

Developing Positive Attitude and Behavior in Students for Good Academic Performance through CIQ (Complete Intelligence Quotient)

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ABSTRACT

In today's environment of extreme competition, the concept of all round development is fast emerging in schools and colleges. Schools and colleges are deploying different methods and strategies for improvement in the academic performance of the students. The Complete Intelligence Quotient (CIQ) is very unique system that helps in developing positive attitude and good behavior in students and ultimately helps in improved Academic Performance.

The main objective of this study is to explore the relationship between positive attitude, good behavior and academic performance of secondary school students. This study was carried out on a sample of 518 students drawn from secondary school in Navi Mumbai, Maharashtra State. The Complete Intelligence Quotient Test (CIQT) developed by Pratibha, et al. (2019) has been to determine the significances of positive attitude and behavior of students on their academic performance.

Multiple regression statistical technique was used for analysis with MS Office to test tenability of data. Results shows significant correlation between positive attitude and academic performance of students. The correlation between good behavior and academic performance of students also shows significant relationship. Consequently, improvement in students' behavior and positive attitude towards school could contribute in boosting their academic performance. This study can be extended for students of other standards also.

Keywords: Complete Intelligence Quotient (CIQ), Positive Attitude, Good Behavior, Academic Performance

Introduction

Knowledge and wisdom are significant aspects in education system but possessing the positive

thoughts, appropriate attitude and good behavior binds them all together leading towards accomplishment of personal and professional

growth. The success in academic life is highly dependent on physical, emotional, intellectual and spiritual intelligence of students. It is acknowledged that even though students get same kind of environment, have good reading habits and certain amount of interest in studies, still different students get different results. There are several factors affecting the academic performance and sometimes negative approach or bad behavior can affect the performance. Focusing only on studies and compromising on other aspect may affect the overall development of students. Achieving good score in examinations requires many other qualities and life values in the student's community. The founder of Delhi Public School-Manjulaben Shroff said that although importance of board examination is 100% but in real life it is just 30% to 40% only. Researchers (Bridgeland et al., 2013; Weissberg et al., 2015; De Paoli et al., 2017) revealed that schools must offer different skills to the students with their academic curriculum to prepare them for today's manifold and diversified world. So, to increase the effect of education in real life, the student's approach should be towards developing positive attitude and good behavior.

Different researchers like, Parker, Creques, Harris, Majeski, Wood, and Hogan (2003) found that emotional intelligence is a significant predictor of academic achievement. Farooq (2003) cited that students with high emotional intelligence show better academic performance than the students with low emotional intelligence. Sinha & Suman (2013) and Molla (2018) found a positive relationship between emotional intelligence and academic achievement. Pratibha, Dharmendra, et al., (2019) found complete intelligence quotient (CIQ) improves academic performance of students in a significant way. CIQ is considered to be an important factor of academic performance. CIQ makes a strong foundation of physical fitness, mental stability, sharp intelligence and spiritual strength of students. Positive attitude helps

students to achieve their true potential. Therefore, the researcher has selected this subject to make students understand the effect of positive attitude and good behavior in attaining high academic performance. When students begin to believe in themselves, they transform their attitude and can make positive contribution to the society also.

People who maintain their thoughts and feelings within the border of positive attitude, everything seems valuable and rational to them. Positive attitude means approach unpleasantness in a further positive and creative way. Positive thinking is the endless unspoken thoughts that run through one's mind. The spontaneous thoughts can bring positivity or negativity. Some thoughts come from logical thinking while other may arise from delusions that one creates because of lack of information. When these thoughts are developed in delusion, the outlook on life is more likely distrustful; and when these thoughts are developed in a constructive way, the outlook on life is more likely positive. Attitude is a multifaceted and unique concept, which integrates numerous properties and has different domains (Zhang and Campbell, 2010; Kusun et al., 2012). Attitude is the inner process of our thoughts which exhibit through our behavior as an external process or action. It can be observed through the quality of student's achievement, for example- how they participate in different activities, become expert in learning, cooperate in project work, articulate the solutions to the given question, use their critical and analytical thinking for solving complex problems or numerical, etc.

