

**EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT
OF COLLEGE STUDENTS IN AIZAWL CITY WITH
REFERENCE TO THEIR GENDER
AND STREAM OF STUDY**

**Dissertation Submitted in Partial Fulfillment for Degree of Master of Philosophy in
Education**

Submitted by

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DECLARATION

I Laldinsangi Renthlei, hereby declare that the subject matter of the dissertation entitled “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study” is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

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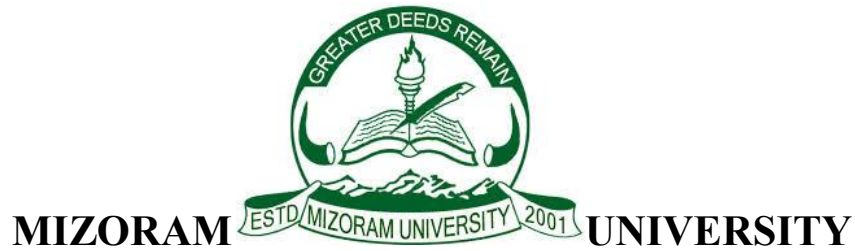
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This is to certify that the work incorporated in this Dissertation entitled **Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study** is a bonafied research work carried out by **Laldinsangi Renthlei** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

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CHAPTER-I

INTRODUCTION

1.1 Background

The concept of EI has its roots in the late 1930s, when researchers began describing a non-intellective intelligence sometimes described as “social intelligence”. Knowing that persons with high intellect cannot always be successful, many people have been trying to find out the causes of success and failure. So, while trying to find out the causes of success and failure, two American University professors Dr. John D. Mayer and Dr. Peter Salovey introduced the concept of “Emotional Intelligence” in 1990 describing it as *“a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action”*.

In the 1990’s Daniel Goleman a psychologist and science writer specializing in brain and behavior research became aware of Salovey and Mayer’s work, and this eventually led to his book, *“Emotional Intelligence”* which was published in 1995. According to Goleman, 1995, *“Emotional Intelligence can help people make better decisions”*.

Goleman (1995) define Emotional Intelligence as, *“Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships”*.

1.2 Emotional Intelligence

Mayer & Salovey again in the year 1997 describes emotional intelligence as, *"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 emotions so as to promote emotional and intellectual growth"*.

According to a report from the National Center for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how to learn i.e. Emotional Intelligence (EI). Emotional Intelligence is measured in terms of Emotional Quotient (EQ). The key ingredient for this understanding includes:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
- Capacity to communicate
- Ability to cooperate.

These traits are all aspects of emotional intelligence and they can help the student to deal effectively with his studies as well as his interpersonal and intrapersonal relationships. Basically, a student who learns to learn is much more likely to succeed. According to Yahaya, emotional intelligence has proven a better predictor of future success than traditional methods like the grade point average, IQ, and standardized test scores (Yahaya, 2011). In simple terms emotional intelligence is that ability which allows people to reflect, to react, and to understand various environmental situations.

According to Daniel Goleman, IQ alone is no more the measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). He further states that 20% of success in life depends on IQ and the other 80% depends on emotional intelligence. (Goleman, 1995)

1.3 Dimensions of Emotional Intelligence

In his book "Emotional Intelligence", Goleman (1995), described the five dimensions of Emotional Intelligence. They are:

- Self-awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. It includes self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.
- Self-regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. It includes trustworthiness and integrity; comfort with ambiguity; and openness to change.
- Internal motivation: A passion to work for internal reasons that go beyond money and status - which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity: A propensity to pursue goals with energy and persistence. It includes a strong drive to achieve, optimism even in the face of failure, and organizational commitment.
- Empathy: The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. It includes expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and

customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others).

- Social skills: Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

Many research findings have proven that the above dimensions of emotional intelligence are related to academic achievement. Some of them are given as follows.

David et al. (2016) in his study revealed that there was a significant influence of self-awareness and social awareness on students' academic performance.

A research conducted by Torbat et al. (2016) revealed that there was a significant relationship between emotional intelligence and self-regulation

Ghamari (2011) in his research concluded that there was a positive and significant relationship between internal motivation and academic achievement.

With regards to empathy, a study conducted by Faisal et al. (2015) revealed that there was a positive influence of empathy on academic achievement.

Finally, a study conducted by Nazir et al. (2015) revealed that students who have higher social intelligence have higher academic achievement.

1.4 Academic Achievement

It is the dream of every parent to see their children become successful in their life and education is an important tool for a successful life. It is a continuous process which begins at birth and goes on till death. There are many agencies of education and one of the most popular agencies of education are the schools, colleges and universities in which the child is enrolled to be educated in all aspects of life. And his mastery of the education that

he received in the schools, colleges and universities are measured in terms of his level of academic achievement.

According to Kalochina (2014),” Academic achievement is the outcome of education – the degree to which a student, teacher and institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested” (p- 99).

1.5 Emotional Intelligence and Academic Achievement

Emotional intelligence and academic achievements are closely related. According to Kolachina (2014),” Emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement.” Many research findings have proven that there is significant relationship between Emotional Intelligence and Academic Achievement. Yelkikalan et al. (2012) states that almost 11% of change in academic achievement can be explained by emotional intelligence. Chew et al. (2013), concluded that as compared to students with low emotional intelligence students with high emotional intelligence perform better in both continuous assessments and the final professional examination. Preeti (2013) states that academic achievement alone is not enough for future success and that both emotional intelligence and academic achievement are needed for future success. So, from the above researches conducted by various researchers we can see that emotional intelligence is closely related to academic achievement.

1.6 Rationale of the Study

Emotional intelligence is the ability to become aware of one’s own feelings as well as others feelings, it provides internal motivation, logical reasoning, empathy and helps in

managing relationships. Now a day's problems like alcohol and drug abuse, anxiety, depression, difficulty in socializing, increase rate of college dropout, lack of motivation, suicide cases, stress, violence so on and so forth are increasing at an alarming rate. These problems are negatively correlated with academic achievement of students. In the context of Aizawl city the college students population decreases from the moment they enter their second semester and it continues to decline in each semester and by the time the students finish their sixth semester examination, the population of the class is usually half the size of their first semester population based on anecdotal evidence. And many students simply attend classes just for the sake of experiencing college life without giving importance to their academic performance. Many students have communication problem, they have difficulty in expressing themselves in the classroom and they feel shy to admit what they do not know. They are timid even in asking questions and hardly give any feedback. All these problems may be cause by lack of interpersonal and intrapersonal skills, low motivation, low self-esteem and in general low emotional intelligence. Whatever the cause may be for these problems faced in colleges, there is a major need for solving it. So, the researcher wishes to conduct a study to find out the relationship between emotional intelligence and academic achievement. And if they are indeed related the researcher wishes to conduct further research studies for solving the problems mentioned earlier using emotional intelligence.

Keeping all this in mind, the researcher felt it significant and worthwhile to study the “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”. In this context the following *research questions* are raised:

- Is there a significant relationship between emotional intelligence and academic achievement of college students?

- Is there a significant difference in the level of emotional intelligence of male and female college students?
- Is there a significant difference in the level of emotional intelligence of college students as per their stream of study?

1.7 Statement of the Problem

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS IN AIZAWL CITY WITH REFERENCE TO THEIR GENDER AND STREAM OF STUDY

1.8 Operational Definition of Key Terms Used

Emotional Intelligence: Emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships – (Goleman, 1995).

Academic Achievement: According to Kalochina (2014), “Academic achievement is the outcome of education – the degree to which a student, teacher and institution has achieved their educational goals. Academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested” (p- 99).

For the present study, the Academic Achievement of the college students will be measured in terms of the latest examination results of the college students.

College Students: In the present study, college students refer to the students who are enrolled in the colleges of Aizawl City.

Stream of Study: In the present study, the term stream of study refers to the college students of Arts, Science and Commerce who are studying in the Colleges of Aizawl City.

1.9 Objectives of the Study

The objectives of the present study are as follows:

- To find out the level of emotional intelligence of college students in Aizawl city.
- To compare the level of emotional intelligence of male and female college students of Aizawl city.
- To compare the level of emotional intelligence of college students of Aizawl city as per their stream of study.
- To find out the relationship between emotional intelligence and academic achievement of college students of Aizawl city.
- To make suggestions for improvement of emotional intelligence and academic achievement of college students of Aizawl city.

1.10 Research Hypotheses of the Study

The study was taken with the following research hypotheses in view:

- There is a significant difference in the level of emotional intelligence of male and female college students of Aizawl city.
- There is a significant difference in the level of emotional intelligence of college students of Aizawl city as per their stream of study.

- There is a significant relationship between emotional intelligence and academic achievements of college students of Aizawl city.

1.11 Null Hypotheses of the Study

The research was taken with the following null hypotheses in view:

- There is no significant difference between the male and female college students of Aizawl city with reference to their emotional intelligence.
- There is no significant difference between the male and female arts stream college students of Aizawl city with reference to their emotional intelligence.
- There is no significant difference between the male and female science stream college students of Aizawl city with reference to their emotional intelligence.
- There is no significant difference between the male and female commerce stream college students of Aizawl city with reference to their emotional intelligence.
- There is no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study.
- There is no significant difference in the level of emotional intelligence of female college students of Aizawl city as per their stream of study.
- There is no significant difference in the level of emotional intelligence of college students of Aizawl city.
- There is no significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city.

1.12 Delimitation of the Study

Conceptually, geographically and availability the present study was limited in its scope as follows:

- Geographically the study was delimited to Aizawl city, Mizoram.
- Conceptually it was limited to emotional intelligence and academic achievement of college students in Aizawl city with reference to their gender and stream of study.
- Also the study was limited only to Pachhunga University College because it is the only college in Aizawl city that have three streams of study i.e., Arts, Science and Commerce.

