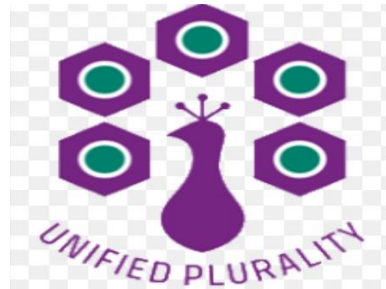


**EVALUATING THE IMPACT OF EMOTIONAL
INTELLIGENCE ON THE ACADEMIC ACHIEVEMENT OF
COLLEGE STUDENTS IN JAMMU DISTRICT**



*A dissertation submitted to the Cluster University
Of Jammu in partial fulfilment of the requirements for the award of the degree of*

MASTER OF EDUCATION

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2022

CERTIFICATE

This is to certify that Diksha Sharma, student of M. Ed. bearing University Roll. No. 20051070016-GCE-20 has completed her dissertation entitled “**EVALUATING THE IMPACT OF EMOTIONAL INTELLIGENCE ON THE ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS IN JAMMU DISTRICT**” under my supervision and guidance. The dissertation is ready for submission to the Government College of Education, Canal Road, Jammu in partial fulfilment of the requirements for the award of the degree of Master of Education

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Jammu

Diksha Sharma

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CHAPTER – I

INTRODUCTION

1.1 INTRODUCTION

Education plays a predominant role in this modern world. In today's world education became the most important aspect. Education plays a key role in the development of the society. There is day by day advancement in the field of education. It is the ultimate pathway of success. Education gives a great deal of support to encourage each and every individual. "Bring educated is biggest asset". The stunning fact is that education is given highest place in today's world. One should also learn to respect parents or else they will not have values and one should also learn to respect education or else they will be ruined. Education will promote knowledge and awareness in rural areas. Right education is a fundamental right. According to this right children up to age of 14 should study but not work, child labour is an offense. Education is the real wealth of poor. It opens the doors of employments. It certainly provides comforts. Education is also lamp for desires of the poor. It increases our intelligence.

1.2 ROLE OF EDUCATION IN HUMAN LIFE

Education is the major aspect of development of any modern society. Education brings awareness in people and keeps them away from superstitions beliefs. It provides best possible settlement not only in India but also in many western countries. Education will direct the person to move in right path at all times in life. A highly educated person can led his life with many comfort. Education makes students physically and mentally strong. Education is the best investment for the people because well educated people have opportunities to get a job which give them satisfaction. An educated person will be always respected in any part of world of his talent will awarded and rewarded. Education also makes the person to be positive. Literacy rate depend on education. All the advancement in technology is due to education. Education is the ultimate factor that provides employment, so it plays a vital role in development of the country and also in raising the per capita income of the country. Education is the best weapon to eradicate poverty. Education promotes knowledge and understanding in rural communities.

Education keeps the people away from superstitions beliefs. Educated person will be health conscious. Education is only path way to maintain success in life. It increases the ethical values of the person. Education is not only learning about books but also learning about life. Educated person will identify the difference between good & bad. In life, if education is there with us. There is everything in life. It is the best source to raise the economy.

1.2.1 ROLE OF EDUCATION IN SOCIETY

Education has a great social importance especially in the modern, complex, industrialized societies some of the significant functions of education are:

To transmit the cultural heritage: All societies maintain themselves, by exploitation of a culture. Culture here refers to a set of beliefs, and skills, art, literature, philosophy, religion etc. they are not carried through the mechanism of heredity but they must be learned. Education has this function of cultural transmission in all societies.

For the formation of social personality: Individual must have personalities shaped or fashioned in ways that fit into the culture. Education everywhere has the function of formation of social personalities. Education helps in transmitting culture through proper molding of social personalities.

Education for occupational placement: Education has come to be today as nothing more than an instrument for livelihood. It should enable students to take out his livelihood.

1.2.2 ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and lead to broad social benefits to individual and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition to this, it plays a very crucial role in securing economic and social progress and improving income distribution.

1.3 MEANING OF EMOTIONAL INTELLIGENCE

The term “Emotional Intelligence” consist of two words “Emotion” and “Intelligence”. The term Emotional Intelligence is a complex term. Therefore, in order to study the meaning of Emotional Intelligence, we first of all know the meaning of Emotion and Intelligence separately.

EMOTIONS: Emotions are very important forces in the education and development of the child. Emotions are said to be the springs of actions. They are present in every human activity. A happy man is one who has well trained emotions.

MEANING OF EMOTIONS: The term emotion is defined as the state of excitement of mans any situation. It represents affective felling tone. It is characterized by inner adjustment, condition by the functioning of the automatic nervous system and aroused by the interaction between an external stimulus situation and the inner mental status.

DERIVATIVE MEANING OF EMOTION: The word “EMOTION” is derived from the Latin word EMOVERE” which means “STIR UP” “TO AGITATE” “TO EXCITE”. So emotion is stirred up or disturbed state of mind.

BEHAVIOURISTIC VIEW: Emotion is general feeling of excitement of whole body. It is moved or stirred up state of an organism. It is disturbed muscular and glandular activity. Emotion is intense felling which cause mental agitation and excitement with some bodily changes.

DEFINITIONS:

- 1) **Mc Dougal:** “Emotion is the core of instinct. It is the mode of experience that accompanies the working of an instinctive act.”
- 2) **Acc to Gates:** “Emotion is episodes in which the individual is moved or excited.”
- 3) **Acc to Wood Worth:** “Emotion is a moved or stirred up state of an organism. It is disturbed muscular and glandular activity.”

1.3.1 CHARACTERISTICS OF EMOTION:

- 1) **Psychological change:** Emotions are followed by psychological change i.e. when we are under the spell of emotions many psychological changes occur in us. For e.g. changes in the heartbeat, changes in pulse rate, change in blood rate,

change in digestive system and change in nervous system take place. Every emotional experience involves many physical and psychological changes.

- 2) **Subjective:** Emotions are subjective in nature. They are the most personal experience. They are the things of heart. We act according to the emotions. They differ from person to person. They may vary widely even in the same person on successive occasion with changes in several conditions.
- 3) **Impulse:** Emotional experience or reaction involves an impulse toward some kind of action. Some sort of behavior or overt response i.e. an impulse is to hit, to run, and to laugh.
- 4) **Wider range:** Emotions have a wider range. They occur in young as well as in the old. They occur at all stages of mental development.
- 5) **Felling the core of emotions:** The core of the emotions is feelings. Every emotional felling involves feelings such as anger, fear or joy. Emotions are accompanied by feeling of pleasantness or unpleasantness. The two primary felling give birth to various emotions.
- 6) **Emotions are instincts:** Emotions accompany biological drives or instincts. They mostly occur when any basic need is thwarted and challenged or when such a need is satisfied.

1.4 INTELLIGENCE

No two individuals are exactly alike, some are bright others are dull, some are quick and others are slow, some solve problem quickly, some take time, some adapt to new situation easily and some with difficulty. This individual difference is intelligence.

MEANING OF INTELLIGENCE:

Intelligence is a very wide concept which not only means the intellectual activities but also includes the capabilities of solving problems of life as well. We use the word "Intelligence" in everyday life. Dictionary has defined it as "the capacity to acquire and apply knowledge" in our day today life. It is intelligence that makes man differ from the animal. Endowed with certain cognitive abilities man is able to reason, think, discriminate, understand, adjust and face new situation.

The word “Intelligence” is the capacity for rational and constructive thinking directed to the attainment of some end”. For the last 50 years, researches have been going on for understanding the real meaning of intelligence but still today the word appears to vague.

DERIVATIVE MEANING OF INTELLIGENCE: The word intelligence comes from Latin word which means “Cognitive Processes”.

Vernon view: Acc to Vernon there are 3 meaning of Intelligence:

- 1) **Biological meaning:** Biological meaning of intelligence emphasizes adaptive nature of human being. So intelligence is the capacity of the individual to adopt, to adjust to environmental situation.
- 2) **Psychological meaning:** It emphasis mental efficiency and the capacity for abstract thinking and reasoning. Therefore intelligence is the innate general cognitive ability.
- 3) **Operational meaning:** It emphasis specific characteristics of intelligent behavior and measurement of these specification. Hence, intelligence is “What intelligence test measure”.

DEFINITIONS:

- 1) **Acc to Stern’s view:** “Intelligence is the ability to adjust oneself to the new situation.”
- 2) **Acc to Thorndike’s view:** “Intelligence is the ability to make profitable use of past experience”.
- 3) **Acc to Wood Worth and Marquis:** “It means intellect put to use. It is the use intellectual abilities for handling a situation or accomplishing any task”.

1.4.1 CHARACTERISTICS OF INTELLIGENCE:

Following characteristics reveal clearly the concept and ideas of Intelligence:

- 1) **Intelligence is the power or capacity of human being:** Intelligence is the power or capacity of human being which helps to make reason, understand and well-judgment. Intelligence is the capacity which is innate as well as acquired.