Behavioral problems like-violence, destruction, mischievousness, mistreatment, bullying etc. create an unsafe learning environment (National Center for Education Statistics (2002). Antisocial behaviors at a young age, respond in the same way when grow as adults (Huesmann, Eron, Lefkowitz, & Walder, 1984; Loeber & Hay, et al. 1997). Good Behavior offers better intelligence, creativity, health benefits and peace of mind.

VincentBusch, Anne Loyen, et al. (2014) revealed that healthy nutrition and team sports participation have a positive effect on academic performance. Different aspects which affect the academic performance of students has been established appropriately in the research work 'Predicting Academic Performance of Secondary School Students through Complete IQ Ecosystem of Student, Teacher and Parents (2020). To bring positivity in students, teachers and parents should set an example for them. When they replace a negative thought or reaction with a positive one, the more positive thoughts, words, and actions will be presented by student. CIQ can bring significant change in behavior and attitude of students towards goodness and positivity.

Objectives

- To provide the guideline to improve positive attitude and behavior in students.
- To explore the relationship between positive attitude and academic performance of secondary school students.
- To explore the relationship between good behavior and academic performance of secondary school students.

Discussion

Academic performance is a major concern for educational policy makers of every country. It is, therefore, a subject of high interest that how to boost the performance of students and find out the factors affecting performance. Attitude is the response of a person's entire cognitive process. Developing positive attitude in the secondary school students would provide them greater opportunity to become more confident and independent. Durlak, Weissberg, Dymnicki, Taylor, & Schellinger (2011) observed that students who receive social and emotional learning programming performed better academically.

Generally, students show negative behavior because of too many restrictions, overprotection, criticism, disturbing environment at home, magnification of negative aspects of a situation. When problem arises, students should put efforts to look for solutions instead of getting disturbed. By this, student will realize that every problem has a solution and will learn to look at things positively. Positive attitude and good behavior form the foundation of a society which allows each student to develop physically, emotionally, intellectually, and spiritually. It enables students to develop genuine care and concern for other students, teachers and parents.

Methods of Developing Positive Attitude

The goal of developing positive attitude is to improve student's spiritual strength and emotional stability in the form of balanced relations, motivation, enthusiasm, endurance, self-awareness, gratitude, fearlessness, integrity, empathy and communication with teachers, parents, peers and elders. These, in turn, provide a foundation for emotional balance and spiritual consciousness with improved academic performance. It also defines the character or personality of the student through the quality of their performance and outputs.

The method of developing positive attitude and changing negative thinking into positive is a simple process which can be followed in the optimistic way. The subject acknowledged for developing positive attitude in students can be considered into two groups are as follows:

1. By attaining Spiritual Strength:

According to Stephen Covey (2004), spiritual intelligence is the central and most fundamental of all the intelligences, because it becomes the sources of guidance for others. The spiritual strength can be developed through gratitude,

fearlessness, integrity, empathy and consciousness. Gratitude is the single largest factor of human well-being. It belongs to recognition of good in others, appreciation and reciprocation in a sophisticated manner. Students reciprocate with their teachers and elders respectfully. Fearlessness makes student confident and responsible for their academic and co-curricular performances. It develops forgiveness, tranquility, integrity, equanimity and honesty in students for achieving success. Empathy is the essential building block in positive attitude and it generates compassion, tolerance, sympathy, responsiveness and harmony. One of the major factors of positive attitude which has a great impact on student is his consciousness.