1.13 Plan of the Report

The report of the present study will be organized into five chapters to facilitate a systematic presentation. The five chapter and their areas of interest are describe briefly as follows:

In Chapter-I, the study was introduced. The term emotional intelligence and academic achievement was briefly explained. Rationale of the study, statement of the problem, operational definition of terms used, objectives, research and null hypotheses of the study and delimitation of the study have been presented along with plan of the report in this chapter.

Chapter-II will be devoted for review of related studies. In this chapter the findings of the research study conducted in relevant areas will be presented.

The plan and procedure adopted for the present study will be presented in Chapter-III. The research design, sources of data, population and sample, tools used and techniques

used, collection of data, organization of data and analysis of data will be presented in Chapter-III.

Chapter-IV will be devoted for analysis and interpretation of data.

In Chapter-V, findings of the study will be presented and discussed. Educational implications, suggestions for further research and limitations of the study will be presented in this chapter.

A brief summary of the study, conclusion, references, bibliography and appendices will follow Chapter-V.

Chapter-II

REVIEW OF RELATED STUDIES

In every research study, review of related studies were always given great emphasis as it helps in finding out the research gap. Not only this, but it also provides an insight to the present study and also to the studies already completed. Possibilities of the hypothesis for the present study can also be seen through review of related studies. So, this chapter consists of reviews of various research studies in accordance with the statement of the problem. Some of the studies pertaining to emotional intelligence and academic achievement conducted in India and abroad have been compiled and presented here under 2 (two) sections. Section 2.1 deals with the studies conducted in India and section 2.2 deals with the studies conducted abroad.

2.1 Studies Conducted in India

Peter (2004) studied the relationship between emotional intelligence and teaching competency of high school teachers on a sample of 500 teachers randomly selected from different high schools in the metropolis of Patna, in the state of Bihar, India. The purpose of the study was to find out the relationship and levels of emotional intelligence and teaching competency of high school teachers. Emotional Intelligence Inventory and Teaching Competency Inventory were used for collecting data. Both these inventories were self-constructed and validated by the investigator. The correlation analysis revealed that there was a significant relationship between self-awareness and teaching competency, self-regulation and teaching competency, motivation and teaching competency, empathy and teaching competency and social skills and teaching competency. The results also revealed that there was a significant relationship between emotional intelligence and

teaching competency and the higher the emotional intelligence of high school teachers the better their teaching competency. The relationship does not depend on their social or economic status or the number of years of teaching experience, male or female, belonging to government or private high schools, married or single and permanent or temporary.

Syiem (2009) studied the relationship of emotional intelligence and selected personality characteristics on secondary school students of Meghalaya. Emotional Intelligence Scale (EIS) and Multidimensional Assessment of Personality were the tools used for collecting the data. The findings of the study revealed that there was a positive and negative relationship between emotional intelligence and selected personality characteristics of secondary school students of Meghalaya.

Pinky (2010) studied emotional and social intelligence as a predictors of happiness in adolescents on a sample of 100 males and 100 females, altogether 200 adolescents between the ages of 17-22 years of age. The samples were selected on the basis of incidental sampling technique from schools and colleges of Rohtak city, Haryana. Correlational design was used in the study. Mangal Emotional Intelligence inventory, N.K. Chadha and Ganesan's social Intelligence scale and Happiness scale by Petlove was used for collecting data. The study revealed that emotional Intelligence was a more potent predictor of happiness in the life of adolescents than social Intelligence.

Sehrawat (2010) studied the relationship among emotional intelligence, well-being and achievement goals at secondary level in Haryana on a sample of 400 students (241 males and 159 females), who were 13-16 years of age studying in class 10 from 10 secondary schools of Jhajjar and Rohtak districts, Haryana. The samples were selected randomly and data was collected using Emotional Competence Inventor by Boyatzis et al. (1999) and Achievement Goals and Students Well-Being, questionnaire by Kaplan & Maehr (1999). A

positive and significant relationship was found between emotional intelligence and academic achievement.

Bai (2011) conducted a study to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students in Bangalore. Student performance in examination had been considered seriously to examine if there was any influence of anxiety proneness and emotional intelligence on their academic achievement or not. The study involved 500 Pre-University College (PUC) students selected from Bangalore, Urban and Rural areas who were studying in Science, Arts and Commerce stream by using stratified random sampling procedure. The study revealed that Arts, Science and Commerce students of PUC had a significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions. Arts and Science of PUC had a significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of PUC had a significant difference in anxiety proneness and emotional intelligence.

Neelima (2011) studied the relationship of self-confidence and mental health to emotional intelligence of college students. The study was conducted on a sample of 600 students who were selected using a stratified random sampling method. The findings revealed that there was a high correlation among self-confidence, mental health and emotional intelligence.

Shabana (2011) studied the effects of emotional intelligence on role conflict on a sample of 500 teachers selected from three districts of Chhattisgarh. The results revealed that high emotionally intelligent teachers experience low role conflict and low emotionally intelligent teachers experience high role conflict. It was also revealed that male teachers who had high emotional intelligent experience low role conflict and male teachers who had

low emotional intelligent experience high role conflict. However, there was no relationship between emotional intelligence and role conflict among the female teacher. Also, there was a significant negative correlation between emotional intelligence and role conflict among government higher secondary school teacher and no correlation among private higher secondary school teachers.

Dubey (2012) studied the relationship between emotional intelligence and academic motivation on a sample of 156 students, 78 boys and 78 girls of class XI from Allahabad city. Test of Emotional Intelligence (Student Form) by K.S Mishra and Academic Motivation Inventory developed by J.P Srivastava were used for collecting data and the data were analyzed using Karl Pearson's Product-Moment Correlation Coefficient and Analysis of variance (ANOVA). The results indicated that students with high, moderate and low academic motivation differ from one another. It was concluded that there was a positive relationship between emotional intelligence and academic achievement.

Joshith (2012) conducted a study on emotional intelligence as a tool for innovative teaching .The study was conducted on a sample of 50 prospective teachers from N.S.S Training College, Ottapalam, Kerala. The results showed that the emotional intelligence package was successful as it showed an increased Emotional intelligence on the sample. When the extent of relationship was estimated between emotional intelligence and teaching competency, both the variables were positively and significantly related to each other.

Thulasidharan (2012) studied the relationship between emotional intelligence and effectiveness of primary school teachers in Kerala state on a sample of 756 teachers and 1500 pupils from the selected 150 primary schools. The samples were selected using stratified random sampling technique. Emotional Intelligence Inventory, Teacher

Effectiveness Scale and Pupils' Attitude Scale towards their Teachers were used for collecting data. The findings revealed that there was a significant positive relationship between emotional intelligence and teacher effectiveness of primary school teachers; between emotional intelligence of primary school teachers and their pupils' attitude; and between teacher effectiveness of primary school teachers and their pupils' attitude.

Chamudeswari (2013) conducted a research on emotional intelligence and academic achievement among the students of higher secondary level. Using random sampling technique 321 students were selected from the higher secondary school levels of different system namely matriculation, state matriculation and central board schools. The Emotional Intelligence Scale (Hydes and others, 2002) and their academic achievement on all subjects were used for collecting data. Standard deviation, 't' test, F-ratio and Karl Pearson's Product-Moment Correlation Coefficient were used for analyzing the data. It was found that students from the central board have higher emotional intelligence and higher academic achievement as compared to those from the state boards. In short it was concluded that students with higher emotional intelligence have better academic achievement.

Lawrence et al. (2013) conducted a study to find out the relationship between emotional intelligence and academic achievement among high school students of Kanyakumari District with reference to background variables. 400 students studying in class IX and X were selected randomly from one high school and 9 higher secondary schools. The objective of the study was to find out the relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. Survey method was employed. A self-made Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and Achievement Test Questions were used for collecting data. Standard Deviation, 't' test, Analysis of variance (ANOVA), Karl Pearson's Product-

Moment Correlation Coefficient were used for analyzing the data. The findings showed that students who have an average level of emotional intelligence have average academic achievement.

Preeti (2013) conducted a study on the role of emotional intelligence for academic achievement for students in order to determine the factors which are affecting the development of emotional intelligence and its role in academic achievements for students using secondary data. It was revealed that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate weak personality and ability to built relations at working place as well as in schools. The result also indicated that emotional intelligence was highly important for quality education.

Sierra et al. (2013) studied the relationship between emotional intelligence, academic achievement, gender and intellectual abilities of 129 undergraduates. Mayor, Salovey and Caruso Emotional Intelligence Test and grade point average were used for collecting data. The findings of the study revealed that women have higher emotional intelligence compared to their male counter parts. There was a relationship between emotional intelligence and academic performance.

Kant (2014) conducted a study on the interrelationship between personality traits and emotional intelligence of secondary teachers in India. The study was conducted on the sample of 200 secondary school teachers to find out the relationship between the two variables. Results indicated that there was no significant difference in emotional intelligence of the secondary school teachers in relation to their gender and stream of teaching. A positive relationship was found in the emotional intelligence and some of personality factors but many personality factors were negatively related to emotional

intelligence of different groups of secondary school teachers but most type of relationship was not significant.

Manju (2014) investigated the emotional intelligence of B.Ed. student teachers with reference to their gender, types of college and stream of study. For this 200 B.Ed. student teachers were selected from B.Ed. colleges of University of Mysore using stratified random sampling technique. The Emotional Intelligence Scale developed by Anukool Hyde and Sanjot Pethe and Upinder Dhar (2010) were used for collecting data. The data was analyzed using descriptive and inferential statistics such as mean, standard deviation, 't' test and one way ANOVA . The study revealed that Arts B.Ed. student teachers have higher emotional intelligence as compared to Science B.Ed. student teachers. However; there was no significant difference on the level of emotional intelligence with reference to the types of college and stream of study.

Paramasivam (2014) studied the relationship of achievement in chemistry with emotional intelligence, home and school environment on the higher secondary students of Dingdigul Educational District, Tamil Nadu, India. The results revealed that there was a significant positive correlation between achievement in chemistry and overall emotional intelligence of higher secondary students.