- 2) **Intelligence means all-round mental efficiency:** All round mental efficiency means that it includes all the qualities in the mental development of an individual. Through the process of intelligence the whole general and abstract thinking reasoning powers are revealed.
- 3) **Intelligence is a power of good responses from the point of truth:** As a global or aggregate capacity of an individual, intelligence is the conglomeration of many powers as a whole in the structure of truth.
- 4) **Intelligence is the ability of adaptation and adjusting to a new situation:** Acc. to wells, an eminent psychologist, intelligence is the property of recombining our behaviors pattern so as to act better in novel situation. It means that intelligence is the potent factor through which the adjustment and readjustment to any situation is easily possible.
- 5) **Intelligence is the ability for abstract thinking as well as the capacity to learn from the past situation:** Intelligence is the capacity to think abstractly. It is also the capacity to learn from the past experience and hence it makes the profitable use of the past.

Intelligence is not a guarantee against abnormal behaviors, backwardness and delinquency inspite of fact that it is one of the factors contributing towards achievement, adjustment and character formation of a person.

1.5 IMPORTANCE OF EMOTIONAL INTELLIGENCE

No matter what its, hue the aforementioned proponents all lay claim to the fact that their concept constituents a generalized, far reaching intelligence covering an array of emotional functions. Unfortunately, thus used the term appears all encompassing and protean such that Emotional Intelligence is left bereft of conceptual meaning. For e.g.: the populist through widely influential account offered by Goleman (1995) appears to define Emotional Intelligence by exclusion: as any desirable feature of personal character not represented by cognitive intelligence.

More recently, Goleman (1998, 2001 see also Boyatzis, Goleman and Rhee, 2000) suggests that two domain facets define the competencies associated with Emotional Intelligence:

- a) **Ability:** Awareness versus management of emotions.
- b) **Target:** Whether competence relates to self versus other.

The Cartesian product of these two facets (i.e. ability to target) yields the following four components:

- a) Awareness of emotion in self;
- b) Awareness of emotion in others;
- c) Management of emotions in self;
- d) Management of emotions in others.

Perhaps the most widely accepted scientific definition of Emotional Intelligence is “the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and action”. (Solovey and Mayer 1990). This definition identifies emotional information as a necessary precursor of emotional regulation and as we have argued elsewhere, probably constitute the most workable contemporary definition of Emotional Intelligence. By contrast, another researcher (Bar-on, 1997) characterizes Emotional Intelligence as “an array of non-cognitive capabilities competencies and skill that influence one’s ability to succeed in coping with environmental demand and pressure. This broader definition makes no direct reference to the acquisition, retrieval and instantiation of emotional formation. It appears to exclude cognitive skills that might contribute to emotion management, although, confusingly Bar-on also lists apparently cognitive abilities such as problem solving and reality testing as component of Emotional Intelligence.

We all have different personalities, different wants and need and different ways of showing our emotions. Navigating through this all takes tact and cleverness-especially if we hope to succeed in life. This is where Emotional Intelligence becomes important. Emotional Intelligence is the ability to recognize our emotions, understand what they telling us and realize how our motions affect people around us.

Emotional Intelligence is the ability to identify, use, understand and manage emotions in positive way to relieve stress, overcome challenges and defuse conflict. Emotional

Intelligence impacts many different aspects of our daily life such as the way we behave and the way we interact with others.

If we have high emotional intelligence we are able to recognize our own emotional state and the emotional state of others and engage with people in the way that draws them to us. We can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work and lead a more fulfilling life. Emotional intelligence is more important than one's intelligence in attaining success in their lives and careers.

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened while others claim that it is an inborn characteristic.

Acc to Dr Mayer: Emotional intelligence is the capacity to reason about emotions and emotional information, and emotions to enhance thoughts. Compared to Goleman's more inclusive characterization, a precise definition would be:

“Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge; and to reflectively regulate emotion so as to promote emotional and intellectual growth”.

The importance of emotional intelligence is discussed below under the following headings:

1. **PHYSICAL HEALTH:** The ability to take care of our bodies especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional intelligence. Only by being aware of our emotional state and our relations to stress in our lives can we hope to manage stress and maintain good health.
2. **MENTAL WELL-BEING:** Emotional intelligence affects our attitude and outlook on life. It can also alleviate anxiety and avoid depression and mood swings. A high level of EI directly correlates to a positive attitude and happier outlook on life.

3. **RELATIONSHIPS:** By better understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way. We are also better able to understand and relate to those with whom we are in relationships, understanding the needs, feeling and responses of those we care about leads to stronger and more fulfilling relationships.
4. **CONFLICT RESOLUTION:** When we can discern people's emotions and empathize with their perspective, it's much easier to resolve conflicts or possibly avoid them before they start. We are also better at negotiation due to the very nature of our ability to understand the need and desires of others. It's easier to give people what they want if we can perceive what it is.
5. **SUCCESS:** Higher EI helps us to be stronger internal motivators, which can reduce procrastination, increase self confidence, and improve our ability to focus on a goal. It also allows us to create better networks of support overcomes setbacks and persevere with a more resilient outlook. Our ability to delay gratification and see the long term directly affects our ability to succeed.
6. **LEADERSHIP:** The ability to understand what motivates others. Relate in a positive manner and to build stronger bonds with others in the work place inevitably makes those with higher emotional intelligence better leaders. An affective leader can recognize what the need of his people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction. An emotionally savvy and intelligent leader is also able to build stronger team by strategically utilizing the emotional diversity of their team member to benefit the team as a whole.
7. **SELF AWARENESS:** Person with emotional intelligence is self aware and able to recognize emotions as they happen. This is the vital skill for an individual, as it helps them obtain a clear understanding of their strength and weaknesses without any obstruction. In addition, an individual are able to perceive emotions as they arise in response to an action or situation. As a result, they are better able to address problems and handle any future complications.
8. **EMOTIONAL MANAGEMENT:** The prior skill gives an individual the ability to stay aware of their feelings. The next step is learning how to manage

those emotions. Individuals with high EI are able to regulate themselves and stay in control. These individuals are unlikely to rush headlong into hasty decisions or let their anger take over their behavior.

9. **EFFECTIVE COMMUNICATION:** Individuals either also have the skill of effective communication. They are able to clearly convey directions and know what to say in order to inspire and motivates others. An important skill for an individual, communication can be a deciding factor in whether the team listens or not.

1.6 MEANING OF ACADEMIC ACHIEVEMENT

The definition of academic achievement refers to level of schooling we have successfully completed and ability to attain success in our study.

- (a) When we receive great grades, this is an example of academic achievement.
- (b) When we attend college and graduates school, this is also an example of academic achievement.

The precise definition of academic achievement varies among professional is the field of academic, but is generally considered to be a benchmark of academic progress. Academic achievement is sometimes called proficiency and may be quantified in several ways, such as exams and tests. It refers to a student's success in meeting short and long-term goals in education. It means completing high school or earning a college degree.

It may also refer to a person's strong performance in a given academic area. A student while his studying earns good grades or awards in school. It is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. It is measured by examination or continuous assessment.

1.6. I FACTORS INFLUENCING ACADEMIC ACHIEVEMENT

Factors associated with academic performance of students are analyzed from four perspectives:

1. **Student Level Factors:** including the students own physical health and social emotional wellbeing.
2. **Career Level Factors:** Such as socioeconomic status, and physical and mental health.

3. Family and Household Environment Factors.

4. School Environment Factor.

Teacher ratings of overall academic performance were used as the primary measure of academic performance.

I. Speech Difficulties: Students that had trouble saying certain sounds were one and a half-time more likely to have low academic performance than students who did not have trouble saying certain sounds.

II. Main Language spoken in Classroom: Students that spoke aboriginal English in classroom were over two times more likely to be rated at low academic performance than students who spoke English in classroom.

III. Where the student usually studies: Students that usually did their homework or study in classes, were over two times more likely to have low academic performance relative to those students who usually studied at home.

5. Career level factors included

I. Primary Career labor force status: Students whose primary career was not in the labor force were 40% more likely to have low academic performance compared with students whose primary career was employed.

II. Family and house-hold factors include

Gambling: A cause of problem in house-hold: Students living in house-hold where gambling was a cause of problems were over two times more likely to have low academic performance relative to students living in households where gambling did not cause problems.

6 School Environment factors include

a. Student-to-Teacher Ratio: Students attending schools where the students-to-teacher ratio was less were found to have low academic performance than students attending schools where the student-to-teacher ratio was high.

b. Unexplained Absence from Schools: Students with more than ten days of unexplained absence from school were almost two times more likely to have low academic performance than students who did not have any unexplained absence.

- c. **School Suspension:** Students suspended from school on two or more occasions were more likely to have low academic performance than students who had never been suspended.

7 Intelligent Factor: This is the important factor affecting academic achievement of student. As universal acceptance on this is, that individuals differ from one another. There are some students in the class who possess high intelligence, average intelligence and low intelligence. It is a universal fact that person or a student in a class having intelligence at higher level is having great performance records than average. And a student with average intelligence is having better academic records than the below average students. And the below average students always lay behind in academic achievements than the highly intelligent student and average intelligent student.