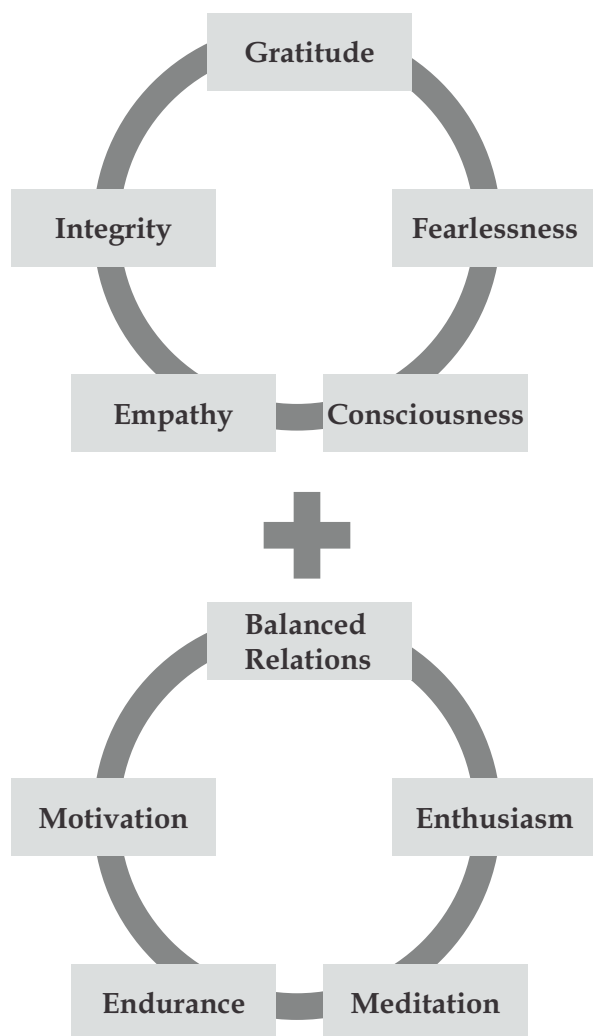
Right consciousness is a part of positive attitude which supports in communicating and collaborating clearly with teachers and parents, seeking their help when needed, able to work in teams and resolve conflicts. Spiritual consciousness permits the amalgamation between intrapersonal and interpersonal relationship in order to surpass the gap between self and others. Danah Zohar and Ian Marshal (2000) also mentioned that SQ is the necessary foundation for both IQ and EQ. Having an initiative to perform extra duties and additional responsibilities towards an end of producing valuable results is an indication of an efficiency, competence and good academic performance.

2. By attaining Emotional Stability:

It is known that emotions are composite states of feeling that result in biological changes which influence the thought and behavior of the individual. Herbert & Choen cited in 1993 that positive emotions are associated with positive state of mind and good health such as self-awareness, appreciation, motivation, delight, self-control, a sense of fulfilment, love, peace and happiness. Similarly, negative emotions are

associated with negative state of mind and unhealthy physiological functioning like anger, disappointment, dependence, failure, fear, frustration, guilt, loneliness, resentment, and depression. Emotions are derived from our mind. Arjuna declared in Bhagvad Gita (6.34) that mind is restless, turbulent, obstinate and very strong; it is more difficult to control than controlling the wind. Lord Sri Krishna said that by suitable practice and detachment it can be controlled (Bhagvad Gita 6.35). It is something like curing a disease by expert treatment and appropriate diet.

Emotions of happiness or sadness, victory or failure, faith or fear, etc. are common for everyone. Emotional stability can be developed through balanced relations, motivation, enthusiasm, endurance and meditation. Balanced relationship helps students to act in accordance with school as well as with social norms. Good relations help students to guide their feelings and thoughts to useful ideas and opinions that would lead them to success. It is a good practice to let students finish all the assignments during their spare time and enjoy the rest of the time with their loved ones. By accepting their emotions, students will embrace positivity in life, become gentle and get encouraged to complete the work with determination. Negative people may increase the stress level in others and make them confused, so associate with positive and successful people. Learn different techniques of meditation to manage stress by being able to stay in control and persevere through challenges, believe in yourself through emotional stability and self-control. One should not allow negative feelings to stay in the senses longer than a day because it would later affect academic productivity and interpersonal relationship. Zins, Weissberg, Wang, and Walberg (2004) found that social and emotional learning program improves students' attitudes, behaviors, and academic performance.



**Fig 1: Conceptual framework for Positive Attitude:
Spiritual Strength + Emotional Stability**

Methods of Developing Good Behavior

The goal of behavioral program is to promote students' physical fitness and intellectual sharpness. This in turn provide a foundation for better good health, peacefulness, visualization, self-study, critical thinking, creativity and self-discipline. Student's behavior can be defined as how one behaves at home and school. Student's behavior is determined by their mental and physical health mainly along with their temperament, family, peers and teachers. Non-stop motivation and encouragement given to them helps in developing good behavior, the power of wisdom, learning and wellbeing. It drives the

behavior of a student to take action on what they wanted to achieve.