Parkash (2014) studied the well-being among teacher educators in relation to mental health, emotional intelligence and socio economic status on a sample of 500 teacher educators serving in colleges of education in Haryana. The samples were selected from 175 colleges of education in Haryana state which includes 250 Males and 250 females. Data was collected, analyzed and the findings revealed that teacher educators having high emotional intelligence were happy with their personal lives, sleep fairly well and most of the time remained happy then teachers with low emotional intelligence. It was also

revealed that male samples with high emotional intelligence feel more satisfied with their lives, productive and creative instead of their female counterparts. Also female teacher educators having high emotional intelligence were never bothered by nervousness and anxiety of worry as compared to the male samples.

Singh (2014) conducted a study on emotional intelligence in teaching performance for medical and technical education in Uttar Pradesh, India. The findings of the study conducted showed that there was a significant correlation between emotional intelligence and teaching effectiveness.

Begum et al. (2015) conducted a study on a sample of 300 B.Ed. trainees of Aurangabad City, India. The study aimed to know the relationship between positive teaching attitudes and emotional intelligence. For measuring the teaching attitudes of the student teachers the researchers used 'Teaching Attitude Scale', prepared by Dr. S.A. Ahluwalia. Also, 'Roqan Emotional Intelligence Test', prepared by Prof. Roquiya Zainuddin & Anjum Ahmed was used for measuring the emotional intelligence of the students. The findings of the study were that, teaching attitude of B.Ed. Trainee was usually on moderate level when emotional intelligence level were also normal. The conclusion was that there was a moderate relationship between positive teaching attitude and emotional intelligence.

Joseph (2015) studied emotional intelligence, creativity and school adjustment as factors influencing academic achievement of secondary school students of Northern Kerala. The study was conducted on a sample of 614 students of class nine who were selected from the five districts of Northern Kerala. Emotional Intelligence Scale made by Anukool Hyde and Upinder Dhar, Passi-Usha Test of Creative Problem Solving, Adjustment Inventory for School Students by AKP Sinha and RP Singh and Achievement Test constructed by KSTA and administered by the school authorities for students of class nine were used for

collecting data. The results of the study revealed a positive significant correlation between creativity and academic achievement. The study also revealed a negative significant correlation between emotional intelligence and academic achievement and also a negative significant correlation for school adjustment and academic achievement of students of class nine.

Manoharan (2015) studied the impact of emotional intelligence on interpersonal skills of managers. The study was conducted on a sample of 300 managers in working medium & large scale units in Mysore district who were selected using stratified random sampling method. The results revealed that there was a strong relationship between emotional intelligence and interpersonal skills. Emotional intelligence and all its factors were differential predictors for interpersonal skills and its components.

Singh et al. (2016) conducted a study to find out the effect of emotional intelligence and gender on job satisfaction of primary school teachers. A total of 300 (150 male and 150 female) primary school teachers were selected randomly for the study. Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect the data. The study found a significant positive relationship between emotional intelligence and job satisfaction.

Jaleel et al. (2017) conducted a study on the relationship between emotional intelligence and aggression among a sample of 90 teacher trainees at secondary level. It was concluded that there was no significant relationship between emotional intelligence and aggression.

2.2 Studies Conducted Abroad

Wallace et al. (1998) studied the effects of arts education on emotional literacy in which the researchers compared elementary school student responses at one school providing arts

education and one that did not. A survey was administered and the data revealed that students of arts education make more emotionally literate decisions and were more aware of their feelings as well as others feelings.

Drew (2006) conducted a study on all the student teaching candidates at a small public Midwestern college who planned to do their student teaching in spring 2006. The study was conducted on 40 samples who participated randomly. The main aim of the study was to determine whether Student Teacher Performance (STP), as measured by a behavior-based performance evaluation process, was associated with Emotional Intelligence (EI), as measured by a personality assessment instrument. It was revealed that EI, as assessed by the BarOn EQ-i and College Supervisors' assessments of STP were related.

Lee et al. (2006) examined the level of emotional intelligence, moral judgment, and leadership of more than 200 gifted high school students who participated in an accelerative academic program or an enrichment leadership program through a university-based gifted institute using three psychological scales namely the BarOn Emotional Quotient Inventory: Youth Version, Short Form (BarOn EQ-i: YV(S); Bar-On & Parker, 2000), the Defining Issues Test-2 (Rest, Narvaez, Thoma, & Bebeau, 1999), and the Roets Rating Scale for Leadership (Roets,1997). The major findings included that on emotional intelligence, gifted males were comparable to students in the age normative sample, while gifted females lagged behind the norm group. Also regardless of gender, gifted student had higher scores on adaptability but lower scores on stress management and impulse control ability compared to the normative sample. On moral judgment, gifted students were comparable to the level of individuals with masters or professional degrees, and they showed an above-average level of leadership compared to the normative sample. Lastly, no differences were found in students' scores on the 3 scales by the type of program i.e. academic versus leadership.

Matthews et al. (2007) in their study about the benefits of introducing aspects of emotional literacy into lessons found out that incorporating emotional literacy strategies into lessons on a regular basis increased pupils' interest in continuing with science as a subject, especially in the case of girls. For this study, data were collected from 165 pupils, who were 7 years of age in two schools over 1 year.

Bardach (2008) studied the degree of association between the emotional intelligence of middle school principal and school success. The main purpose of the study was to explore the degree of association between Emotional intelligence (EI) and school performance. The study dealt with the degree of association between a middle school principal's total EI score and school success. It was revealed that there was in fact an expected and significant degree of association between segments of a principal's EI and his school's success.

Berenson et al. (2008) conducted a study to examine the intrinsic factors of emotional intelligence (EI) and personality to determine the extent to which they predict grade point average (GPA), a measure of academic success, among students attending community college. The study showed that through a stepwise multiple regressions, EI emerged as the most significant direct predictor of GPA also the addition of personality to EI significantly increased the amount of variance accounted for in GPA.

Nelson et al. (2008) investigated the role of emotional skills in the academic achievement and retention of university freshmen. Random selection of samples included 165 first semester freshmen students. Also cumulative grade point average was used as the criterion for academic success. The study was designed to investigate the relationship of emotional skills to academic achievement and retention, gender and ethnicity differences in emotional skills, and the emotional skill patterns of successful and unsuccessful freshmen. Finally the study revealed that the emotional skills of Time Management, Goal

Achievement, and Assertive Communication were significant factors in freshmen achievement and retention.

Pettit et al. (2010) conducted a study to assess relationships between perceived emotional intelligence factors and eating disorder symptoms among male and female college students. The samples consisted of 418 college students' selected using convenient sampling. Data was collected using Trait Meta-Mood Scale (TMMS) and the Eating Attitudes Test (EAT-26). The result revealed that Gender was the only significant predictor of dieting, and was the most significant predictor of bulimia/food preoccupation, oral control (i.e., a factor potentially indicative of healthy eating behavior), and total eating attitudes. Results also confirmed gender differences regarding eating disorder symptoms and indicated that low levels of perceived emotional intelligence (i.e., clarity and repair) were associated with greater risks for bulimia/food preoccupation.

Salami (2010) conducted a study on gender as a moderator of relation between emotional intelligence and career development. The purpose of the study was to examine the relationship of emotional intelligence with career development and the moderating role of gender in the relationship. The study was conducted on 485 secondary school students, male=255 and female=230 in Nigeria. The results indicated that emotional intelligence and gender predicted career development and gender moderated the relationship between emotional intelligence and career development.

Skaar et al. (2012) conducted a study to investigate emotional intelligence as a predictor of adolescent risk participation and risk perception on a sample of 171 students between the ages of 15 to 24 from Midwestern educational settings. The study showed that the students reported risk behavior on the Adolescent Risk Behaviour Questionnaire. Emotional intelligence was measured using the Mayer-Salovey-Caruso Emotional

Intelligence Test, and personality traits were measured using the NEO-PI R. The study results showed that the predictive validity of emotional intelligence differs in relation to age and the incremental validity of emotional intelligence over personality traits also differs across the age range. The relationship of emotional intelligence with risk behavior participation and risk perception revealed that despite higher levels of emotional intelligence and similar endorsement of risk perception, college-aged students reported higher levels of risk behavior participation.

Wang et al. (2012) studied the impact of implementing a social and emotional learning curriculum for college freshmen on student learning outcomes, including social and emotional competence and academic performance. Quasi-experimental design was adopted for comparing the growth in social and emotional competence of students who participated in the social and emotional learning seminars with that of students who were enrolled in other freshman seminars. The comparison was complemented by a qualitative analysis of students' self-reflections in relation to specific dimensions of social and emotional competence. It was concluded that students exposed to the social and emotional learning curriculum had higher grades than other students across the four semesters following the completion of the seminar.

Yahaya et al. (2012) conducted a research on the impact of emotional intelligence element on academic achievement among secondary school students. 370 students, 127 male and 243 female, namely Malays, Chinese and Indians were selected using stratified random sampling technique. Test the ability of self-awareness (Dann, 2001), Test the ability of emotion (Dann, 2001), Empathy Scale (Caruso and Myer,1997), Intrinsic Motivation Inventory (IMI), Interpersonal Skills (Baer and Zimbardo,1976) were used for collecting data. Statistical inferences of Karl Pearson's Product-Moment Correlation Coefficient, Multiple Regression Analysis were used and the data were processed using a statistical

analysis software package. It was concluded that there was a significant relationship between emotional intelligence element and academic achievement.

Chew et al. (2013) conducted a cross sectional study to examine the effect of emotional intelligence on academic performance among the first and final year medical students in Malaysia. A total of 163 students participated. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was used to measure the emotional intelligence of the students. Statistics like Multivariate Logistic Regression, Multiple Regression, Standard Deviation, SPSS, Histogram, Normal Probability, 't' test , ANOVA and Chi square were used for analyzing the data. It was revealed that medical students who were emotionally intelligent perform better in both the continuous assessment and the final professional examination. There was a positive relationship between emotional intelligence and academic achievement.

