school students came to be 0.35 which is significant at 0.01 level. It shows that there is positive relationship between academic competence and emotional intelligence of higher secondary school students.

The correlation between academic achievement and academic achievement motivation among higher secondary school students came to be 0.30 which is significant at 0.01 level. The findings revealed that academic achievement and happiness has positive related with each other.

The correlation between academic achievement motivation and emotional intelligence of higher secondary school students came to be 0.17 which is significant at 0.01 level. So there is positive relationship between academic achievement motivation and emotional intelligence of higher secondary school students.

The correlation between academic achievement motivation and happiness among higher secondary school students came to be 0.12 which is significant at 0.01 level. The result

indicated that there is positive relationship between academic achievement and happiness of higher secondary school students.

The correlation between emotional intelligence and happiness of higher secondary school students come to be 0.46 which is significant at 0.01 level. It clears from data academic achievement motivation and happiness has significant positive relationship with each other.

5.9 CONCLUSIONS

- Majority of higher secondary school students are below average in academic achievement.

- Majority of higher secondary school students are near about average in happiness.

- Majority of higher secondary school students are average in emotional intelligence.

- Majority of higher secondary school students have average academic achievement motivation.

- The female higher secondary school students have slightly higher academic achievement than male school students but this difference is not statistically significant.

- The rural higher secondary school students have slightly higher academic achievement than urban school students but not statistically significant.

- There existed a significant difference between the academic achievement of higher secondary school students having higher and lesser happiness.

- There was significant difference in academic achievement higher secondary school students having high and low emotional intelligence.

- There was significant difference in academic achievement of higher secondary school students having high and low academic achievement motivation.

- In academic achievement and happiness of higher secondary school students, there is significant and positive relationship.

- The relationship between academic achievement and emotional intelligence of higher secondary school students is significant and positive.

- The relationship between academic achievement and happiness of higher secondary school students is significant and positive.

- There is significant and positive relationship between academic achievement and emotional intelligence of higher secondary school students.

- There is significant positive relationship between academic achievement and academic

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achievement motivation among higher secondary school students.

5.10 EDUCATIONAL IMPLICATIONS

In the field of the education, the findings of the study have certain implications for the parents, teachers, students, counsellors, education planners and other school personnel to enable them to utilize the experiences and knowledge of the researcher. The results of the study can be usefully employed in educational situation.

- Teacher should develop the skills of self-learning in students which will improve their learning and achievement in academics. Discussions with friends and parents help them in attaining their goal of life and solve various emotional problems and become academically competent and in turn achieve academic success.

- Teachers should make use of various tactics, methods, life situations, teaching techniques to make student more academically competent and succeed in academics .

- Teacher should give individual attention to students in classroom. They should also make aware the students about the day to day circumstances to increase their success in academics.

- In the present study, majority of higher secondary school students have average level of academic achievement and academic achievement motivation. Teacher should develop the skills among students so all the students attain the academic success.

- Majority of higher secondary school students are average in academic achievement. teacher should make use of various tactics, methods and teaching techniques to make the students gain higher level of academic achievement.

- Most of the higher secondary school students are average in emotional intelligence. School should provide counselling sessions in order to maintain a good level of emotional state and stress management ability.

- Most of the higher secondary school students are below average in happiness. Higher secondary school students should be involved in co-curricular activities to enhance their interests to enhance their happiness.

- In the present study, female higher secondary school students have slightly higher academic achievement than male higher secondary school students. Teacher should provide equal opportunities to all students for participating in different activities in the classroom to enhance their academic performance.

- Rural higher secondary school students have slightly higher academic achievement than urban school students. Educational institutions should provide proper care and attention to their students to improve their academic performance without any discrimination of locale.

- There was significant difference in academic achievement of the school students having high and low academic achievement motivation. Teachers need to use efforts, ability and

different attributes in order to enhance their academic achievement motivation of students. so, the students become academically successful.

- There was significant difference in academic achievement of school students having high and low emotional intelligence. Teachers should provide congenial environment in the classroom. So that students shall easily express their views, ideas and feelings in the classroom. It may enhance the academic competence of school students and lead to academic success.