The subject identified for developing good behavior in students can be characterized as falling into two groups:

1. By attaining Physical Fitness

Phongsavan et al., (2005); Roxana et al., (2014) established that physical activity should be a part of the students' daily life for its physical fitness, emotional and intellectual benefits. This emphasizes that the body and mind are one entity that if anything happens to one will affect the other. A study conducted by the group of Daniyal et al (2012) found out that the involvement of students in any kind of sports, participating in dramatic and other literary activities positively affects their academic performance. Therefore, students must always be encouraged to join curricular and extra-curricular activities related to academics, cultural and sports competitions that would provide them the sense of engagement that they contributed something in the realization of either individual or team goal.

Physical fitness can be achieved by having balanced diet, doing regular exercise, taking sufficient rest, following good health and hygiene and by attaining peacefulness. A healthy and balanced diet fuel our mind and body. It symbolizes a person's physical strength, stamina, body coordination as well as controlling thoughts and desires. A proverb 'A healthy body contains a healthy mind' shows the importance of physical wellness. Exercise can positively uplift the mood, reduce stress, makes students physically active, boosts their body, mind as well as attain peacefulness. Proper rest makes the person always alert in discharging his duties. Taking proper care of health and hygiene principles results in perfect health. Physical fitness promotes a holistic approach in the development of good behavior and success of a person.

2. By attaining Sharp Intelligence

Initially IQ was perceived as a strong predictor of success in life, but psychologists established that it constitutes only about 20% to the factors that determine life successes. Many researchers approved that people with positive attitude can develop problem-solving skills and take good decisions quickly. A sharp intelligence can be developed through visualization, self-study, critical thinking, creativity and self-assessment. It represents goal setting, time-management, verbal and analytical reasoning abilities, cultivating the knowledge, resourcefulness, self-assessment as well as self-discipline. Learning is the process of acquiring knowledge or skill by studying, practicing and experiencing something. For achieving good academic performance teachers and parents guide student to visualize a positive outcome before start to strive the goal. Develop insightfulness and creativity by cultivating the knowledge and aspire towards excellence. Negative attitude and bad behavior affect the overall personality of students. Doing self-introspection by knowing your strengths and limitations, students will develop good behavior which will help them in attaining improved academic performance.

It is believed that when parents monitor homework, encourage participation in extracurricular activities, participate in PTA (parents-teacher-association), help children to visualize and set the plans for their future; children are more likely to respond and do well in academics. It is observed that when parents are involved in their children's learning more intensively, the more academic performance they attained successfully. Nathawat's (2001) described that intelligence quotient is important for entrance in educational institutions, emotional quotient is essential for success in life and spiritual quotient is useful for significant life. IQ thus enables us to explore the available alternatives and various consequences of our actions. Students who have

high IQ are generally able to concentrate easily in doing anything.

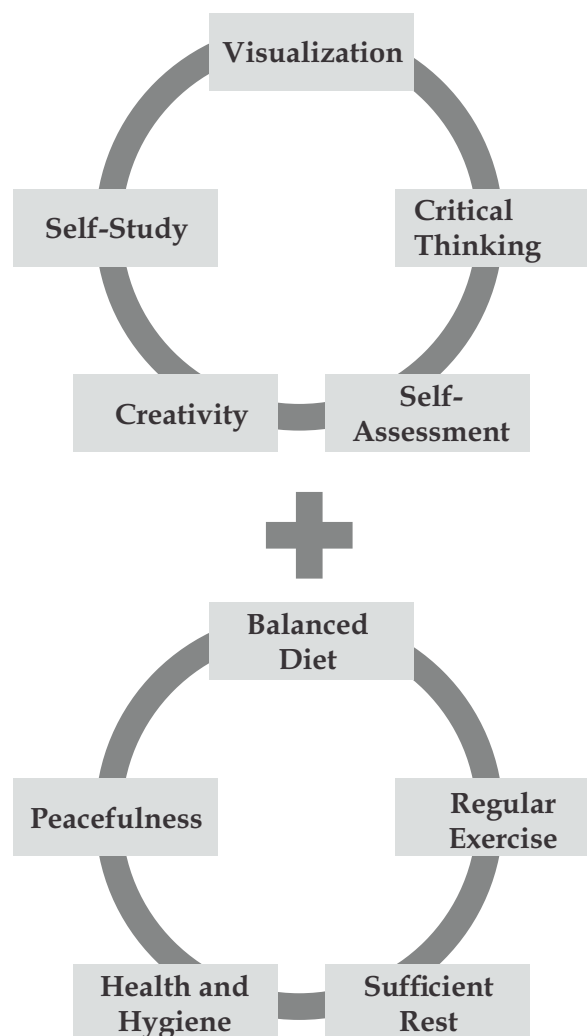


Fig 2: Conceptual framework for Good Behavior:
Sharp Intelligence + Physical Fitness