Kasler et al. (2013) conducted a study to contribute to the emerging literature on improvement of social emotional competencies in the academic training of future educators. The main objective of their study was to examine the effects of an academic course, emotional intelligence in education, on students' social emotional competencies as measured by emotional intelligence, empathy, and emotional self- efficacy. Tools like Schutte Self-Report Emotional Intelligence Test (Schutte et.al., 1998), the Interpersonal Reactivity Index (Davis, 1980), and the Emotional Self-Efficacy Scale (Kirk et al., 2008) were administered to 50 undergraduate education students who were enrolled in an elective course on emotional intelligence in education, at commencement and at the end of the course. The results of the study showed an increase in emotional self-efficacy and emotional intelligence, but no increase in empathy. The relationships between the three scales before and after the course were also measured. Finally, the results supported the

view that social emotional competence can be enhanced within an academic learning environment.

Otaghsara (2013) conducted a descriptive study with ex-post facto design to investigate the relationship between emotional intelligence and general health among 178 delinquents and 160 normal juveniles in Iran who were selected from five provinces of Iran and evaluated with regard to emotional intelligence and general health. The results revealed a significant relationship between emotional intelligence and general health among normal juveniles. It also revealed a significant relationship between emotional intelligence and general health among juvenile delinquents; further, the regression coefficients indicated that none of EI components could bring change in the general health of delinquent group, on the other hand, among the components of EI, utilization was the best predictor of general health in normal group. The result of Z-test indicated that EI was a stronger predictor of general health in normal juveniles in comparison to the delinquents. There was also a significant difference between delinquent and normal juveniles in emotional intelligence and general health; secondary variables i.e. age and education significantly did not influence the emotional intelligence of delinquents and normal juveniles.

Rubio et al. (2013) conducted a study to analyze the way in which emotional competencies in students are linked to general intelligence (IQ), and how the crossing of the two measurements determines their academic performance. The study was conducted on a sample of 58 university students. However, there was no significant relationship between emotional intelligence and general intelligence.

Saibani et al. (2013) studied the score difference of emotional intelligence among engineering students at different levels of academic year. The study focused on the EQ achievement among the under-graduate students at the Faculty of Engineering and Built

Environment, Universiti Kebangsaan Malaysia. The EQ scores were measured using the MEQI Test (Malaysian EQ Inventory). The study started by monitoring EQ achievements of a group of students at three consecutive years: Year 1, Year 2 and Year 3 in the faculty. The study was expanded by measuring the EQ of all faculty students at the stage of Year 1, Year 2, Year 3, and Year 4, also right after they had completed their studies of four years. The results revealed that from the three-year data from 2010 to 2012, the overall EQ scores have recorded a marked increase.

Banat et al. (2014) study the impact of emotional intelligence on academic achievement among Al-Quds University students. 365 students, 181 male 186 female were selected for sample using stratified random sampling. Emotional intelligence was evaluated using an index of a 33 item which was introduced by Schutte et al. (1998). 5 point Likert Scale was used to measure the responses. Background information like participants academic achievements, gender, religion, place of residency, college and academic year were collected during sampling survey. For analyzing the data descriptive statistics, SPSS, Regression, 't' test, one way analysis of variance, Tucky test, Cornbach's Alpha, Gultman Split Half Coefficient and Factor analysis were used. The result showed that males scored higher compare to females on emotional intelligence. Also compare to science students, arts students scored higher on emotional intelligence. Academic achievements, gender, religion, college and academic year are all significant variables. Finally, it was concluded that there was a significant positive correlation between emotional intelligence and academic achievement among the students of Al-Quds University.

Kalochina (2014) examine the relationship between emotional intelligence and academic achievement among expatriate student's pursuing higher studies in Dubai. 410 students from 6 universities were selected for a sample using structured, convenient, stratified sampling technique. A questionnaire which covered the demographic profile of the

students, their academic achievement and their perception on the emotional intelligence were used for collecting data. The data were analyzed using both descriptive and inferential statistics and the findings revealed that there was a positive relationship between emotional intelligence and academic achievement.

Davis et al. (2015) conducted a study to assess whether undergraduate students in experiential learning programs would exhibit higher levels of emotional intelligence than students in didactic learning programs. The study was conducted on a sample of 102 undergraduate students enrolled in a Mid-West liberal arts 4-year college who were then categorized into one of two groups based on the learning style that their program stressed: experiential learning or didactic learning. Participants were provided with the Emotional Intelligence Scale (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998), a 33 question scale, to determine if there was a significant difference between levels of EI among students in application-based programs and non-application-based programs. The findings of the study indicated that students who were enrolled in experiential programs that place more emphasis on hands-on training had a higher level of emotional intelligence than students who were enrolled in programs that place more emphasis on passive learning.

Umaru et al. (2015) conducted a study to investigate the effect of instruction in emotional intelligence skills on locus of control and academic self-efficacy among junior secondary school students in Niger state, Nigeria. Locus of control scale (LOCS) and Academic Self Efficacy Scale (ASES) were used for collecting data. The findings of the study revealed that Emotional intelligence skills were effective in moderating locus of control and improved academic self-efficacy of secondary school students. And there was no gender difference in the effect of emotional intelligence skills on locus of control and academic self-efficacy of respondents.

Wilkens (2015) conducted a study on the topic, Does Implementing an Emotional Intelligence Program Guarantee Student Achievement? The purpose of the study was to compare the implementation of a positive behavior support (PBS) system (The Leader in Me [TLIM]) that embeds emotional competencies throughout an entire learning community with its effect on student achievement. The study was conducted on the school of Texas. A causal comparative analysis using a one-way ANOVA was used to determine whether a significant correlation existed between schools that used TLIM and those that did not. Results indicated no statistically significant difference between the two school groups. Additional analysis was performed to examine the level of implementation. Schools that had reached Lighthouse status demonstrated a significantly higher achievement level in English, Language, Arts (ELA) and mathematics compared to schools that did not use TLIM.

Ian (2016) conducted a study on the topic; can emotionally intelligent volleyball players be more prone to sportspersonship? The relationship between sportspersonship orientation and emotional intelligence level of students participating in university volleyball second division competition both male and female were examined. It was found that emotional intelligence predicts sportspersonship orientation of Turkey students participating in university volleyball second division competition.

Pratama et al. (2016) conducted a correlation research in Indonesia to investigate the correlation between emotional intelligence (EQ) and students' cognitive learning results of Biology and comparing the contribution of each indicator of EQ on the Biology cognitive learning results. The study was conducted on a sample of 232 students of class X selected randomly from 7 schools. The result indicated that there was a correlation between EQ and Biology cognitive learning results.

Ranasinghe et al. (2016) conducted a study to explore the relationship between EI, perceived stress and academic performance and associated factors among medical undergraduates of Sri Lanka. Descriptive cross-sectional research study was conducted among 471 medical undergraduates of 2nd, 4th and final years of University of Colombo, Sri Lanka. Students were rated on self-administered Perceived Stress Scale (PSS) and Schutte Self-Report Emotional Intelligence Test (SSEIT). Examination results were used as the dichotomous outcome variable in a logistic regression analysis. Data were analyzed using mean, standard deviation, chi-square, t-test and Statistical Package for Social Sciences (SPSS) software, version 14. It was concluded that higher EI was associated with better academic performance amongst final year medical students. In addition a higher EI was observed in those who had a higher level of self-satisfaction. Self-perceived stress was lower among those with higher EI.

Machera et al. (2017) conducted a study to investigate the need to design and develop emotional intelligence curriculum for students in higher education. The study also investigates to what extent students in higher education were presently exposed to emotional intelligence techniques as part of their curriculum. A survey and a qualitative approach were used to gather data from the students at Botho University, Botswana who were enrolled in the B.Sc. Hons in accounting. The result showed that it was imperative to introduce a module on emotional intelligence in higher education. The module assists students in correcting their negative behaviour and attitudes. Therefore, it was revealed that if the module was implemented well, the academic performance in higher education especially at Botho University may improve. The more positive the results the greater the reduction drop – outs and hence this may influence the growth of the university.

Motamedi et al. (2017) conducted a study to develop an emotional intelligence training program and to evaluate its effectiveness on increasing emotional intelligence of

adolescents with emotional and behavioral problems who were living in a single parent family. The training program was offered through workshop which consisted of 10 sessions, two hours per session. The sample of the study were selected by a purposive sampling method which included 11 students in the experimental group and 12 students in the control group were adolescents with emotional and behavioral problems who were living in a single parent family. Child Behavior Checklist (CBCL), and Youth Self Report (YSR), and Bar-on Adolescents' Emotional Intelligence Scale were used for collecting data. The research data was analyzed using Repeated Measures of Analysis of Variance, which showed that emotional intelligence training program could significantly increase emotional intelligence in adolescents with emotional and behavioral problems living in a single parent family. It was also revealed that participating in the workshop has increased the emotional intelligence of adolescents with emotional and behavioral problems living in a single parent family.

Summary and Conclusion

The reviews of literature revealed that emotional intelligence is a global phenomenon and it has also been linked to many variables. Researchers from all over the world studied the relationship of emotional intelligence and academic achievement and most of the times there was a significant relationship between emotional intelligence and academic achievement. Based on the above reviews it can be said that higher emotional intelligence brings about better academic achievement.

From the reviews in sections 2.1 and 2.2, it was revealed that incorporating emotional literacy strategies into lessons on a regular basis increased pupil's interest in science subjects especially among girls. So, emotional intelligence should be emphasize as a tool for improving science education in Mizoram also. Emotional intelligence also

improve locus of control and academic self-efficacy. Also, it was discovered that incorporating social and emotional learning curriculum and emotional training program can increase school grades and the emotional intelligence of students with emotional and behavioural problems. And it was also revealed that students who take art education made more emotionally literate decisions and were more aware of their feeling as well as the feelings of others. When emotional intelligence was studied with regards to programmes of teaching mainly didactic and experiential programs, it was revealed that students from the experiential programs have higher emotional intelligence than students from the didactic programs. This shows learning by experiences promotes higher emotional intelligence and it needs to be emphasized for improving emotional intelligence.