- There was a significant difference between the academic achievement of higher secondary school students having higher and lesser happiness. Teachers and parents should develop positive attitude related to life of school students to enhance the happiness and academic competence and achieve academic success.

- There was the significant relationship among academic achievement, happiness, emotional intelligence and academic achievement motivation, among students. The educational institutes should organize seminar, interactive sessions, workshops and training programmes for enhancement of happiness, emotional intelligence and academic achievement motivation. Academic achievement motivation induces academic competence and in turn academic success among school students. This is possible when students are able to express their feelings, views and opinions in the classroom and live happily with others.

- This study is very significant for teachers, administrators and principals as this study reveals how the development of emotional intelligence can lead individuals with happiness which in turn enhance academic achievement.

    Overall Teachers and students should learn to accept multiple and diverse responses. In this way, the present study bears educational relevance in modifying educational process.

5.11 SUGGESTIONS FOR FURTHER RESEARCH

- The present study was confined to higher secondary school students of Maharashtra. It can be extended to other states or countries.

- Sample size can be increased to decrease sampling error.

- The present study was only confined to higher secondary school students. Similar studies can be undertaken on college and university students.

- The present study was conducted to study the academic achievement of higher secondary school students in relation to their happiness, emotional intelligence and academic achievement motivation. Further studies may be conducted on different psychological variables like self-regulation, academic competency, emotional competency, emotional maturity, self-esteem, self-efficacy, personality, resilience etc.

- Comparison can be made between students having higher level of happiness and high

academic achievement in relation to their socio-economic background, demographic variables and academic achievement motivation.

- Longitudinal studies can be carried out with these variables academic achievement, happiness, emotional intelligence and academic achievement motivation.

- Comparison can be made between students having high emotional intelligence and high academic achievement in relation to their gender, locale, stream of study and types of institutions at different levels of education.

- Other statistical methods may be used to analyse data.

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APPENDIX 1

The Oxford Happiness Questionnaire

Your Name: --   Class: --------------------

Your E-Mail: --- Age: ---------------------

Your School's Name: --

 Male/Female: --- Area: URBAN/RURAL

Instructions:
Below are a number of statements about happiness. Rate how much you agree or disagree with each by clicking on the appropriate circle. You will need to read the statements carefully because some are phrased positively and others negatively. Don't take too long over individual questions; there are no 'right' or 'wrong' answers and no trick questions. The first answer that comes into your head is probably the right one for you. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.

Sr. No	Evaluate the Following Statements	Strongly Disagree	Moderately Disagree	Slightly Disagree	Strongly agree	Moderately agree	Slightly agree
1	I don't feel particularly pleased with the way I am						
2	I am intensely interested in other people						
3	I feel that life is very rewarding						
4	I have very warm feelings towards almost everyone						
5	I rarely wake up feeling rested						
6	I am not particularly optimistic about the future						
7	I find most things amusing						
8	I am always committed and involved						
9	Life is good						
10	I don't think that the world is a good place						
11	I laugh a lot						
12	I am well satisfied about everything in my life						
13	I don't think I look attractive						
14	There is a gap between what I would like to do and what I have done						
15	I am very happy						
16	I find beauty in some things						
17	I always have a cheerful effect on others						

18	I can fit in everything I want to						
19	I feel that I am not especially in control of my life						
20	I feel able to take anything on						
21	I feel fully mentally alert						
22	I often experience joy and elation						
23	I do not find it easy to make decisions						
24	I do not have a particular sense of meaning and purpose in my life						
25	I feel I have a great deal of energy						
26	I usually have a good influence on events						
27	I do not have fun with other people						
28	I don't feel particularly healthy						
29	I do not have particularly happy memories of the past						

Appendix-II

Mangal Emotional Intelligence Inventory (MEII)

Answer Sheet

of

E I I-MM

(English / Hindi version)