Methodology

Research Design

A descriptive research was employed in conducting the present study. Data was collected through random sampling technique from 518 secondary school students (270 boys & 248 girls) of Navi Mumbai, Maharashtra state. In this study academic performance is considered as dependent variable while positive attitude and good behavior are considered as independent variables.

For the present study the researcher has used a Complete Intelligence Quotient Test (CIQT) using 5-point Likert-type Scale, to assess the positive attitude and behavior of the secondary school students. The academic performance of the students was documented by their scores obtained

in their annual exams. The data was analyzed and interpreted using statistical techniques such as: Mean, Standard Deviation, Regression analysis, ANOVA and Correlation Coefficient test. The detail of the analysis, interpretation of data and discussion of results are presented as below:

Table 1: Demographic Distribution of Secondary School Students

Profile	Frequency	Percentage
Boys	270	52.12%
Girls	248	47.88%

Table 1 shows details of demographic information of data collected. There is almost equal distribution of genders amongst 518 students.

Table 2: Min & Max Values

Variable	Minimum	Maximum	Mean	Std Deviation
Positive Attitude	2.80	4.96	4.21	0.381
Good Behaviour	2.53	5.00	3.86	0.446

In Table 2, mean value 4.21 presents high level of positive attitude and 3.86 presents moderate level of good behavior of students.

Table 3: Reliability Analysis

Variables	Cronbach's Alpha
Positive Attitude	0.73097
Good Behaviour	0.75012

In Table 3, high value of Cronbach Alpha indicates strong internal consistency of reliability of the test.

Table 4: ANOVA of linear regression analysis for Positive Attitude

Model	Sum of Squares	df	Mean Square	F	Significance F
Regression	11778.12	1	11778.12	385.2356	0.0000005
Residual	15776.08	516	30.5738		
Total	27554.20	517			

Table 5: ANOVA of linear regression analysis for Good Behavior

Model	Sum of Squares	df	Mean Square	F	Significance F
Regression	5169.10	1	5169.10	119.15	0.0000005
Residual	22385.10	516	43.38		
Total	27554.20	517			

Table 4&5 explains F-test (ANOVA) which is used to test the overall validity of the test. Here the significance F is less than 0.05 in both cases, propose that positive attitude and good behavior has linear relationship with academic performance and the linear model is valid.

Table 6: Regression Analysis

Regression Statistics	Attitude	Good behaviour
Multiple R	0.653799	0.433125
RSquare	0.427453	0.187598
Adjusted RSquare	0.426343	0.186023
Standard Error	5.529358	6.586499
Observations	518	518

'Multiple R', the measure of correlation coefficient between two variables is shown in Table 6. The study indicated that there is a significant correlation (0.433) between Good Behavior and Academic Performance of students, whereas it presents a strong correlation (0.6538) between Positive Attitude and Academic Performance of students at 0.05 level of significance.

Conclusion

The study reveals that positive attitude, good behavior and academic performance are absolutely related with each other. It shows that positive attitude and good behavior not only improves academic performance of students but also increases qualities like kindness, sharing, empathy; and boost student's attitude towards

peer, teachers, school, and reduces depression and stress among them.

Students with positive attitude and behavior will prevent a lot of stress-related incidences at school or home. Educators can help school administrators and teachers in developing these skills in all type of schools, to all students by organizing these strategies: (i) Establishing good behavior through safe health practices and highly engaging learning environments to sharpen their intelligence. (ii) Systematically teaching and applying emotional and spiritual expertise in different ways for establishing positive attitude in students. School and home both plays an important role to develop positive attitude, good behavior in students and prepare them to become functional members of the society. It also recognized several priorities for further research.

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