Adolescence period were often termed as a period of stress and strain, this was because adolescence undergo tremendous changes both physically, emotionally and psychologically. All these changes require adaptations and it brings with them a certain amount of stress and the review of literature revealed that emotional intelligence can bring about happiness in the life of adolescence. Because emotional intelligence is the ability to be aware of our own feelings as well as the feelings of others, it motivates and manage relationships of oneself and those of others.

The above reviews have also indicated that people who possessed high emotional intelligence were more satisfied with their lives and were more productive and creative. Also compared to people with low emotional intelligence, people with high emotional intelligence were more independent from nervousness and anxiety. A study on eating disorder and emotional intelligence of college students also revealed that students with low emotional intelligence have higher risk of bulimia. Also the study of emotional intelligence among schools teachers revealed that teachers with high emotional intelligence have low

role conflict and have a better teaching competency. In this way teaching and emotional intelligence were related.

Overall the reviews of related studies in section 2.1 and section 2.2 have indicated that emotional intelligence facilitates an all-round personal development in academic as well as in professional line. Furthermore, the research gap was that a valid and reliable research in the area of emotional intelligence and academic achievement which can be generalized to the north-eastern regions of India especially Mizoram have not been conducted.

Chapter-III

METHODOLOGY

In every research study, there must be a detailed systematic plan and procedure for conducting the study. This chapter consists of the plan and procedure for conducting the present study. It is divided into 7 (seven) sections. Section 3.1 describes the methodology/ research design and section 3.2 describes the sources of data. Population and sample are described in section 3.3. Tool and techniques used; data collection and organization of data are also described in sections 3.4, 3.5 and 3.6 respectively. Lastly, section 3.7 gives details regarding the analysis of data for the present study.

3.1 The Research Design

Careful selection and systematic planning of a research design has been given great importance by every researcher as the success and failure of their research lies in it.

The present study aimed in finding out the relationship between emotional intelligence and academic achievement of college students in Aizawl city with reference to their gender and stream of study. So, a descriptive survey method was adopted for the present study since data was collected using a questionnaire. Also the data has been analyzed using various statistical techniques which indicated that the present study was a quantitative type of research.

3.2 Sources of Data

For conducting any type of research, sources for collection of valid and reliable data were given great emphasis. And in any type of research, data can be collected from

two sources namely primary and secondary sources. So, the primary and secondary sources for collection of data for the present study are described as follows.

- A. Primary sources: The title of the present study was “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”. So, the main aim of the present study was to find out the level of Emotional Intelligence and its degree of relationship with Academic Achievement of college students in Aizawl City. The students of Pachhunga University College, both male and female, from various streams of study i.e., Arts, Science and Commerce were considered to be an appropriate primary source for collection of relevant data for the present study.
- B. Secondary sources: Academic report cards of the students were considered to be an appropriate source for the collection of secondary data for the present study.

3.3 Population and Sample

A research work needed a population to study, the target groups for conducting any type of research study and a sample from the population who will be the representatives of the entire population. Sample can be selected through the use of various sampling techniques and they have been given great emphasis as they have great influence on the validity and reliability of the test. So, the population, sampling technique and sample of the present study are described as follows.

- Population of the Study: The population of the present study comprises of all under-graduate students from various streams of study i.e., Arts, Science and Commerce who are studying in the colleges situated in Aizawl City.
- Sampling Technique and Sample of the Study: Stratified Random Sampling Method was adopted for the present study to select the sample from the population.

A sample of 180 students, 30 male and 30 female from each stream of study i.e., Arts, Science and Commerce of Pachhunga University College were randomly selected from the entire population.

3.4 Tool and Techniques Used

A researcher must make thorough analysis in the selection of his/her research tool through which s/he will be collecting data from the sample of the target population. With regards to the present study, “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”, a standardized tool was available. So, the researcher used a standardized tool “Roqan Emotional Intelligence Test (REIT)”, (2008), developed by Prof. Roquiya Zainuddin, Department of Education, Aligarh Muslim University and Anjum Ahmed, Department of Education, Aligarh Muslim University, Aligarh for collecting data of emotional intelligence among the sample of college students. It consist of 30 items each pertaining to the different dimensions of emotional intelligence as mentioned in chapter-I, section 1.3. The researchers established the reliability of the tool by calculating Cronbach’s Alpha coefficient. The computed Cronbach’s Alpha coefficient was 0.7, which according to Cronbach’s Alpha coefficient was fairly high and acceptable. The validity of the tool was determined first by using item analysis and secondly by correlating it with Emotional Intelligence Scale (EIS) by Anukool Hyde, Upinder Dhar and Sanjyot Pethe and the correlation coefficient was found to be $r = 0.28$, which was significant at 0.05 level. Thirdly the validity of the tool was also calculated from the coefficient of reliability, the reliability index thus calculated, indicated high validity on account of being 0.83. The tool used for the present study have been presented in the form of appendix-A and appendix-B.

Academic report cards of latest examination results of the students were also used for finding out the academic achievement of the sample of college students.

3.5 Collection of Data

A research study cannot be completed without appropriate data. And for the present study, after much analysis of the various colleges of Aizawl city taking into consideration time, availability, diversity and economy, the researcher went to Pachhunga University College for data collection. Firstly, a personal approach was made and after the permission was granted by the Principal of Pachhunga University College for conducting the present study. The Principal then gives a forwarding letter for each streams of study. So, the researcher went to the different departments of the respected stream of study as directed by the Principal. After making appropriate introductions and building rapport with the respective Head of Departments, teachers and students, the researcher was given a class for collecting the data; she was also assisted by the teachers who were very friendly and understanding. The researcher then makes necessary plan and using simple random sampling technique, sample were selected from the population. Hence, the questionnaire was handed out to the sample in the classroom and after giving them precautions and directions, they were asked to fill in the questionnaires on the spot. After the samples have finished answering the questionnaires, they were collected without any complications.

3.6 Organization of Data

Keeping the objectives of the study in view, data collected from the sample were organized into gender i.e., male and female and stream of study i.e., Arts, Science and Commerce respectively.

3.7 The Analysis of Data

Statistical analysis is fundamental for any quantitative research. It is through the use of various statistical techniques that a researcher can confirm the validity, reliability and objectivity of his research hypothesis. For the present study, statistical techniques such as mean, standard deviation were used. And later 't'-test and ANOVA were used to examine whether group means differ from one another. Lastly, correlation was also used to find out the relationship between emotional intelligence and academic achievement.

So, for the present study, the following statistical techniques were used for data analysis:

- i. Mean
- ii. Standard deviation
- iii. The 't'-test
- iv. ANOVA
- v. Correlation

All of the above mentioned techniques for data analysis were carried out using IBM SPSS Statistics 20 (Statistical Package for the Social Sciences) and Microsoft Excel 2007.

Chapter-IV

ANALYSIS AND INTERPRETATION OF DATA

Data analysis and interpretation are of utmost importance for the research and researcher. It helps in giving a systematic view of the data of the research objectives. It also prevents personal bias as the answer were analyze with the help of various statistical techniques. Data analysis and interpretation provides a meaningful conclusion of the research. No research can survive without data analysis and interpretation. This chapter deals with analysis and interpretation of data collected from the sample of college students from Pachhunga University College using a standardized tool “Roqan Emotional Intelligence Test (REIT)”, (2008). Objective-wise analysis and interpretation of data are as follows.

Objective 1: To find out the level of emotional intelligence of college students in Aizawl city.

In order to find out the level of emotional intelligence of college students in Aizawl city, Roqan Emotional Intelligence Test (REIT) developed by Professor. Roquiya Zainuddin and Anjum Ahmed (2008) was administered to all the respondents. After this, their scores were tabulated and classified in accordance with the norm given in the manual. As per the norms set by the developers, the scores of the students which fall below 64 were taken as having low emotional intelligence and the scores of the students which fall between 65 and 75 were taken as having normal emotional intelligence. Lastly, the scores of the students which fall above 76 were taken as having high emotional intelligence. The findings are presented in the following table 4.1.

Table -4.1**The Level of Emotional Intelligence of College Students in Aizawl City**

| Range of Score | N | | Range of EI | Gender | | Total | Mean |
|----------------|------|--------|-------------|--------|--------|----------------|-------|
| | Male | Female | | Male | Female | | |
| 64 below | 90 | 90 | Low | 33 | 35 | 68 (37.8%) | 66.06 |
| 65-75 | | | Normal | 54 | 55 | 109 (60.5%) | |
| 76 above | | | High | 3 | 0 | 3 (1.7%) | |

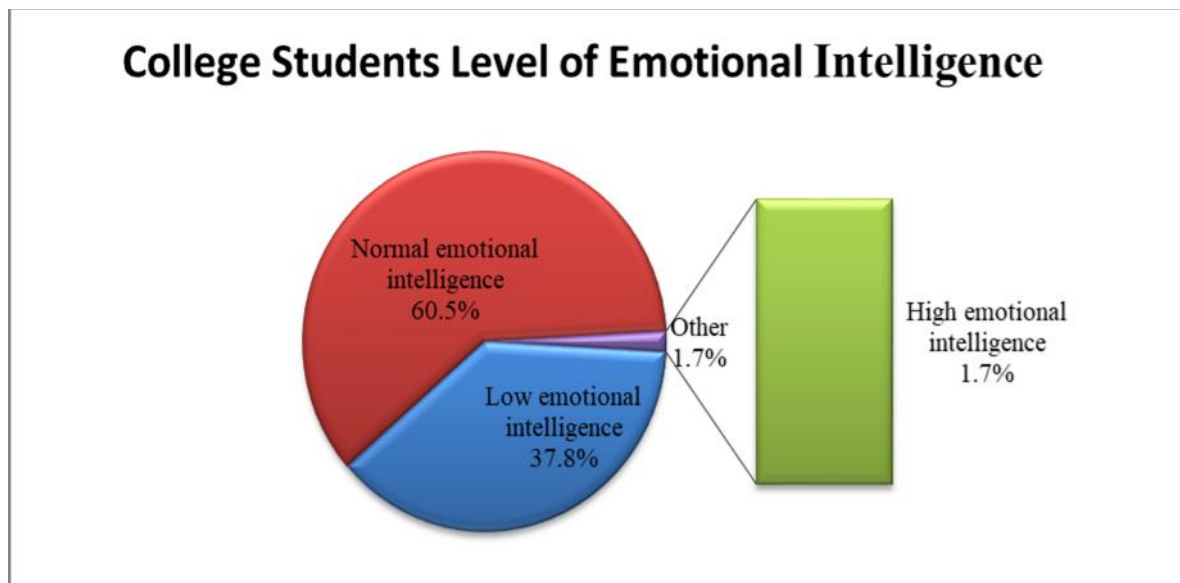
Figure-4.1**Pie Chart of College Students Level of Emotional Intelligence**

Table -4.1 shows that 68 students had low level of emotional intelligence (EI). 109 students had normal level of emotional intelligence and 3 out of 180 students had high level of emotional intelligence respectively. Out of 90 male college students, 33 of them had low level of EI, 54 male college students had normal level of EI and 3 of them had high level of EI. Out of 90 female college students, 35 of them had low level of EI, 55 female college students had normal level of emotional intelligence and there was no female college students who had high level of EI. The number of the students who had normal emotional intelligence and the number of students having low emotional intelligence was much higher than the ones with high emotional intelligence.