8. Communication: Many researchers have discussed the different factors that affect the student's academic performance. Two types of factors that affect student's academic performance, these are external and internal classroom factors and these factors strongly affect the student's performance. Internal classroom factors includes student's competence in English, class schedule, class size, English textbook, class test reseat learning, facilitates home work, environment of class, complexity of course material, teacher role in class technology used in class and exams system.

External class room factors include extracurricular activities, family problems, work and financial, social and other problems. Research studies shows that students performance depends on many factors such as learning facilities, gender and age difference etc. that can affect student performance. If the students have strong communication skills and have strong grip on English. It increases the performance of the student learning student performance of effect on learning student performance.

9. Parental Education: This is another factor which is affecting the academic achievements of the student. The parental education plays a significant role on academic performance of child. If parents of the students are educated they will provide a keen interest in education set of their children. In this educated parents can check the educational work of their children regularly and will remove his lapse up to great extent which will increase the academic achievements of students and child whose parents are not educated cannot check.

10. Unemployment: Education is said to be that aspect of society, which is responsible for providing the food. But at present we see that the unquoted educated

are unemployed. It is increasing vastly day by day. The negative attitude among the minds of various students towards receiving their education and with this students become uninterested in attaining their education and which in long run affect the academic achievement of these students.

1.7 EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

For many years educators, professionals and the public alike have been focusing on the intellectual achievement of individuals. In the past, perceived cognitive potential, more than any other factor has been seen as a predictor of academic achievement. It has, however, been established that despite an individual having the intellectual potential to succeed at institutions of higher education, he/she may experience difficulty dealing with emotional issues, have poor relationships, and be ineffective in his/her decision making (Goleman,1995). These observations, among others, have led to the realization that individuals from changing populations may require more than intellectual abilities to exist and thrive academically. All students experience frustration and failure to achieve their goals. They depend on the strength of fortitude to control their negative thoughts and feelings. If they are able to control emotions, they will achieve the academic goals as well (Dweck, 1996). Finnegan (1998) argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Parker et al (2004) in their study found that highly successful students scored higher than the unsuccessful group on emotional intelligence. Rode et al (2007) predicted that emotional intelligence was related to academic performance for two reasons. First, academic performance involves a great deal of ambiguity. Second, majority of academic work is self-directed, requiring high levels of self-management. Therefore, individuals with high emotional intelligence would perform better academically. Similarly, a study conducted on children aged 4 years found that controlling the impulses of action have shown their ability in achieving good academic and good social skills when they are in their adolescence (Shoda, Mischel, and Peake, 1990). Contribution of emotional management to academic performance was also supported by research done by MacCann et al (2011). The results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused

coping. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement

1.8 SIGNIFICANCE OF THE STUDY

Emotional intelligence and academic achievement have become a prime interest for the teachers, educationists, psychologists and parents to predict children's academic success which is considered to be an outcome of the learning environment as well as cognitive and intellectual potentials of children. The study focus on identifying the phenomena related to Emotional Intelligence students at government and private educational institution in Jammu District. It helps to establish social relationships and managing emotions in others. The students with high emotional intelligence communicates with constructive goals in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may help the private and government educational institutions to initiate some change in work environment so as to increase the level of EI among the students at work place.

The study identifies the emotional intelligence based on Academic achievement, types of Institutions and streams. The study provided a foundation in exploring the impact of emotional intelligence of students in personal academic and career success which will further help the institutions to best ideas and draw suitable plans to increase the level of their students.

1.9 STATEMENT OF THE PROBLEM

The problem under taken by the researcher is stated as: **“Evaluating the impact of emotional intelligence on the academic achievement of College students in Jammu District”**

1.10 OBJECTIVES OF THE STUDY

1. To study the emotional intelligence of College students of Jammu district.
2. To study the different levels of emotional intelligence of College students of Jammu district.

3. To study the relationship between academic achievement and emotional intelligence.
4. To study the significant differences in the emotional intelligence of higher and lower academic achievers of College students of Jammu district.
5. To study the significant differences in the emotional intelligence of Government and Private College students of Jammu district.
6. To study the significant differences in the emotional intelligence of College students of Science and Arts stream.
7. To suggest some educational implications on the basis of the study.

1.11 HYPOTHESES OF THE STUDY

1. There will be no significant difference in the emotional intelligence of higher and lower academic achievers of College students of Jammu district.
2. There will be no significant difference in the emotional intelligence of Government and Private College students of Jammu district.
3. There will be no significant difference in the emotional intelligence of College students of Science and Arts stream.

1.12 DELIMITATIONS OF THE STUDY

The study is limited to the following aspects:

1. The study is confined to only two streams i.e. arts and science.
2. The study is confined to high and low academic achievement of higher secondary students.
3. The study is limited to a sample of 160 students only.
4. The study is limited to students of 1st Semester College students.
5. The study is limited to four Colleges of Jammu district.

CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already done in the same area. A summary of writing of recognized authorities and of previous research is based upon past knowledge this help to eliminate the duplication of what has been done and provide useful hypothesis and helpful suggestion for significant investigation. Acc to Best, “The research for relevant material is time consuming, but fruitful phase of investigation. A familiarity with the literature on any problem area helps students to discover what is already known, what others have attempted to find out, what problems remained to be solved”.

The review of related literature is an essential aspect of the research project such as the review is the step of the scientific method and the various study of the research, find an exhaustive survey of what has already been done on the problem.

The literature is any field from the foundation which is future work is built. If we feel to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and native. It is very necessary that we should know the past of the subject. The review of the previous literature bridges the gap between new and old knowledge and the new investigator will not feel that he has jumped from one shore to another but feels that he is doing his work systematically and correctly.

A survey of related literature has great importance in the research work. This helps investigator in respect of selection of the problem, its definitions, its statement and delimitations. This saves the time of the investigator or this avoids the wastage of the time in research. The researcher must be familiar with the resources in order to produce an effective and meaningful piece of research.

A literature review is an evaluative report of information found in the literature related to the selected area of study. The review should describe, summarize, evaluate and

clarify this literature. It should give a theoretical base for the research and help you to determine the nature of your research.

DEFINITIONS

Acc. to Scot and Wertheimer (1932): “Review of related literature may serve to avoid unnecessary duplication of any help to make progress towards the solution of new problems. The survey of related studies or literature is a crucial aspect in the planning of study. It is an exacting task calling for deep insight and clear prospective of overall field. It prepares a suitable background for a better application and thorough comprehension of the study being undertaken. Moreover whenever a man is confronted with some problem he or she seeks guidance from others. It is only with the reference of the old that a new thing is learnt.”

Acc to Walter (1983): “The literature in any field forms the foundation upon which all work will be built”.

A thesis is also extremely valuable for anyone who is reading the thesis and wishes to read more about the subject. Many of the text cited in the literature review should help them and lead them to many more text of interest.

2.2 SIGNIFICANCE OF RELATED LITERATURE

When a researcher intends to take up a problem for research he or she must review the related literature. It is not just desirability but the condition of research without it, no worthwhile research can proceed. The need and significance of the review of related literature may be discussed as under:

1. **TO DEFINE THE LIMINTS OF THE PROBLEM:** It brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely.
2. **TO IDENTIFY VARIABLES FOR RESEARCH:** By making careful review of literature, the researcher becomes aware of the importance and unimportant variables in the concerned area of research. It helps him in selecting the variables lying within the scope of his interest in defining and operationalising variables which are conceptually and practically important.

3. **TO AVOID DUPLICATION:** Careful review of literature helps the researcher to avoid unintentional duplication of well established findings. It aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. In some cases where duplication or replication of prior studies become essential, careful review helps the researcher in getting acquainted with the number of studies related to the studies whose validity is being assessed at present.
4. **TO SYNTHESISE PRIOR WORKS:** The review of literature enable the researcher to collect and synthesize prior studies related to the present studies. A synthesized collection of the prior studies help the researcher to identify the significance overlaps and gaps among the prior studies.
5. **TO UNDERSTAND RESEARCH METHODOLOGY:** The review of related literature gives the researcher an understanding of the research methodology to be adapted to the study to be undertaken. It helps the researcher to know about the tools and instruments which proves to be useful and promising in the previous studies. It also provides insight into the statistical method through which validity of the research is to be established.
6. **TO KNOW ABOUT THE RECCOMENDATIONS OF THE PREVIOUS STUDIES:** The review of literature enables the researcher to know about the recommendations of the pervious researches listed in their studies of further research.
7. **TO KNOW ABOUT THE DIFFICULTIES, HARDSHIPS AND HAZARDS:** The review of related research forewarns the researcher about difficulties and hardships which he might face during the process of research.