T. M. Regd. No. 564838
Copyright Regd. No © A-73256/2005 Dt 13.5.05

Dr. S. K. Mangal *(Rohtak)*
Dr. Shubhra Mangal *(Noida)*

Please fill up the following informations (कृपया निम्न सूचनाएँ भरिये) :—

Name (नाम) _____

Class (कक्षा) _____ Date of Birth (जन्म-तिथि) _____

Age (आयु) _____ Sex (लिंग) _____

School (विद्यालय) _____

Date (दिनांक) _____

SCORING TABLE (फलांकन तालिका)

AREA	I	II	III	IV	Total Score	Overall Interpretation
SCORE						
Interpretation Areawise						

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NATIONAL PSYCHOLOGICAL CORPORATION
4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

Sr. No.	STATEMENT

PART - 1

1. Do you think yourself a man of poor soul ?
2. Do you often loose your temper ?
3. Do you feel that there is no end of miseries in your life ?
4. Do you often become sad by repenting over your mistakes ?
5. Are your feelings get hurted easily ?
6. Do you think that your will power is quite strong ?
7. Do you often say or do the things for which you have to repent afterwards.
8. Does your mind go somewhere else while engaged in some task ?
9. Do you remain perturbed with the fear of coming misfortunes ?
10. Do you feel extremely zealous at the progress of your colleagues ?
11. By observing that others are suffering, do you internally feel happy ?
12. Do you sometimes get too irritated to find yourself over burdened ?
13. Do you think yourself unsafe ?
14. Do you sometimes think yourself insulted or a degraded person ?
15. Do you hate or have elergy with so many things ?
16. Are your interests and desires get changed quite soon ?
17. Do you feel that there is no body in this world to show genuine sympathy for you ?
18. Getting upset, do you remain aware what is troubling you ?
19. Don't you realise any difficulty to express what is felt by you at a particular time ?
20. Do you think that you are very much familiar with your goodness and evils ?
21. Do you feel any hesitation or fear to express or doing a thing in a noble way or inventing something new with your own attempts ?

Sr. No.	STATEMENT

22. Do you think that you can't do anything in your life ?

23. Do you know well what makes you happy or sad ?

24. Do you think that you can very well meet any challenge coming in your life ?

25. Are you sure that you can easily win others heart ?

PART - 2

26. Do you like to settle issues with the persons instantly who speaks ill of you ?

27. Do you soon become normal after facing some adversaries in your life ?

28. Do you feel that you are exercising a lot of control over the things in your life ?

29. Are you able to take timely proper decisions inspite of so many contradictory desires creeping in your mind ?

30. Do you usually depends upon the guidance or help from others in solving your own problems ?

31. Do you execute your all tasks promptly and with full dedications ?

32. Do you often loose your patience and nerves by getting afraid of the failures ?

33. Do you feel perturbed for a long on being insulted by somebody else ?

34. Do you remain uneasy on account of your intention to take revenge on others ?

35. Are you never satisfied with your work and remain worried for its further improvement ?

36. Do you think that other people or circumstances are more responsible for your mistakes and improper habits ?

37. Do you think that you can't do anything properly ?

38. Do you often feel ashamed of your looks and behaviour ?

Sr. No.	STATEMENT
39.	Do you remain much anxious and agitated until you get your desired object ?
40.	Do you take too much time to learn a new technique by leaving the old ones ?
41.	Do you finish what you set out to do ?
42.	Whether being observed or not, do you stand for fulfilling your responsibilities properly ?
43.	Do you think that you must do something unique than others ?
44.	Do you agree that all of us should pick up the most challenging goals of our life ?
45.	Do you feel extremely bad by listening about your mistakes and weaknesses from others ?
46.	Do you sometimes loose your self-confidence in the moments of despair ?
47.	Whenever confronted with some tedious problem, do you always run after seeking others help ?
48.	Whenever you take a task in your hand, there goes something wrong resulting in the non-realization of your goal ?
49.	Whenever you get a task spoiled, you begin to curse yourself ?
50.	Do you not take any new assignment, unless inspired er forced by someone ?