Finally, looking at the mean in table 4.1, we can conclude that the level of emotional intelligence of college students in Aizawl city was 66.06, and it falls between the ranges of 65-75. So, we can say that the college students in Aizawl city have a normal level of emotional intelligence. The data presented in table-4.1 have been graphically represented with the help of pie chart for clarity in figure-4.1.

Objective 2: To compare the level of emotional intelligence of male and female college students of Aizawl city.

Comparison of the means of emotional intelligence was made using 't'-test. For the present objective, analysis was done for four times. Firstly, analysis was made by comparing the means of the emotional intelligence of the overall male and female. Secondly, the means of the emotional intelligence of male and female from Arts stream were compared. Thirdly, analysis was made by comparing the means of the emotional intelligence of male and female from Science stream. Lastly, the means of emotional intelligence of male and female Commerce students were also compared.

To study the present objective the following null hypotheses were formulated

| | |
|-----------------------|---|
| H ₀ 2.i: | There is no significant difference between the male and female college students of Aizawl city with reference to their emotional intelligence. |
| H ₀ 2.ii: | There is no significant difference between the male and female arts stream college students of Aizawl city with reference to their emotional intelligence |
| H ₀ 2.iii: | There is no significant difference between the male and female science stream college students of Aizawl city with reference to their emotional intelligence |
| H ₀ 2.iv: | There is no significant difference between the male and female commerce stream college students of Aizawl city with reference to their emotional intelligence |

H₀2.i: There is no significant difference between the male and female college students of Aizawl city with reference to their emotional intelligence.

Table-4.2

Comparison of the level of emotional intelligence of the male and female college students of Aizawl city

| Overall | N | M | SD | SEM | 't'- value | df | Mean Difference | SEMD | Significance level |
|---------|----|------|-----|------|---------------|-----|--------------------|------|-----------------------|
| Male | 90 | 66.5 | 5.1 | 0.53 | 1.43 | 178 | 0.97 | 0.68 | Not Significant |
| Female | 90 | 65.6 | 3.9 | 0.41 | | | | | |

From table-4.2, we can see that the total number of male college students was 90, and mean of their emotional intelligence was 65.5 with 5.1 standard deviation (SD) and 0.53 standard error mean (SEM). Similarly, it can also be seen that the total number of female college students was 90, and mean of their emotional intelligence was 65.6 with 3.9 SD and 0.41 SEM. So, the calculated t-value was 1.43 on degree of freedom (df) 178. As the calculated 't' -value is less than the required table value at 0.05, it can be said that there is no significant difference in the level of emotional intelligence of male and female college students of Aizawl city. Therefore, the null hypothesis, *H₀ - There is no significant difference between the male and female college students of Aizawl city with reference to their emotional intelligence- is accepted.*

H₀.ii: There is no significant difference between the male and female arts stream college students of Aizawl city with reference to their emotional intelligence

Table-4.3

Comparison of the level of emotional intelligence of the male and female Arts stream college students of Aizawl City

| Arts | N | M | SD | SEM | 't'- value | df | Mean Differen ce | SEMD | Significance level |
|--------|----|------|-----|-----|---------------|----|------------------------|------|-----------------------|
| Male | 30 | 66.4 | 5.8 | 1.1 | 0.889 | 58 | 1.1 | 1.2 | Not Significant |
| Female | 30 | 65.3 | 3.1 | 0.6 | | | | | |

The table-4.3, indicates that the total number of male college students of Arts stream was 30, and mean of their emotional intelligence was 66.4 with 5.8 standard deviation (SD) and 1.1 standard error mean (SEM). Similarly, it can also be seen that the total number of female college students of Arts stream was 30, and mean of their emotional intelligence was 65.3 with 3.1 SD and 0.6 SEM. So, the calculated t-value was 0.889 on degree of freedom (df) 58. As the calculated 't' -value is less than the required table value at 0.05, it can be said that there is no significant difference in the level of emotional intelligence of male and female college students of Aizawl city belonging to Arts stream. Therefore, the null hypothesis, *H₀ - There is no significant difference between the male and female arts stream college students of Aizawl city with reference to their emotional intelligence -is accepted.*

H₀2.iii: There is no significant difference between the male and female science stream college students of Aizawl city with reference to their emotional intelligence

Table-4.4

Comparison of the level of emotional intelligence of the male and female Science stream college students of Aizawl City

| Science | N | M | SD | SEM | 't'- value | df | Mean Differe nce | SEMD | Significa nce level |
|---------|----|------|----|------|---------------|----|------------------------|------|------------------------|
| Male | 30 | 66.1 | 5 | 0.96 | 0.113 | 58 | 0.13 | 1.18 | Not Significa nt |
| Female | 30 | 66 | 4 | 0.69 | | | | | |

From the table-4.4, the total number of male college students of Science stream was 30, and mean of their emotional intelligence was 66.1 with 5 standard deviation (SD) and 0.96 standard error mean (SEM). Similarly, it can also be seen that the total number of female college students of Science stream was 30, and mean of their emotional intelligence was 66 with 4 SD and 0.69 SEM. So, the calculated t-value was 0.113 on degree of freedom (df) 58. As the calculated 't' -value is less than the required table value at 0.05, it can be said that there is no significant difference in the level of emotional intelligence of male and female college students of Aizawl city belonging to Science stream. Therefore, the null hypothesis, H_0 - *There is no significant difference between the male and female science stream college students of Aizawl city with reference to their emotional intelligence -is accepted.*

H₀2.iv: There is no significant difference between the male and female commerce stream college students of Aizawl city with reference to their emotional intelligence

Table-4.5

Comparison of the level of emotional intelligence of the male and female Commerce stream college students of Aizawl City

| Comme rce | N | M | SD | SEM | 't'- value | df | Mean Difference | SEMD | Significan ce level |
|--------------|----|------|-----|------|---------------|----|--------------------|------|------------------------|
| Male | 30 | 67.1 | 4.2 | 0.76 | 1.465 | 58 | 1.7 | 1.2 | Not Significant |
| Female | 30 | 65.4 | 4.8 | 0.87 | | | | | |

Looking at the above table-4.5, we can see that the total number of male college students of Commerce stream was 30, and mean of their emotional intelligence was 67.1

with 4.2 standard deviation (SD) and 0.76 standard error mean (SEM). Similarly, it can also be seen that the total number of female college students of Science stream was 30, and mean of their emotional intelligence was 65.4 with 4.8 SD and 0.87 SEM. So, the calculated t-value was 1.465 on degree of freedom (df) 58. As the calculated 't' -value was less than the required table value at 0.05, it can be said that there is no significant difference in the level of emotional intelligence of male and female college students of Aizawl city belonging to commerce stream. Therefore, the null hypothesis, *H₀ - There is no significant difference between the male and female commerce stream college students of Aizawl city with reference to their emotional intelligence -is accepted.*

Objective 3: To compare the level of emotional intelligence of college students of Aizawl city as per their stream of study.

The level of emotional intelligence of college students were compared on the basis of their stream of study. For this, the mean differences between students of different streams were tested by applying ANOVA and the details are presented in the following table-4.6, 4.7 and 4.8.

To study the present objective the following null hypotheses were formulated

| | |
|-----------------------|--|
| H ₀ 3.i: | There is no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study |
| H ₀ 3.ii: | There is no significant difference in the level of emotional intelligence of female college students of Aizawl city as per their stream of study |
| H ₀ 3.iii: | There is no significant difference in the level of emotional intelligence of college students of Aizawl city |

H₀3.i: There is no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study

Table-4.6

Comparison of the level of emotional intelligence of Male college students of Aizawl city as per their stream of study

| Male | Count | M | Sources of Variation | SS | df | MS | F. Value /Ratio | Required Table Value |
|----------|-------|------|----------------------|--------|----|-------|-----------------|----------------------|
| | | | | | | | | 0.05 |
| Arts | 30 | 66.4 | Between Groups | 14.96 | 2 | 7.48 | 0.29 | 3.10 |
| Science | 30 | 66.1 | | | | | | |
| Commerce | 30 | 67.1 | Within Groups | 2273.4 | 87 | 26.13 | | |

The above table, table -4.6, indicates that there were 30 male students from each stream of study. The mean of the emotional intelligence of Arts stream was 66.4, science stream was 66.1 and lastly the mean of emotional intelligence of commerce stream was 67.1. The calculated f.value=0.29 is much lesser than the required table value at 0.05=3.10. So, in such condition the null hypothesis is true and we fail to reject it. Therefore, the null hypothesis, *H₀ - There is no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study-* is accepted.