2.3 STUDIES CONDUCTED ON EMOTIONAL INTELLIGENCE

There are several studies conducted for the purpose of measuring emotional intelligence of various students and whether or not the major study, their sexes, ages, socio economic characteristics, academic achievements, skills, family characteristics and the place they live are related to the level of emotional intelligence or whether or not those contribute to the development of students` emotional intelligence.

O'Connor (2003) examined the relationship between emotional intelligence and academic achievements of university students by using emotional intelligence scale based on both self – report and skill. The study concluded that regardless of the scale use for varying the type of emotional intelligence, emotional intelligence is not a powerful indicator of academic achievements.

Goleman (2004) examined the relationship between emotional intelligence and effective performance especially in terms of leaderships. The study addressed five elements of emotional intelligence. These are self awareness, self control, motivation, empathy and social skills. Goleman claimed that emotional intelligence improves with aging, in other words, that “maturity” is an important concept here; however some people still need to give emotional intelligence although they are at the level of maturity.

Katyal and Awasti (2005) explored gender differences in emotional intelligence among adolescents of Chandigarh. The findings revealed that majority of boys, girls and the total sample had good level of emotional intelligence. Girls were found having higher emotional intelligence than boys but due to insignificant results they concluded that the above finding may not be conclusive but may suggestive of the trend.

Harrod and Scheer (2005) measured emotional intelligence of 200 youngsters between the ages of 16 to 19. The emotional intelligence scores were compared with demographic qualities (age, sex, household income, Education level of parents and place of residence) of the individuals. The findings revealed that there is a positive relationship between levels of emotional intelligence and sex, education level of parents and household income. There is not any significant relationship between emotional intelligence and place of residence during adolescents. There are significant difference between emotional intelligence scores of women and men. Women have higher level of emotional intelligence. There is not a significant difference between emotional intelligence score and age, place of residence and household income. The important differences are confined to be based on emotional intelligence for educational status of the family. In other words, the level of emotional intelligence improves with the increased level of education. In conclusion the studies revealed that demographics qualities also associated with emotional intelligence. Above and beyond emotional intelligence is linked with successes in life and daily social activities.

Aremu (2006) investigated the relationship among emotional intelligence, parental involvement and academic achievement. Sample of 500 secondary school students was drawn from Ibadan, Oyo state, Nigeria. Significant positive relationship was obtained between emotional intelligence and academic achievement inferring that EI assertively contribute to one's academic success in life.

Halicinarli and Bender (2006) examined the relationship between sex and intelligence at three different universities. There was a significant relationship between emotional intelligence and sex. Personal emotional intelligence, interpersonal emotional intelligence and adaptability emotional intelligence scores displayed a significant difference and female students have higher scores than male students. There was not any significant relationship between stress management, mood emotional intelligence scores and sex.

Singh and Gupta (2007) findings revealed that majority of male-female showed low scores in emotional intelligence; however, no significant difference was obtained. Rural areas and small towns' residents significantly differed from people belonging to cities and had low emotional intelligence. Also, students from full boarding schools and majority of students who took science and technical courses had high emotional intelligence levels than students from arts orientation with statistically reliable differences.

Yilmaz (2007) examined the relationship between emotional intelligences of candidate Social Sciences Teachers and their academic achievements. The conclusions did not reveal a significant relationship between academic achievements and emotional intelligence model. Besides, the female students have higher score averages than male students in all aspects of emotional intelligence, (self awareness aspects, stress management aspects, general mood aspect, inter personal relation aspect, adaptation to the conditions and environment aspect). Also, the score averages of students having strict and democratic on other aspect and total emotional intelligence points were higher than the students having indifferent families.

Adeyemo (2008) examined demographic characteristics and emotional intelligence among workers in some selected organizations in Oyo State, Nigeria. Female workers were obtained with high emotional intelligence. Age, marital status and educational qualifications did not reveal any significant relationship.

Eedogdu (2008) conducted a study on students of Physical Education Academy and Faculties of Science-Letters, Engineering, Law, Education (Department of Fine Arts) and Dentistry and found out that students display emotional intelligence differences according to the fields they study. The students of Fine Arts department scored higher emotional intelligence scale points than students of other faculties whereas emotional intelligence scores of Physical Education students are significantly lower than the students other departments. The emotional intelligence of students having democratic families confirmed to be higher than students having strict and indifferent families.

Jordan et al. (2009) examined the relationship between components of emotional intelligence (EI) (interpersonal ability, intrapersonal ability, adaptability and stress management) and academic performance in English, Maths and Science in a sample of 86 children (49 males and 37 females) aged 11-12 years during the primarysecondary school transition period. Results indicated that for both males and females, intrapersonal ability had little relationship with academic achievement, while adaptability had strongest relationship with achievement in all subjects. Gender differences were particularly pronounced for science, for which stronger relationships were observed with all emotional intelligence components for males. In addition, apparent only for males was a negative relationship between stress management and science.

Hassan et al. (2009) have undertaken an investigation to identify the emotional intelligence level among school students in rural areas, relationship between emotional intelligence and anxiety, as well as relationship between emotional intelligence and academic achievement. Results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including student's age and gender.

Nandwana & Joshi (2010) conducted a study on 60 tribal adolescents of 16-18 years studying in senior secondary school of purposively selected Tidi village of Udaipur. Level of emotional intelligence of the tribal adolescents was assessed by administering

a standardized emotional intelligence inventory (MEII, 2004) by S.K.Mangal and Shubhra Mangal. Findings of the study revealed that majority of adolescents (55%) were found to have poor level of emotional intelligence. There is significant difference of emotional intelligence between tribal adolescent boys and girls; boys are comparatively higher than that of girls.

Reddy & Venu (2010) have made an attempt to study the effect of gender and locality on Emotional Intelligence of secondary school students. Sample of study consisted of 200 boys and girls collected from rural and urban schools in and around Tirupathi. Emotional Intelligence Scale developed by Natun Kumar Thingujan & Usha Ram was administered on the sample to assess their Emotional intelligence. A 2x2 factorial design was employed to analyze the data. Findings of the study revealed that girls were found to be higher in their Emotional Intelligence than boys. Further, it was found that students belonging to urban areas have higher emotional intelligence than students of rural areas.

Ruiz, Gonzalez and Pertides (2010) researched on emotional intelligence of university students studied at five different faculties, namely Technical, Natural sciences, Social Sciences, Arts and Human Sciences. The following were the hypothesis of study conducted by using emotional intelligence scale: a) In terms of emotionality, social sciences will get higher score than Technical Education, b) In term of emotionality, Fine Arts will get a higher score than Technical Education c) Fine Arts will get a lower self-control score than Technical Education, d)There will be an interaction between sex and faculty , in order words, only in Social Sciences the female student will have higher scores than male students. Although there are differences in term of directions supported, the results supported hypothesis a, band d, excluding hypothesis.

Waddar and Aminabhavi (2010) investigated emotional intelligence of post graduate students who stayed at home or in hostels. Two hundred post graduate students from different departments of Karnataka University were selected in sample. The findings revealed that students differed significantly according to their stay in homes or in hostels. Some of the demographic variables such as age, gender, order of birth and caste significantly contributed in making students' emotional intelligence.

Chawla et al. (2011) carried out an investigation to find out the correlation among General intelligence, Emotional Intelligence and Scholastic Achievement of 180 students of 10+1 grade of commerce in two English medium senior secondary schools of Punjab district. It was observed that there were insignificant positive correlations between general intelligence and emotional intelligence, general intelligence and scholastic achievement, emotional intelligence and academic achievement, there was insignificant negative correlation between general intelligence and emotional intelligence among high scores and low scores.

Cetinkaya and Alparslan (2011) studied the relationship between sub-dimensions of emotional intelligence of Applied Technology and Management College students and sub dimensions of Communications skills and confined a positive, significant however weak relationship. Particularly only one of the emotional intelligence aspects namely empathetic sensitivity influences a communication skill at a statistical significant level.

Jorfi (2011) examined the relationship between demographic factors, emotional intelligence, communication effectiveness, motivation and job satisfaction. They concluded that emotional intelligence was the most important factor in sustaining communication effectiveness and job satisfaction. The demographic variables: age, gender, job position, educational level and work experience also had positive relationship.

Rani (2011) proposed an investigation to offer an understanding of an important psychological factor, namely, emotional intelligence for visually disabled students studying in integrated and segregated school setting and find out its impact on their academic achievement. The sample was taken from integrated and segregated schools located in Delhi. Results of the study revealed that integrated visually disabled students are emotionally more intelligent than their counterparts in segregated schools. Similar results have been obtained for academic achievement. Correlation between emotional intelligence and academic achievement was found significant in both the settings. Investigator concluded that the type of school setting has a significant impact on the emotional intelligence and academic achievement of visually disabled students.

Kumar and Muniandy (2012) while studying polytechnic teachers in Malaysia observed no significant difference between male and female lecturers, however female lecturers' level of EI was slightly high compared to male lecturers. Age group greater

than 40 recorded the highest score with significance. Occupational level and academic qualifications were found positively correlated with EI. Working experience of respondents' as a Lecturer showed a significant difference in between groups, but the prior working experience (other than lecturer) revealed no reliable mean difference.

