



A Study of Academic Performance and Cognitive Behaviour of High School Students in Relation to their Socio-Economic-Status

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1. Introduction

Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance. To investigate the determinants of academic performance with emphasis on the role of parental styles in students. Academic performance was assessed based on self-reported grades in the latest internal examinations. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time.

The cognitive behavior therapy program exploring feeling was designed to be highly structured, interesting and successful in encouraging the cognitive control of emotions. Every student participating in the program has a workbook for the six-two-hour sessions that includes activities and information to explore the specific feelings of being happy, relaxed, anxious or angry. These are sections in their workbook to record individual comments and responses to questions. Cognitive Behavior Therapy has been at the forefront of empirically supported therapies. In a large number of controlled studies, Cognitive Behavior Therapy has proven to be highly effective in treating a variety of problems including anger, depression, anxiety, eating disorders, substance abuse, personality disorders, and in facilitating relapse prevention (Ronen & Freeman, 2007). Anger is a multidimensional construct that includes not only an affective state but also cognitive manifestations and behavioral expressions. In cognitive behavioral terms, anger is caused by distorted thinking patterns about oneself and environments, which trigger negative emotional and behavioral responses (McGinn & Sanderson, 2001). Cognitive Behavior Therapy emphasizes cognitive process such as attributions, expectations, interpersonal belief, and problem solving as the most powerful tools in shaping an individual's response to provocation and help identify anger arousal as a mediator of aggression. Cognitive Behavior Therapy is a form of talking therapies which is goal oriented and structured therapy. This therapy can be delivered one to one or in group setting. Cognitive Behavior Therapy encourages the client to be collaborative and actively participate not only during but also outside of the therapy sessions to work towards his or her goals. Cognitive Behavior Therapy sessions are time limited. It follows particular models depending on the needs of the client, and the treatment protocols are based on research-based models.

Need of the Study Academic performance is measured by the average marks of the previous semesters and the total average marks. The determining factors of student performance have attracted the attention of academic researchers from many areas. They have tried to determine which variables impact student performance in positive and negative direction. Research studies about this subject have been conducted by various academicians in various countries and area.

Cognitive Behavioral Therapy involves lectures and workshops from Cognitive Behavioral Therapists and Clinical Psychologists in practice allowing students to apply Cognitive Behavioral Therapy theory and research into clinical practice by experienced clinicians. You will learn the core principles of

Cognitive Behavioral Therapy across the lifespan and also address complexity and transdiagnostic factors and strategies to address these. Clinical practice commences in semester two of year one and involves clinical supervision of practice allowing students to develop their practice competencies in cognitive behavioral therapy supported by a strong evidence base.

The investigator is interested in knowing the relationship between the Self concepts, Emotional Adjustment and Socio-Economic Status Cognitive Behavioral Therapy of higher secondary students. Especially the students face too many difficult at this stage due to greater demands of bodily changes, family and socio-cultural expectations etc. it becomes difficult for them to manage themselves socio-emotionally and keeping stable midst to excel academically. In this context the present study assumes a greater significance.

2. Objectives of the Study

Specifically, the study would like to:

- 1.To study the Emotional competence and Academic performance among Learning group of students.
- 2.To study the impact of Cognitive Behavior Therapy on emotional competence of Learning group of students.

3. Hypothesis

Hypothesis of this study are under following: -

- Ho₁:** There would be positive relationship between Emotional competence & Academic performance of Learning group of students.
- Ho₂:** There would be positive impact of Cognitive behavior Therapy on Emotional competence of Learning group of students.

4. Methodology

An investigation is planned to solve the problem of a research systematically. The cognitive behavior therapy to be given in sessions is taken as independent variable. Emotional competence and academic performance are taken as dependent variables. For the present investigation, a sample of 200 Learning group of students was selected for the present research. All the students were taken in Vivekanand Vidya Mandir School sector-2 Dhruva Ranchi Jharkhand.

5. Tools Used for the Study

Following tests were used to measure respondent's responses for this study-

1. The Emotional competence and Academic performance test (prepared and standardized by the investigator).
2. The impact of Cognitive Behavior Therapy on emotional competence (prepared and standardized by the investigator).

6. Results and Discussions

Table 1: Mean values along with standard deviation of learning students on emotional competence with its dimensions and academic performance

Variables (N=200)	Mean	Std. Deviation
Emotional Competence	37.819	1.1611
ADF	30.78	2.371
AECE	30.08	1.932
AFE	43.00	2.447
ACPE	42.83	2.502
EPE	42.41	7.687
Academic Performance	5.12	0.532

To test the formulated hypothesis and see the relationship between emotional competence (EC) and academic performance (AP), Pearson correlation statistical analysis was calculated in pre-test condition

and results are shown in above mentioned table. The results show that there is a (N=200, r=.159, p<0.05) positive correlation between EC and AP. Therefore, the first hypothesis stating that there would be positive relationship between emotional competence and academic performance of learning group of students has been verified.

Table 2: Mean values along with standard deviation of learning students on emotional competence with its dimensions and Cognitive Behavior

Variables (N=200)	Mean	Std. Deviation
Emotional Competence	34.819	1.1611
ADF	34.78	2.171
AECE	28.08	1.332
AFE	42.080	2.147
ACPE	41.83	2.302
EPE	40.41	6.287
Cognitive Behavior	4.92	1.032

To test the formulated hypothesis and see the relationship between emotional competence (EC) and cognitive behavior (CB), Pearson correlation statistical analysis was calculated in pre-test condition and results are shown in above mentioned table. The results show that there is a (N=200, r=.159, p<0.05) positive correlation between EC and CB. Therefore, the second hypothesis stating that there would be positive relationship between emotional competence and cognitive behavior of learning group of students has been verified.

7. Significance of the Study

Accommodations for instruction and testing are used in order to provide a student with ASD access to the environment and curriculum in order to support positive behavioral and academic outcomes. Accommodations do not alter grade-level content. Modifications for instruction and testing change student learning expectations and what is taught. Changes can be made in different areas including the course of study, standards, and student response. . Academic performance was evaluated from the school average reported by educational documents. Cognitive processes measured were: focused and sustained attention, cognitive flexibility and inhibitory control, delayed visual memory, auditory verbal learning and delayed auditory verbal memory, visual constructive praxis, naming function of language and verbal fluency. A neuropsychological battery was used for that purpose.

8. Further suggestions

Further suggestions as given below are for future researches insight:

1. The study must be conducted on a large sample and a comparison of normal and disabled population should be done in order to establish the obtained findings.
2. The study must be repeated with associated factors with learning disabilities for giving benefits to school students
3. Cognitive behavior therapy can be more effective for school students. Thus, these coping skill techniques may be applied on other mental health issues also.

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