H₀3.ii: There is no significant difference in the level of emotional intelligence of female college students of Aizawl city as per their stream of study

Table-4.7

Comparison of the level of emotional intelligence of Female college students of Aizawl city as per their stream of study

| Female | Count | M | Sources of Variation | SS | df | MS | F.value /Ratio | Required Table Value |
|----------|-------|------|----------------------|--------|----|-------|----------------|----------------------|
| | | | | | | | | 0.05 |
| Arts | 30 | 65.3 | Between Groups | 8.09 | 2 | 4.04 | 0.26 | 3.10 |
| Science | 30 | 66.0 | | | | | | |
| Commerce | 30 | 65.4 | Within Groups | 1363.9 | 87 | 15.68 | | |

The above table (table no-4.7), indicates that there were 30 female students from each stream of study. The mean of the emotional intelligence of Arts stream was 65.3, science stream was 66.0 and lastly the mean of emotional intelligence of commerce stream 65.4. The sources of variation between groups and within groups were 8.09 and 1363.9. The degree of freedom and means of square between groups and within groups were 2,87 and 4.04, 15.68 respectively. The calculated f.value=0.26 is much lesser than the required table value at 0.05=3.10, which indicates that the null hypothesis is true and we fail to reject it. Therefore, the null hypothesis, *H₀-There is no significant difference in the level*

of emotional intelligence of female college students of Aizawl city as per their stream of study- is accepted.

H₀3.iii: There is no significant difference in the level of emotional intelligence of college students of Aizawl city

Table-4.8

Comparison of the level of emotional intelligence of the college students of Aizawl city

| College Students | Count | M | Sources of Variation | SS | df | MS | F.value /Ratio | Required Table Value |
|------------------|-------|------|----------------------|--------|-----|------|----------------|----------------------|
| | | | | | | | | 0.05 |
| Arts | 60 | 65.9 | Between Groups | 4.4 | 2 | 2.2 | 0.11 | 3.04 |
| Science | 60 | 66.1 | | | | | | |
| Commerce | 60 | 63.3 | Within Groups | 3697.9 | 177 | 20.9 | | |

The above table (table no-4.8), indicates that there were 60 students from each stream of study. The mean of the emotional intelligence of Arts stream was 65.9, science stream was 66.1 and lastly the mean of emotional intelligence of commerce stream 66.3. The sources of variation between groups and within groups were 4.4 and 3697.9. The degree of freedom and means of square between groups and within groups were 2, 177 and 2.2, 20.9 respectively. The calculated f.value=0.11 is much lesser than the required table value at 0.05=3.04, which indicates that the null hypothesis is true and we fail to reject it.

Therefore, the null hypothesis, H_0 - *There is no significant difference in the level of emotional intelligence of college students of Aizawl city* - is accepted.

Objective 4: To find out the relationship between emotional intelligence and academic achievement of college students of Aizawl city.

For finding out the relationship between emotional intelligence and academic achievement, since, one variable was a continuous variable and the other a binary/dichotomous variable, Point-Biserial Correlation was run; which was a special case of Pearson's product-moment correlation.

To study the present objective the following hypotheses were formulated

- | | |
|----------------------|--|
| H ₀ 4.i: | There is no significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city |
| H _a 4.ii: | There is a significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city |

Table-4.9

Relationship between emotional intelligence and academic achievement of college students of Aizawl city

| | N | r_{pb} | p-value | Significance |
|------------------------|-----|----------|---------|-----------------|
| Emotional Intelligence | 180 | 0.056 | .455 | Not Significant |
| Academic Achievement | 180 | | | |

The above table, table no – 4.9, N= 180 indicates the total number of sample of college students. It also indicated that Point-Biserial correlation $r_{pb}=0.056$ and the probability p-value = .455. Point-Biserial correlation $r_{pb}=0.056$ falls between the correlation coefficient range of ± 0.41 to ± 0.70 which indicates that there was a moderate correlation, substantial but small relationship between emotional intelligence and academic achievement. However, this relationship was not significant at any level. Therefore, the null hypothesis, ***H₀ - There is no significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city - is accepted.*** The result of the present study was similar to the findings of the study conducted by Lawrence et al. (2013) ,but it is contradicted with the findings of the study conducted by Dubey (2012) , Chamudeswari (2013) , Yahaya et al. (2012) ,Chew et al. (2013), Banat (2014) , Kalochina (2014) and Ranasinghe et al. (2016) .

Objective 5: To make suggestions for improvement of emotional intelligence and academic achievement of college students of Aizawl city.

Looking at table-4.1, we can see that only 3 students had high level of emotional intelligence. Emotional intelligence should be given more importance. Though the present study does not find any significant relationship between emotional intelligence and academic achievement, there are however various other studies conducted by various researchers all over the world who have found a significant correlation between emotional intelligence and academic achievement like the studies conducted by Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012), Chew et al. (2013), Banat (2014), Kalochina (2014) and Ranasinghe et al. (2016). So, emotional intelligence must not be taken lightly and suggestions were given personally by the researcher for improvement of emotional intelligence and academic achievement which are as follows:

- Implementation of social and emotional learning programmes (SEL) in the college curricula.
- Awareness regarding the importance of emotional intelligence should be given to the concern authorities of the colleges who will impart their knowledge to the students.
- Awareness programme should be organised by the authorities who have the knowledge of emotional intelligence for the college students and their parents.
- Emotional intelligence test should be given at the time of academic entrance examination or during each semester.
- Students with high level of emotional intelligence should be recognised and awarded by the institution.

- Moral education should be given to the college students from time to time.
- Students should also be taught to be more empathetic towards others.
- For better improvement of academic achievements, effective teachers are needed since teachers produce student achievement not programs.
- Students should be given more opportunities for field visits as personal experiences can increase emotional intelligence.

Chapter-V

RESULT AND DISCUSSION

The present chapter is divided into seven sections with findings of the study presented in section 5.1 and discussed in section 5.2. Also, educational implication of the present study was given in section 5.3. Further, sections 5.4 and 5.5 have been devoted to suggestions for further research and limitations of the study respectively.

5.1 Findings of the Study

The findings of the present study are presented below with regards to the objectives of the present study.

- Out of the 180 total samples of college students, 68 students had low emotional intelligence.
- Out of the 180 total samples of college students, 109 students had normal emotional intelligence.
- Out of the 180 total samples of college students, 3 students had high emotional intelligence.
- There was no significant difference between the male and female college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference between the male and female Arts stream college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference between the male and female Science stream college students of Aizawl city with reference to their Emotional Intelligence.

- There was no significant difference between the male and female commerce stream college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study.
- There was no significant difference in the level of emotional intelligence of female college students of Aizawl city as per their stream of study.
- There was no significant difference in the level of emotional intelligence of college students of Aizawl city.
- There was no significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city.

5.2 Discussion of the Findings

The findings of this study revealed that there was no significant relationship between emotional intelligence and academic achievement of college students. This indicates that college students with low level of emotional intelligence can also have good academic achievement. The findings of the present study was similar to the study conducted by Lawrence et al. (2013), but it was contradicted with the findings of the study conducted by Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012), Chew et al. (2013), Banat (2014), Kalochina (2014) and Ranasinghe et al. (2016). The study also revealed that there was no significant difference in the level of emotional intelligence of male and female college students. Also, when the level of emotional intelligence of the different streams of study was analyzed, there was no significant difference among them.

The present study was conducted only on the students of Pachhunga University College because it was the only college in Aizawl city that offers Arts, Science and Commerce streams of study and the sample size was also very limited. Also, the present

study cannot be generalized to all the college students of Mizoram. So, further research can be conducted which can make generalization to the whole of Mizoram.

Lastly, it can be concluded that there was no significant relationship between emotional intelligence and academic achievement of college students in Aizawl city with reference to their gender and stream of study. However, conclusion cannot be drawn from one study only.

5.3 Educational Implication

The present study had implications for the students, teachers and curriculum developers. Through the present study, the college students can know about the level of their emotional intelligence. Though many studies have found a relationship between emotional intelligence and academic achievement, this was not the case in the present study. So, the present study can serve as an important resource for future studies.

Through the present study the teachers, curriculum developers and authorities of the educational institutions at the state and national level can take steps for emphasizing and sensitizing the population of the educational institution regarding emotional intelligence through the suggestions given by the researcher in Chapter-IV, Objective 5.

5.4 Suggestions for Further Research

- Similar study may be conducted with larger samples to validate the present findings.
- Similar study may be conducted at all the district of Mizoram which can generalise to the whole of Mizoram.
- Similar study may be conducted in other states and at national level.

- A study to find out the factors responsible for having low level of emotional intelligence can be taken up.
- Comparative study of the effects of emotional intelligence on academic achievement at various colleges in the states can be taken up. This can also be taken up to international level.

5.5 Limitations of the Study

The researcher had tried to be very scientific, objective, reliable and valid in the process of investigation. However, the study contained the following limitations.

- Due to lack of time the investigator has chosen fifth semester students only as the sample of the study.
- Due to lack of resources the researcher might not reviewed all relevant literature and research studies.

SUMMARY AND CONCLUSION

Today in this modern world with globalization and advancement in science and technology, "*survival of the fittest*" has become the motto of the generation and Intelligence Quotient (IQ) alone cannot help the students to thrive and survive the complexities of their daily life. Daniel Goleman (1995) states that 20% of success in life depends on IQ and the other 80% depends on emotional intelligence. Emotional intelligence and academic achievements are closely related. Many research findings conducted by Yelkikalan et al. (2012), Chew et al. (2013), and Preeti (2013) have proven that there was a significant relation between Emotional Intelligence and Academic Achievement.

Education produces agriculturists, astronauts, doctors, economists, environmentalists, historians, lawyers, nurses, police officers, scientists, soldiers so on and so forth who will become the future leaders of the nation. But in order to become such humans one must have an adequate understanding of oneself and others i.e. emotional intelligence. And Daniel Goleman (1995) have stated Emotional Intelligence as, "*Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships*".