Mishra (2012) in her Study on the Effect of Emotional Intelligence on Academic Achievement of Jaipur Senior Secondary Students found a positive correlation between emotional intelligence and academic achievement of senior secondary students studying in Government schools of Jaipur district and negative correlation between emotional intelligence and academic achievement of senior secondary boy students studying in Government schools of Jaipur district.

Nasir and Iqbal (2012) studied 595 randomly selected students for their emotional intelligence chosen from three public universities in Islamabad. The research instrument was divided into two sections. The first section obtained demographic information and the second section included a validated version of Bar-On Emotional Quotient Inventory to measure emotional intelligence. Age, mother's education and father's education appeared as significant predictors of emotional intelligence. On the other hand, gender and locality did not show any significant result.

Rao (2012) studied the effect of emotional intelligence on the sample of 561 MBA students in Bangalore. Convenience sampling technique was used to select the colleges. The EI inventory was composed of 20 statements. Analysis showed no significant difference in EI scores of male and female students and students belonging to nuclear and joint families. The educational level, place of stay and family income did not affect EI levels as statistically the results were insignificant.

Yahaya et. al. (2012) studied the impact of Emotional intelligence element on academic achievement. The results showed that the significant relationship between self awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Multiple regression analysis (stepwise) result showed that only three elements of emotional intelligence which is self-awareness ($\beta = 0.261$), self motivation ($\beta = -0.182$) and empathy ($\beta = 0.167$) accounted for 8.7% of variation in criterion (academic achievement). Research also presented a model designed to reflect the relationship between the elements of emotional

intelligence and academic achievement. The studies imply that the level of emotional intelligence contributes to and enhances the cognitive abilities in student.

Rao (2013) studied the Emotional Intelligence and academic motivation among adolescents and found positive relationship between emotional intelligence and academic achievement motivation in Bihar and found:-.

1. There is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated.

2. There is low positive correlation between emotional intelligence scores and high and average levels of academic achievement motivation. Emotional intelligence is negatively correlated with low level of academic achievement motivation for the total sample. In case of boys, there is positive correlation between emotional intelligence and high, average and low levels of academic achievement motivation. High and low levels of academic achievement motivation are negatively correlated and average level of academic achievement motivation is positively correlated with emotional intelligence for the selected sample of girls. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

Lawrence and Deepa (2013) studied Emotional Intelligence and academic achievement of Kanyakumari District and found no difference in the emotional intelligence of male and female high school students, no significant correlation between academic achievement and emotional intelligence of high school students and no significant correlation between emotional intelligence and socio-economic status of high school students of KanyaKumari District.

Malik and Shujja (2013) study on Emotional Intelligence and Academic Achievement: Implications for Children's Performance in Schools found a significant positive correlation between academic achievement and emotional intelligence. High and low achievers showed significant differences on overall emotional intelligence; no gender differences were found in both groups for total EQ score but on interpersonal and stress management scales; gender differences within groups were significant.

Children from public schools were high on EQ than private schools but low on academic achievement.

Mohzan (2015) studied the influence of emotional intelligence on academic achievement, the results of the study reveal that the respondents have high level of Emotional Intelligence. Two domains (Self Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents' academic achievement.

Jenaabadi et.al., (2015) study aimed to examine the relationship of emotional intelligence and creativity with academic achievement of second period high school students in Nikshahr, Iran. The results indicated that emotional intelligence and academic achievement were significantly correlated. Moreover, there was a significant and positive relationship between creativity and academic achievement. Additionally, no significant difference was found between males and females considering their academic achievement.

Chamundeswari (2016) studied the Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level in Chennai and found positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

Malik and Shahid (2016) studied the Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan and found weak relationship between emotional intelligence and academic performance. However, the relationship between emotional intelligence and academic performance improves considerably over the years. These results imply that the curriculum and evaluation system in our business schools needs to be designed adequately in order to reflect the emotional intelligence of our students, as emotional intelligence is a key capability for managerial success.

Nadeem and Ahmad (2016) studied the emotional Intelligence and academic achievement of higher secondary and found that Male and Female higher secondary students differ significantly on the composite score of emotional intelligence. The study further highlighted that male higher secondary students have higher academic achievement than female higher secondary students.

Mohzan et.al., (2017) studied the influence of emotional intelligence on academic achievement among University student of Malaysia through the use of a questionnaire for emotional intelligence and found that emotional intelligence is significantly associated with the academic achievement. The findings of the study hold important implications on the value of emotional intelligence and their relationships to students academic performance especially among pre-service teachers.

Ramana K. and Devi A. (2018) conducted a study to investigate the level of Emotional Intelligence and also examine the relationship between emotional intelligence and academic performance of Intermediate students. The sample of the study consisted of 300 second year Intermediate girl students of Krishna district, Andhra Pradesh. To measure the emotional intelligence construct the researcher had employed Dr.S.K.Mangal and Mrs.Shubra Mangal's EI Inventory (2004) scale and academic achievement was tested taking into account the past 3 years and current year aggregated pass percentages. A random sampling technique was adopted in this descriptive survey research. The collected data were analyzed using statistical tools like mean, standard deviation, Coefficient of variation, ANOVA and Correlation. The Results indicated a positive correlation between Emotional Intelligence and Academic Achievement of students. The paper discusses the urgent need to integrate Emotional Intelligence as part of education curriculum.

Afridi I. and Ali A. (2019) conducted a study to find out the relationship between emotional intelligence and academic achievement of secondary school students of Peshawar of Pakistan. 384 students from secondary school participated in this study. A significant relationship was found between academic achievement and emotional intelligence. The mean difference in the emotional intelligence score of the students who secured high academic scores were found high as compared to the mean of the students who secured low academic scores. A significant correlation was also found

between emotional intelligence and academic scores. The results of the study suggest that emotional intelligence leads to better educational outcomes.

Suleman et.al. (2020) conducted a study to investigate the association between emotional intelligence and academic success among undergraduates of Kohat University of science and technology, Pakistan. A sample of 186 students who were enrolled was selected through a random sampling technique. A standardized tool was employed to study the emotional intelligence of the students. CGPA of the students was considered as academic success. The findings of the study revealed a strong positive relationship between emotional intelligence and academic success of the under graduate students. The multiple linear regression analysis showed that self development, emotional stability, managing relations, altruistic behaviour and commitment predicts the academic success of the undergraduate students.

CHAPTER – III

METHODS AND PROCEDURE

3.1 INTRODUCTION

“Like the tools in carpenter box, each research tool is appropriate in a given situation to accomplish particular purpose.” Best (1978) the progress of mankind best depends upon will conducted research programmed and this postulated, reliable and valid facts and such facts are obtained through a systematic procedure. Each data collecting device has both merits and demerits. Each research tool is appropriate in a given situation to accomplish a particular purpose.

In the present chapter, the information regarding the research tool, samples, the procedures of the administering the tool over the selected samples and procedure employed for tabulating and organizing data had been discussed. The other of discussion of these aspects is as under:

1. Sampling.
2. Variables to be studied.
3. Selection of tools.
4. Administration of tools.
5. Scoring procedure.
6. Statistical technique applied.

3.2 SELECTION OF THE SAMPLE

Sampling is the basic of all statistical methodology of research. The investigator can never collect data from the whole population in any investigation. The investigator has to take selected groups of individual who would represent the whole population and from the basic for making reference of certain population of facts is known as sampling. The size of sample varies from study to study method and nature of population. It is easier, less time consuming than the whole population.

The sample is used in collecting research data. So, sampling is fundamental to all statistical methodology of research. A good sample will reduce a very much

approaching the population and generalization would be effective. It is a tool, which enable us to draw conclusion about the characteristics of the population, after studying only those subjects that are included in the sample. Sampling is both the advantageous and essential. It saves the investigator's time, money and energy. In the present study the investigator has selected a sample of 160 students in which 80 are from Government College, and 80 are from private College, further 80 students belongs to Arts Stream and 80 students from Science Stream were taken by employing stratified random sampling technique. The following table will highlight the sample taken for the study.

Table No. 3.1: Showing the details of sample taken for the study.

S.No.	Name of Institutions	Arts	Science	Total
1	Govt. Degree College, Akhnoor	20	20	40
2.	Govt. Degree College, Bishnah	20	20	40
3	Model Institute of Education and Research, Jammu	20	20	40
4	PSPS Govt. PG College for Women, Gandhi Nagar, Jammu	20	20	40
	Total	80	80	160

3.3 VARIABLES STUDIED

The following variables were studied in the present study:-

A) Independent variables

- i) Stream: Arts and science
- ii) Academic Achievement: High and Low
- iii) Types of Institution: Government and Private

B) Dependent variable:

Emotional Intelligence

3.4 SELECTION OF TOOL

For each and every type of research we need certain instruments to gather new facts. So, for collecting new and unknown facts data required for the study of any problem one may use various devices. One may use various instruments, employed as means are called tools. Selection of a suitable instrument is too vital important for research.