PART - 3

51.	Do you think that people nearer to you are fully trust worthy ?
52.	Do others feel that you donot get perturbed even in the hard circumstances ?
53.	Do you know or try to know the type of relationship maintained by the people among themselves in your neighourhood and friend circle ?

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Sr. No.	STATEMENT
54.	Do you have an intuition that one of your friend is in trouble ?
55.	Do you take no time in realising that the other person is befooling you ?
56.	Do you realise soon that the person talking to you is a wolf in lamb's clothing ?
57.	Do you agree that, whatever so it may be, we should not get ourselves involved in others' affairs ?
58.	Do you have full trust in your friend / friends that they will stand by you at the moments of difficulties ?
59.	Do you realise soon that one of your friends or relatives is annoyed with you for some reasons ?
60.	Do you know well that what type of utterances and activities make your friends or relatives feel good or bad ?
61.	Can you say for yourself that you are capable of peeping into the hearts of others by reading their faces ?
62.	Do you say with confidence that you are well aware of the goodness and evils of your intimate friends or relatives ?
63.	Do you know well what is expected from you by your friends or members of the family ?
64.	Do you know well about the likings and dislikings of your nearest friends ?
65.	Do you realize that you are considered trustworthy and responsible by the people ?
66.	Do you try to place the needs and interests of others over your own ?
67.	Do you try to think before saying or doing something about its impact o r others ?
68.	Do you give more importance to the maintenance of relationship with others irrespective of the losses or gains incurred in doing so ?
69.	Do you get perturbed by the thought that others are observing you or your actions ?
70.	Do you really often realise that who are jealous of your progress ?

Sr. No.	STATEMENT

71. Can you tell properly who are your true friends or well wishers ?

72. While observing people laughing or talking, do you feel that they are laughing at or talking ills of you ?

73. Do you think that you are liked by the people on account of your good behaviour ?

74. On falling ill, if one of your colleague enquires about your health, are you able to recognize whether he is showing a genuine sympathy or just pretending ?

75. Do your friends or relatives expect from you the needed help and guidance at the time of their difficult hours ?

PART - 4

76. Do you easily make friendship or acquaintence with others ?

77. Do you think that it is not proper to trust anybody in this world ?

78. Do you not like even to talk to the people who differ with you in opinions ?

79. Do you easily get sympathy or help from others ?

80. Do you feel happy in helping others in their difficult moments ?

81. Do you take responsibility of getting people introduced with one another on some gathering or auspicious occasion ?

82. Do you often try to provide leadership to some social or group work ?

83. Do the members of the community or society have reservation in coming closer to you by considering you too much different from them ?

84. Do you try to listen properly and pay due respect to the people or colleagues whenever they happen to meet you ?

85. Do you think that other people or your colleagues unnecessarily keep over watch or vigilance on your activities ?

86. Do you often have quarrels with your colleagues or other people ?

Sr. No.	STATEMENT
87.	If one of your colleagues commits a mistake, do you begin to criticise him before others ?
88.	Do you feel happy in congratulating others for their accomplishments ?
89.	Do you think instantly to help the person as soon as you hear about his problem ?
90.	Do you remain prepared for helping others irrespective of having ideological differences with them ?
91.	Can't you say "I love you" inspite of falling in love with him / her ?
92.	Do you think that it is better to keep distance or remaining emotionally indifferent with the strangers ?
93.	Do you enjoy laughing at or taunting others ?
94.	Instead of expressing your desire or interest by yourself do you think that the people by themselves will take care of it ?
95.	Do you think that it is your duty to inform your colleagues and relatives with some sad happenings irrespective of its consequences ?
96.	Do you try to ease tension by talking in lighter veins even in the serious moments of a task accomplishment ?
97.	Do you agree that it good to say a spade a spade in conversation irrespective of its being taken in a good or bad taste by the people ?
98.	Would you like to avoid visiting your friend when he is sad over the demise of a relative of him ?
99.	Do the people relish much to work alongwith you on some project or to listen to you attentively during a group discussion ?
100.	In conversation, do you wish that the people should continuously listen to you instead of making you listened to them ?