Rationale of the Study

Emotional intelligence is the ability to become aware of one's own feelings as well as others feelings, it provides internal motivation, logical reasoning, empathy and helps in managing relationships. Now a day's problems like alcohol and drug abuse, anxiety, depression, difficulty in socializing, increase rate of college dropout, lack of motivation,

suicide cases, stress, violence so on and so forth are increasing at an alarming rate. These problems are negatively correlated with academic achievement of students. In the context of Aizawl city the college students population decreases from the moment they enter their second semester and it continues to decline in each semester and by the time the students finish their sixth semester examination, the population of the class is usually half the size of their first semester population based on anecdotal evidence. And many students simply attend classes just for the sake of experiencing college life without giving importance to their academic performance. Many students have communication problem, they have difficulty in expressing themselves in the classroom and they feel shy to admit what they do not know. They are timid even in asking questions and hardly give any feedback. All these problems may be caused by lack of interpersonal and intrapersonal skills, low motivation, low self-esteem and in general low emotional intelligence. Whatever the cause may be for these problems faced in colleges, there is a major need for solving it. So, the researcher wishes to conduct a study to find out the relationship between emotional intelligence and academic achievement. And if they are indeed related the researcher wishes to conduct further research studies for solving the problems mentioned earlier using emotional intelligence.

Keeping all this in mind, the researcher felt it significant and worthwhile to study the “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”. In this context the following *research questions* are raised:

- Is there a significant relationship between emotional intelligence and academic achievement of college students?

- Is there a significant difference in the level of emotional intelligence of male and female college students?
- Is there a significant difference in the level of emotional intelligence of college students as per their stream of study?

Statement of the Problem

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS IN AIZAWL CITY WITH REFERENCE TO THEIR GENDER AND STREAM OF STUDY

Objectives of the Study

The objectives of the present study are as follows:

- To find out the level of emotional intelligence of college students in Aizawl city.
- To compare the level of emotional intelligence of male and female college students of Aizawl city.
- To compare the level of emotional intelligence of college students of Aizawl city as per their stream of study.
- To find out the relationship between emotional intelligence and academic achievement of college students of Aizawl city.
- To make suggestions for improvement of emotional intelligence and academic achievement of college students of Aizawl city.

The Research Design

Careful selection and systematic planning of a research design has been given great importance by every researcher as the success and failure of their research lies in it.

The present study aimed in finding out the relationship between emotional intelligence and academic achievement of college students in Aizawl city with reference to their gender and stream of study. So, a descriptive survey method was adopted for the present study since data was collected using a questionnaire. Also the data has been analyzed using various statistical techniques which indicated that the present study was a quantitative type of research.

Sources of Data

For conducting any type of research, sources for collection of valid and reliable data were given great emphasis. And in any type of research, data can be collected from two sources namely primary and secondary sources. So, the primary and secondary sources for collection of data for the present study are described as follows.

- C. Primary sources: The title of the present study was “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”. So, the main aim of the present study was to find out the level of Emotional Intelligence and its degree of relationship with Academic Achievement of college students in Aizawl City. The students of Pachhunga University College, both male and female, from various streams of study i.e., Arts, Science and Commerce were considered to be an appropriate primary source for collection of relevant data for the present study.
- D. Secondary sources: Academic report cards of the students were considered to be an appropriate source for the collection of secondary data for the present study.

Population and Sample

A research work needed a population to study, the target groups for conducting any type of research study and a sample from the population who will be the representatives of the entire population. Sample can be selected through the use of various sampling techniques and they have been given great emphasis as they have great influence on the validity and reliability of the test. So, the population, sampling technique and sample of the present study are described as follows.

- **Population of the Study:** The population of the present study comprises of all under-graduate students from various streams of study i.e., Arts, Science and Commerce who are studying in the colleges situated in Aizawl City.
- **Sampling Technique and Sample of the Study:** Stratified Random Sampling Method was adopted for the present study to select the sample from the population. A sample of 180 students, 30 male and 30 female from each stream of study i.e., Arts, Science and Commerce of Pachhunga University College were randomly selected from the entire population.

Tool and Techniques Used

A researcher must make thorough analysis in the selection of his/her research tool through which s/he will be collecting data from the sample of the target population. With regards to the present study, “Emotional Intelligence and Academic Achievement of College Students in Aizawl City with Reference to their Gender and Stream of Study”, a standardized tool was available. So, the researcher used a standardized tool “Roqan Emotional Intelligence Test (REIT)”, (2008), developed by Prof. Roquiya Zainuddin, Department of Education, Aligarh Muslim University and Anjum Ahmed, Department of

Education, Aligarh Muslim University, Aligarh for collecting data of emotional intelligence among the sample of college students. It consist of 30 items each pertaining to the different dimensions of emotional intelligence as mentioned in chapter-I, section 1.3. The researchers established the reliability of the tool by calculating Cronbach's Alpha coefficient. The computed Cronbach's Alpha coefficient was 0.7, which according to Cronbach's Alpha coefficient was fairly high and acceptable. The validity of the tool was determined first by using item analysis and secondly by correlating it with Emotional Intelligence Scale (EIS) by Anukool Hyde, Upinder Dhar and Sanjyot Pethe and the correlation coefficient was found to be $r = 0.28$, which was significant at 0.05 level. Thirdly the validity of the tool was also calculated from the coefficient of reliability, the reliability index thus calculated, indicated high validity on account of being 0.83. The tool used for the present study have been presented in the form of appendix-A and appendix-B.

Academic report cards of latest examination results of the students were also used for finding out the academic achievement of the sample of college students.

The Analysis of Data

Statistical analysis is fundamental for any quantitative research. It is through the use of various statistical techniques that a researcher can confirm the validity, reliability and objectivity of his research hypothesis. For the present study, statistical techniques such as mean, standard deviation were used. And later 't'-test and ANOVA were used to examine whether group means differ from one another. Lastly, correlation was also used to find out the relationship between emotional intelligence and academic achievement.

So, for the present study, the following statistical techniques were used for data analysis:

- vi. Mean
- vii. Standard deviation
- viii. The 't'-test
- ix. ANOVA
- x. Correlation

All of the above mentioned techniques for data analysis were carried out using IBM SPSS Statistics 20 (Statistical Package for the Social Sciences) and Microsoft Excel 2007.

Findings of the Study

The findings of the present study are presented below with regards to the objectives of the present study.

- Out of the 180 total samples of college students, 68 students had low emotional intelligence.
- Out of the 180 total samples of college students, 109 students had normal emotional intelligence.
- Out of the 180 total samples of college students, 3 students had high emotional intelligence.
- There was no significant difference between the male and female college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference between the male and female Arts stream college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference between the male and female Science stream college students of Aizawl city with reference to their Emotional Intelligence.

- There was no significant difference between the male and female commerce stream college students of Aizawl city with reference to their Emotional Intelligence.
- There was no significant difference in the level of emotional intelligence of male college students of Aizawl city as per their stream of study.
- There was no significant difference in the level of emotional intelligence of female college students of Aizawl city as per their stream of study.
- There was no significant difference in the level of emotional intelligence of college students of Aizawl city.
- There was no significant relationship between emotional intelligence and academic achievement among the college students of Aizawl city.

Suggestions

Though the present study does not find any significant relationship between emotional intelligence and academic achievement, there are however various other studies conducted by various researchers all over the world who have found a significant correlation between emotional intelligence and academic achievement like the studies conducted by Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012), Chew et al. (2013), Banat (2014), Kalochina (2014) and Ranasinghe et al. (2016). So, emotional intelligence must not be taken lightly and suggestions were given personally by the researcher for improvement of emotional intelligence and academic achievement which are as follows:

- Implementation of social and emotional learning programmes (SEL) in the college curricula.

- Awareness regarding the importance of emotional intelligence should be given to the concern authorities of the colleges who will impart their knowledge to the students.
- Awareness programme should be organised by the authorities who have the knowledge of emotional intelligence for the college students and their parents.
- Emotional intelligence test should be given at the time of academic entrance examination or during each semester.
- Students with high level of emotional intelligence should be recognised and awarded by the institution.
- Moral education should be given to the college students from time to time.
- Students should also be taught to be more empathetic towards others.
- For better improvement of academic achievements, effective teachers are needed since teachers produce student achievement not programs.
- Students should be given more opportunities for field visits as personal experiences can increase emotional intelligence.

Conclusion

Emotional intelligence is the ability to understand and manage feelings, emotions and relationships. Many studies regarding emotional intelligence and academic achievement have been conducted by various researchers and have found a significant relationship between emotional intelligence and academic achievement. However, such research study had not been done in Aizawl, Mizoram. So, in the present study the degree of relationship between emotional intelligence and academic achievement of college students in Aizawl city was studied. Significant difference in the level of emotional intelligence of college students in terms of gender and stream of study was also studied.

The present study revealed that the college students of Aizawl city had normal level of emotional intelligence. There was also no significant relationship between emotional intelligence and academic achievement. The differences in the level of emotional intelligence of college students' in terms of gender and stream of study was also not significant which was similar to the findings of Lawrence et al. (2013) ,but it is contradicted with the findings of the study conducted by Dubey (2012), Chamudeswari (2013), Yahaya et al. (2012), Chew et al. (2013), Banat (2014), Kalochina (2014) and Ranasinghe et al. (2016).

Due to limited time the data cannot be generalized to the whole of Mizoram state. The present study was confined to Pachhunga University College as it was the only college offering Arts, Science and Commerce streams of study in Aizawl city and only one standardized tool REIT was used for data collection. It is clear that there was no significant relationship between emotional intelligence and academic achievement of college students in Aizawl city with reference to their gender and stream of study. Emotional intelligence was said to positively correlate with academic achievement. But, this was not so in the case of Aizawl city as understanding and managing emotions does not correlate with the academic achievement of colleges students of Aizawl city. So, college students of Aizawl city can have good academic achievement even without having high emotional intelligence. However, generalization cannot be made based on one study only.

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