Different tools are suitable for collecting various kinds of information for various purposes. So it is necessary to adopt or evolve systematic procedure to collect essential data. Therefore, the investigator used the following tool as a collection of data.

(1) MANGAL EMOTIONAL INTELLIGENCE INVENTORY

Emotional intelligence inventory (Mangal) has been designed for used with Hindi and English knowing 16+ years age of schools, college and university students for the measurement of emotional intelligence in respect of four areas or aspects of emotional intelligence namely intra personal Awareness (knowing about one's own emotions) inter-personal awareness(knowing about other emotions), Intra –personal management (managing one's own emotions) and inter- personal management (managing others emotions) respectively.

It has 100 items, 25 each from the four areas to be answered as yes or no while constructing items for each of these areas due care was taken to make use of simple language and provide well defined purposeful statement to respondents for the assessment of their emotional intelligence.

ACADEMIC ACHIEVEMENT

Previous class i.e., XII class scores were taken as the Academic achievement scores of the students, further students who have below 50% scores were categorized to low academic achievers and students having above 60% scores in their previous class was categorized in high academic achievers category.

SELECTION OF THE STATISTICAL TECHNIQUE

The technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

3.5 ADMINISTRATION OF TOOL

Data is the cream of any type of research work. Collection of data is an essential requirement for all statistical educational research. For collecting data for present study, the investigator visited various schools having different streams as arts, medical and non-medical in Jammu district.

The investigator visited the College personally. The aim of personally going to college was that the personal presence of investigator insure reliable responses from students. For this purpose the investigator sought the permission of the concerned Principal. At the time the actual administration of test, necessary steps were taken to control and minimizing the cheating tendency of the students. They were informed that the response will be kept confidently and therefore, be frank, bold and be sincere in answering the questions. The students were advised to clear their doubts before starting their work.

Booklet to the tool for emotional intelligence was given to the students belonging to different Colleges for filling up. After that the investigator gave them the instruction pertaining to the test scale. Every attempt was made to remove doubts and difficulties of the students. After the completion of these scales, booklets were taken back from them. The investigator then thanked the students, their teachers concerned and the head of the College for the cooperation. Previous year scores of the students in class 12th was taken for assessing their academic achievement.

3.6 SCORING PROCEDURE

Scoring can be done by hand or with the help of stencil.

The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either yes or no, indicating complete agreement or disagreement with a proposed statement respectively. In the present emotional intelligence inventory thus there are items where the response “yes” is indicative of the presence of emotional intelligence and “no” for the lack of emotional intelligence. Similarly, there are items where no response provide clue for the emotional intelligence and yes for its absence.

For scoring two marks, into be provided for the response indicative presence of emotional intelligence and zero for the absence of emotional intelligence.

Table3.2 showing scoring scheme of Emotional Intelligence Inventory

	Mode of responses	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”	2 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”	2 0

Moreover for findings the SES of students the norms provided in the manual was used which is given in table no 3.1.

CHAPTER – IV: ANALYSIS AND INTERPRETATION OF DATA

One of the most important steps in any research project is the organization of analysis and interpretation of data. The tabulated data has no meaning unless it is analysed and interpreted by some suitable statistical technique so as to arrive at significant conclusion. Analysis of data means studying the tabulated data in order to determine inherent facts or meanings. It involves the breaking up of the complex factors into simpler parts and putting them together for the purpose of interpretation. The interpretation of data helps the investigator to analyses the same problem or the related problem with appropriate statistical techniques without wasting their labour. After the collection of data, it must be analyzed properly so as to draw proper inferences. It must be carefully edited, systematically analyzed, intelligently interpreted and rationally concluded.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

4.1 ASSUMPTIONS OF ANALYSIS OF VARIANCE

Analysis of variance (ANOVA) is a powerful statistical technique or tool used to test the homogeneity of several means. It was developed by R.A. Fisher, an English Statistician in 1920's who is also considered to be the father of modern statistics. It is an economical method of testing significant difference between the means of two groups. In its simplest form, the analysis of variance is used to test the significance of the differences between two or more groups. According to Fisher, "Analysis of variance (ANOVA) is the separation of variance ascribable to our group of causes from variance ascribable to other groups."

Following are the important assumptions of Analysis of variance : -

- 1) **Independence of Groups:-** It is assumed that the groups selected should be made up of randomly selected subjects and are independent.
- 2) **Homogeneity of variance :-** It is assumed that the population from which groups have been selected have equal variances. In symbols, it is presented as,

$$\sigma^2_1 = \sigma^2_2 \dots\dots\dots \sigma^2_k$$
- 3) **Normality of Distribution :-** The sample selected from the population should have normal distribution.
- 4) **Additivity :-** It has been stated that the total variance is obtained due to sum of two or other sources of variances i.e. variations.

4.2 ADVANTAGES OF ANALYSIS OF VARIANCE

Following are the advantages of ANOVA :-

- 1) Analysis of variance helps to compare all the groups or any number of comparison in a single test.
- 2) It is time saving and also involves less risk of errors i.e. when we reject the null hypothesis at small variance to be significant at .05 level.
- 3) The results obtained through analysis of variance is understandable and interpretable.
- 4) It is a powerful statistical technique for testing significance of mean difference.
- 5) The analysis of variance is useful when there are more than two groups to be compared for testing significance of mean difference.

4.3 SELECTION OF THE STATISTICAL TECHNIQUE OF ANALYSIS

In the present investigation the investigator selected one statistical technique i.e. ANOVA. In ANOVA investigator studied the main effect of independent variables over dependent variable

In view of these consideration, the technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

4.4 ANALYSIS OF VARIANCE

In the present study, the two – way analysis of variance technique is applied to the data of time management competency scores with the factorial design as 2x2 factorial matrices with time management competency in the school as criterion, which was studied in relation to gender and locality.

4.5 GENERAL COMPUTATIONAL STEPS FOR COMPUTATION OF TWO WAY ANOVA

Following are the general computational steps employed in two way ANOVA

Step I. Correction or C =
$$\frac{(\sum X_T)^2}{N_T}$$

Step II. Sum of squares for total (SS_T)

$$SS_T = \sum X^2_T - C$$

Step III. Sum of squares for A (SS_A)

$$SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$$

Step IV. Sum of squares for B (SS_B)

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$$

Step V. Sum of squares for Between cells ($SS_{\text{Bet. cells}}$)

$$SS_{\text{Bet. cells}} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$$

Step VI. Sum of squares for Interaction ($SS_{A \times B}$)

$$SS_{A \times B} = SS_{\text{Bet}} - (SS_A + SS_B)$$

Step VII. Sum of squares for within (SS_W)

$$SS_W = SS_T - SS_{\text{Bet. cells}}$$

Summary of two – way ANOVA

Sources of variance	SS	DF	MS	F	Level of Significance
A (Columns)					
B (Rows)					
AxB (Columns & Rows)					
Within					

COMPUTATION OF TWO WAY ANOVA

In this study, the researcher was interested to study the differences in time management competency among higher secondary school students on the interactional effect of gender and locality.

Table 4.1 Showing scores of time management competency in relation to gender and locality

		Type of Institution		
		Government College (A ₁)	Private College (A ₂)	
STREAM (B)	(B₁) ARTS	90	98	
		94	88	
		93	97	
		94	86	
		91	97	
		89	89	
		85	89	
		88	90	
		84	87	

		105	102	
		$\Sigma A_1 B_1 = 913$ $N_1 = 10$	$\Sigma A_2 B_1 = 923$ $N_3 = 10$	$\Sigma_1 B_1 = 1836$ $NA_1 = 20$
	(B₂) SCIENCE	97 107 104 108 98 98 93 113 88 90	93 106 96 103 92 90 94 91 99 107	
		$\Sigma A_1 B_2 = 996$ $N_2 = 10$	$\Sigma A_2 B_2 = 971$ $N_4 = 10$	$\Sigma B_2 = 1967$ $NB_2 = 20$
		$\Sigma A_1 = 1909$ $NA_1 = 20$	$\Sigma A_2 = 1894$ $NA_2 = 20$	$\Sigma X_T = 3803$ $N_T = 40$

Step I. Correction or $C = \frac{(\Sigma X_T)^2}{N_T}$

$$= \frac{(3803)^2}{40} = \frac{14462809}{40}$$

$$= 361570.2$$

Table 4.2 Showing squares of the scores.