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APPENDIX-III

ACADEMIC ACHIEVEMENT MOTIVATION TEST (1984, 92, 98)

Your Name: -- Class: -----------------

Your E-Mail: --- Age: -------------------

Your School's Name: ---

Male/Female: ----------------------------- Area: URBAN/RURAL

Instructions:
1. You will need to read the statements carefully.
2. Don't take too long over individual questions.
3. The first answer that comes in your head is probably the right one for you.
4. If you find some of the questions difficult, please give the answer that is true for you in general or for most of the time.
5. In total there are 38 questions.

_____

1.   In class, I would like to sit with a student who is:
      a) Smart in studies   b) my friends

2.   During holidays, I want to ---------- with friends
      a) Visit different places   b) concentrate on my weaknesses in studies

3.   I will be very happy if:

a) I get more marks in exams as compared to earlier   b) I get a lottery of Rs.10000/-

4.   If I fail in exams, I will go to school
   a) Only to work hard and get through the exams   b)because of parent's compulsion

5.   I like to
   a) Answer easy questions as compared to hard ones b) answer difficult questions as instead of easy ones.

6.   My nature is
   a)to study regularly   b) to get good marks in any way.

7.   I like to
   a) Roam with friends   b) help friends in their studies.

8.   In exams, I always take an effort to
   a) Write better answers as compared to earlier ones
   b) answer all questions so that parents do not get angry.

9.   I want to become a kind of a student who,
   a) Can tell interesting stories   b) can answer all questions posed by the teacher

10.   I want
   a) To get highest marks in all subject   b) luck to be with me during exams.

11.   I always see to it that
   a) I do not upset my classmates in class   b) I do not repeat my mistakes.

12.   I would like to answer those questions
   a)Which other students cannot   b) which I remember

13.   My wish is,
   a)To search and rectify my weaknesses   b) to become a star in my friend circle.

14.   Before starting difficult work
   a)I always take help from others   b) make my own plans for my work.

15.   I always want
   a)to become an important student   b) to become everyone's favorite student

16.   I want to become so much capable
   a)To be first in studies   b) to make my parents happy.

17.   I work hard so that
   a)I can remember my lessons   b) people consider me as a good student

18. My neighbor is very good because
a)He advises me to work hard   b) he gives me interesting storybooks.

19. I like my school because
a) It has good infrastructure   b) it has good library

20. When I lie down on bed
a) I remember about the days spent with my friends
b) I remember the questions asked during class by my teachers.

21. On radio I would like to hear
a) lecture given by great people   b) movie songs

22. I go to school regularly so that
a) My teachers do not get angry with me   b) it won't effect my studies

23. I am of the opinion that we should always go for a morning walk
a) Morning atmosphere is pleasant   b) it makes mind fresh.

24. I get up early because
a) My parents wake me up early   b) morning time is good for study

25. While reading books, whenever I come across any difficult word
a) I find its meaning in the dictionary   b) I get upset and stop reading book

26. I go to school because
a) if I do not go to school my parents get angry b) I want to improve my knowledge

27. When I grow up
a) I would like to work hard   b) I would like to live happy life

28. If I were rich
a) There was no need for me to study   b) I would have brought good books

29. I believe that success,
a) Depends on luck   b) depends on hard work.

30. I like the kind of teacher
a) Who solves all questions b) who makes fuss and give homework

31. I get afraid,
a) When I am not able to answer any question
b) When I get punishment on my mischief

32. As a student I,

a) Would like to become an obedient student
b) Would like to become a hard working student.

33.   I praise those
    a) Who get awards in studies   b) who get awards in good behavior.

34.   I want to get good marks
    a) By any means   b) only through hard work

35.   I like a city
    a) Which has a university   b) which has many theatres

36.   I get upset
    a) When I am unable to get good place in studies and other activities
    b) When someone else takes my place

37.   I would like to do all those things
    a) Which are difficult for other students to do
    b) What my friends would like to do

38. When I get my results
    a) I rush/run to tell my parents
    b) I wait to see marks of other students.