	Type of Institution		
	Government College (A ₁)	Private College (A ₂)	
STREAM (B)			
	(B₁)		
	ARTS	8100 8836 8649 8836 8281	9604 7744 9409 7396 9409

		7921	7921	
		7225	7921	
		7744	8100	
		7056	7569	
		11025	10404	
		$\Sigma A_1^2 B_1^2 = 83673$	$\Sigma A_2^2 B_1^2 = 85477$	
	(B₂) SCIENCE	9409	8649	
		11449	11236	
		10816	9216	
		11664	10609	
		9604	8464	
		9604	8100	
		8649	8836	
		12769	8281	
		7744	9801	
		8100	11449	
		$\Sigma A_1 = 99808$	$\Sigma A_2 = 94641$	$\Sigma X^2_T = 363599$

Step II. Sum of squares for Total (SS_T)

$$SS_T = \Sigma X^2_T - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C$$

$$SS_T = 363599 - 361570.2$$

$$SS_T = 2028.8$$

Step III. Sum of squares for A (SS_A)

$$SS_A = \frac{(\Sigma A_1)^2}{NA_1} + \frac{(\Sigma A_2)^2}{NA_2} - \frac{(\Sigma X_T)^2}{N_T} \text{ or } C$$

$$= \frac{(1909)^2}{20} + \frac{(1894)^2}{20} - C$$

$$= \frac{3644281}{20} + \frac{3587236}{20} - C$$

$$= 182214.05 + 179361.8 - C$$

$$= 361575.85 - 361570.2$$

$$SS_A = 5.65$$

Step IV. Sum of squares for B (SS_B)

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - \frac{(\sum X_T)^2}{N_T} \text{ or } C$$

$$= \frac{3370896}{20} + \frac{3869089}{20} - C$$

$$= 168544.8 + 193454.45 - 361570.2$$

$$SS_B = 429.05$$

Step V. Sum of squares for Between cells (SS_{Bet.cells})

$$SS_{\text{Bet.cells}} = \frac{(\sum A_1 B_1)^2}{NA_1 B_1} + \frac{(\sum A_1 B_2)^2}{NA_1 B_2} + \frac{(\sum A_2 B_1)^2}{NA_2 B_1} + \frac{(\sum A_2 B_2)^2}{NA_2 B_2} - \frac{(\sum X_T)^2}{N_T}$$

$$= \frac{(913)^2}{10} + \frac{(996)^2}{10} + \frac{(923)^2}{10} + \frac{(971)^2}{10} - C$$

$$= \frac{833569}{10} + \frac{992016}{10} + \frac{851929}{10} + \frac{942841}{10} - C$$

$$= 83356.9 + 99201.6 + 85192.9 + 94284.1 - C$$

$$= 362035.5 - 361570.2$$

$$SS_{\text{Bet. cells}} = 465.3$$

Step VI. Sum of squares for interaction (SS_{AxB})

$$SS_{AxB} = SS_{\text{Bet.cells}} - (SS_A + SS_B)$$

$$= 465.3 - (5.65 + 429.05)$$

$$= 465.3 - 434.7$$

$$SS_{AxB} = 30.6$$

Step VII. Sum of squares for within (SS_w)

$$SS_w = SS_T - SS_{\text{Bet.cells}}$$

$$= 2028.8 - 465.3$$

= 1563.5

Table 4.3 : Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F	Level of Significance
A (Institution)	5.65	1	5.65	0.13	Not Significant
B (Stream)	429.05	1	429.05	9.88	Significant *
AxB(Institution X Stream)	30.6	1	30.6	0.70	Not Significant
Within	1563.5	36	43.43		

*at 0.01 level of significance

INTERPRETATION

The F-ratio for variable A i.e. Institution (Government/Private) came out to be 0.13 against degree of freedom 1 & 36. Table values for level of significance is 4.11 and 7.39 for .01 & .05 level of significance respectively. From the above table it has been shown that the calculated value of F is less than the table value. Thus it can be concluded that there is no significant difference in government and private students on emotional intelligence of students. Hence, hypothesis no. 1 stating that there is no significant difference in the emotional intelligence of students belonging to different Institution (Government/Private) and it stands accepted.

The F-ratio for variable B Stream (i.e. Arts/Science) came out to be 9.88 which is significant at 0.01 level of significance. Thus it can be concluded that the students of arts and science differ significantly towards emotional intelligence of students of arts and science streams. Hence, hypothesis no. 2 stating that there will be no significant difference in the emotional intelligence of students of arts and science streams is rejected.

The F-ratio for the variable AxB comes out to be 0.70 which is not significant. From the above table it has been shown that the calculated value of F is less than the table value. This indicates that there is significant difference in the emotional intelligence of high achiever and low achiever student. Thus, emotional intelligence has a relationship

with academic achievement of the students belonging to both the streams. Hence, the hypothesis no. 3 stands accepted.

CHAPTER – V
CONCLUSIONS, LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 CONCLUSION

1. Significant relationship found between the emotional intelligence and academic achievement of the students.
4. Significant differences found in the emotional intelligence of high and low academic achievers of College students of Jammu district.
5. No Significant differences found in the emotional intelligence of Government and Private College students of Jammu district.
6. Significant differences found in the emotional intelligence of Science and Arts stream College students of Jammu district.

5.2 EDUCATIONAL IMPLICATIONS

Emotional intelligence is the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily action. Following are the educational implications of the study.

1. The emotional intelligence of the students can be improved by bringing improvement in education through renewal of curricula, reduction of instructional hours, introduction of socially useful productive work, improvement of textbook and other teaching and learning materials, teachers' improvement, introductions of play way techniques etc.
2. Excellent performance in academic is the key target and goal for each student regardless of ethnic group. In order to obtain good results, apart from effective learning techniques, students should be able to recognize themselves in particular of self emotions, so that it does not become a stumbling to success. Hence the need to identify oneself, emotional intelligence should be noted not only for academic interest but also for success in life.

3. The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training.
4. The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive personal, social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.
5. Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research:

1. The present study cannot be called final and comprehensive; more work can be done on different samples of different age group.
2. The present study deals with the College students, same type of work can be done on secondary school students and University students and thus comparison can be made.
3. A sample of 160 students was taken in the study under investigation. Same study was done on a large sample with more variables.

4. The study was under taken in other districts since it was confined to the Jammu district.
5. Similar study may be conducted on the School students.
6. Similar study may be conducted on students of other streams.

. 5.4 LIMITATIONS OF THE STUDY

1. The study was confined to the students of 4 Colleges
2. The study was limited to a sample of 160 students only.
3. The data was collected from the students of Jammu district.
4. The study was limited to only two streams i.e. arts and science stream.
5. The study was limited to low and high achiever students

SUMMARY

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TOPIC: “Evaluating the impact of emotional intelligence on the academic achievement of College students in Jammu District”

A) INTRODUCTION

Emotional intelligence (EI) can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. There are three models of EI. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self perceived abilities and is measured through self report". The final model, the mixed model is a combination of both ability and trait EI, focusing on EI being an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.

Perhaps the most widely accepted scientific definition of Emotional Intelligence is “the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and action”. (Solovey and Mayer 1990). This definition identifies emotional information as a necessary precursor of emotional regulation and as we have argued elsewhere, probably constitute the most workable contemporary definition of Emotional Intelligence.

By contrast, another researcher (Bar –on, 1997) characterizes Emotional Intelligence as “an array of non –cognitive capabilities competencies and skill that influence one’s ability to succeed in coping with environmental demand and pressure. This broader definition makes no direct reference to the acquisition, retrieval and instantiation of

emotional formation. It appears to exclude cognitive skills that might contribute to emotion management, although, confusingly Bar-on also lists apparently cognitive abilities such as problem solving and reality testing as component of Emotional Intelligence.

We all have different personalities, different wants and need and different ways of showing our emotions. Navigating through this all takes tact and cleverness-especially if we hope to succeed in life. This is where Emotional Intelligence becomes important. Emotional Intelligence is the ability to recognize our emotions, understand what they telling us and realize how our motions affect people around us.

Emotional Intelligence is the ability to identify, use, understand and manage emotions in positive way to relieve stress, overcome challenges and defuse conflict. Emotional Intelligence impacts many different aspects of our daily life such as the way we behave and the way we interact with others.

If we have high emotional intelligence we are able to recognize our own emotional state and the emotional state of others and engage with people in the way that draws them to us. We can use this understanding of emotions to relate better to other people, from healthier relationships, achieve greater success at work and lead a more fulfilling life. Emotional intelligence is more important than one's intelligence in attaining success in their lives and careers.

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened while others claim that it is an inborn characteristic.

Acc to Dr Mayer: Emotional intelligence is the capacity to reason about emotions and emotional information, and emotions to enhance thoughts. Compared to Goleman's more inclusive characterization, a precise definition would be:

“Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge; and to reflectively regulate emotion so as to promote emotional and intellectual growth”.

B) SIGNIFICANCE OF THE STUDY

The study focus on identifying the phenomena related to Emotional Intelligence students at government and private educational institution in Jammu District. It helps to establish social relationships and managing emotions in others. The students with high emotional intelligence communicates with constructive goals in mind and controls his or her emotions carefully more than reacting to situation on the basis of impulse generated by emotion generated event. This may help the private and government educational institutions to initiate some change in work environment so as to increase the level of EI among the students at work place.

The study identifies the emotional intelligence based on Academic achievement, types of school and streams. The study provided a foundation in exploring the impact of emotional intelligence of students in personal academic and career success which will further help the institutions to best ideas and draw suitable plans to increase the level of their students.

C) STATEMENT OF THE PROBLEM

The problem under taken by the researcher is stated as: **“Evaluating the impact of emotional intelligence on the academic achievement of College students in Jammu District”**

D) OBJECTIVES OF THE STUDY

1. To study the emotional intelligence of College students of Jammu district.
2. To study the different levels of emotional intelligence of College students of Jammu district.
3. To study the relationship between academic achievement and emotional intelligence.
4. To study the significant differences in the emotional intelligence of higher and lower academic achievers of College students of Jammu district.
5. To study the significant differences in the emotional intelligence of Government and Private College students of Jammu district.

6. To study the significant differences in the emotional intelligence of College students of Science and Arts stream.
7. To suggest some educational implications on the basis of the study.

E) HYPOTHESES OF THE STUDY

1. There will be no significant difference in the emotional intelligence of higher and lower academic achievers of College students of Jammu district.
2. There will be no significant difference in the emotional intelligence of Government and Private College students of Jammu district.
3. There will be no significant differences in the emotional intelligence of College students of Science and Arts stream.

F) DELIMITATIONS OF THE STUDY

The study is limited to the following aspects:

- 1) The study is confined to only two streams i.e. arts and science.
- 2) The study is confined to high and low academic achievement of College students.
- 3) The study is limited to a sample of 160 students only.
- 4) The study is limited to 4 Colleges of Jammu district.

G) VARIABLES STUDIED

A) Independent variables

- i) Stream: Arts and science
- ii) Academic Achievement: High and Low
- iii) Types of Institution: Government and Private

B) Dependent variable:

Emotional Intelligence

H) SELECTION OF TOOL

(i) For each and every type of research we need certain instruments to gather new facts. So, for collecting new and unknown facts data required for the study of any problem one may use various devices. One may use various instruments, employed as means are called tools. Selection of a suitable instrument is too vital important for research.

Different tools are suitable for collecting various kinds of information for various purposes. So it is necessary to adopt or evolve systematic procedure to collect essential data. Therefore, the investigator used the following tool as a collection of data.

(1) MANGAL EMOTIONAL INTELLIGENCE INVENTORY

Emotional intelligence inventory (Mangal) has been designed for used with Hindi and English knowing 16+ years age of schools, college and university students for the measurement of emotional intelligence in respect of four areas or aspects of emotional intelligence namely intra personal Awareness (knowing about one's own emotions) inter-personal awareness(knowing about other emotions), Intra –personal management (managing one's own emotions) and inter- personal management (managing others emotions) respectively.

It has 100 items, 25 each from the four areas to be answered as yes or no while constructing items for each of these areas due care was taken to make use of simple language and provide well defined purposeful statement to respondents for the assessment of their emotional intelligence.

SCORING PROCEDURE

Scoring can be done by hand or with the help of stencil.

The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either yes or no, indicating complete agreement or disagreement with a proposed statement respectively. In the present emotional intelligence inventory thus there are items where the response “yes” is indicative of the presence of emotional intelligence and “no” for the lack of emotional intelligence. Similarly, there are items where no response provide clue for the emotional intelligence and yes for its absence.

For scoring one marks, into be provided for the response indicative presence of emotional intelligence and zero for the absence of emotional intelligence.

Table3.2 showing scoring scheme of Emotional Intelligence Inventory

	Mode of responses	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”	2 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”	2 0

Moreover for findings the SES of students the norms provided in the manual was used

D) Statistical techniques used

The technique of two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

Showing the details of sample taken for the study.

S.No.	Name of Institutions	Arts	Science	Total
1	Govt. Degree College, Akhnoor	20	20	40
2.	Govt. Degree College, Bishnah	20	20	40
3	Model Institute of Education and Research, Jammu	20	20	40
4	PSPS Govt. PG College for Women, Gandhi Nagar, Jammu	20	20	40
	Total	80	80	160

J) ANALYSIS AND INTERPRETATION OF DATA

Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F	Level of Significance
A (Institution)	5.65	1	5.65	0.13	Not Significant
B (Stream)	429.05	1	429.05	9.88	Significant *
AxB(Institution X Stream)	30.6	1	30.6	0.70	Not Significant
Within	1563.5	36	43.43		

*at 0.01 level of significance

INTERPRETATION

The F-ratio for variable A i.e. Institution (Government/Private) came out to be 0.13 against degree of freedom 1 & 36. Table values for level of significance is 4.11 and 7.39 for .01 & .05 level of significance respectively. From the above table it has been shown that the calculated value of F is less than the table value. Thus it can be concluded that there is no significant difference in government and private students on emotional intelligence of students. Hence, hypothesis no. 1 stating that there is no significant difference in the emotional intelligence of students belonging to different Institution (Government/Private) and it stands accepted.

The F-ratio for variable B Stream (i.e. Arts/Science) came out to be 9.88 which is significant at 0.01 level of significance. Thus it can be concluded that the students of arts and science differ significantly towards emotional intelligence of students of arts and science streams. Hence, hypothesis no. 2 stating that there will be no significant difference in the emotional intelligence of students of arts and science streams is rejected.

The F-ratio for the variable AxB comes out to be 0.70 which is not significant. From the above table it has been shown that the calculated value of F is less than the table value. This indicates that there is significant difference in the emotional intelligence of high achiever and low achiever student. Thus, emotional intelligence has a relationship with academic achievement of the students belonging to both the streams. Hence, the hypothesis no. 3 stands accepted.

K) EDUCATIONAL IMPLICATIONS

Emotional intelligence is the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily action. Following are the educational implications of the study.

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8. The key to obtain success of learning is to give full attention and concentration during the process of teaching learning. High level of emotional intelligence can help calm the mind and thus to increase the absorption of information received. As a result it will contribute to their academic achievement. It is recommended that students' academic achievement should be enhanced with the use of emotional intelligence training.
9. The inclusion of emotional intelligence as part of the curriculum could lead to a variety of positive personal, social and societal outcomes. Increasing emotional intelligence may not only facilitate the learning process and improve career choice and likelihood of success, but could also enhance the probability of better personal and social adaptation in general. The educational experience would be more balanced or holistic as it would focus on educating the whole person. There could also be beneficial effects for the institutions, improving the environment in which the educational experience occurs.
10. Students need the ability to appraise a situation correctly, react appropriately in difficult circumstances and exercise stress tolerance or display impulse

control when making judgments about academic decisions. Students need activities and advising sessions that help establish proactive patterns that increase awareness about emotional intelligence. The goal is to foster skills that lead to academic success.

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K) SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be incorporated for further research:

1. The present study cannot be called final and comprehensive; more work can be done on different samples of different age group.
2. The present study deals with the College students, same type of work can be done on secondary school students and University students and thus comparison can be made.
3. A sample of 160 students was taken in the study under investigation. Same study was done on a large sample with more variables.
4. The study will be under taken in other districts since it was confined to the Jammu district.
5. Similar study may be conducted on the Professional College students.
6. Similar study may be conducted on students of other streams.

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Appendix II

Raw Score of Government College Students Belonging to Arts Stream

S. No.	Score	S. No.	Score
1	90	21	118
2	132	22	110
3	128	23	110
4	110122	24	136
5	94	25	85
6	136	26	100
7	132	27	100
8	118	28	94
9	92	29	110
10	122	30	98
11	130	31	112
12	116	32	116
13	135	33	84
14	94	34	116
15	123	35	136
16	130	36	106
17	102	37	116
18	128	38	124
19	90	39	108
20	102	40	122

Raw Score of Government College Students Belonging to Science Stream

S. No.	Score	S. No.	Score
1	122	21	128
2	120	22	120
3	110	23	110
4	96	24	100
5	98	25	98
6	100	26	118
7	98	27	114
8	92	28	132
9	102	29	138
10	106	30	122
11	110	31	92
12	98	32	110
13	112	33	116
14	116	34	134
15	138	35	144
16	106	36	112
17	112	37	98
18	118	38	118
19	120	39	112
20	130	40	118

Raw Score of Private College Students Belonging to Arts Stream

S. No.	Score	S. No.	Score
1	98	21	118
2	100	22	110
3	108	23	110
4	118	24	136
5	128	25	85
6	126	26	100
7	136	27	93
8	144	28	109
9	150	29	88
10	100	30	111
11	108	31	112
12	120	32	84
13	126	33	116
14	128	34	105
15	144	35	115
16	156	36	121
17	158	37	105
18	126	38	121
19	122	39	89
20	124	40	121

Raw Score of Private College Students Belonging to Science Stream

S. No.	Score	S. No.	Score
1	130	21	98
2	89	22	118
3	124	23	141
4	109	24	117
5	107	25	139
6	127	26	93
7	128	27	128
8	111	28	113
9	124	29	124
10	104	30	110
11	130	31	113
12	102	32	115
13	124	33	127
14	123	34	117
15	108	35	88
16	112	36	126
17	108	37	136
18	112	38	119
19	106	39	90
20	107	40	118