
**IMPACT OF EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENTS
OF SENIOR SECONDARY STUDENTS OF FARIDABAD CITY**

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Abstract:

This research was conducted to see the relation between emotional intelligence and academic performance among boys and girls of Faridabad city situated in NCR. It has been established that emotional intelligence is a key factor in the academic success of a student. In the present study, descriptive survey method was used to obtain pertinent and precise information. The sample consists of 600 students (300 Males 300 Females) selected from schools of Faridabad by using multi stage cluster sampling technique. A self-constructed questionnaire was used to study Emotional Intelligence of the students. It consists of 60 items having 12 items of each of five dimensions namely Self -Awareness, Self-regulation Motivation ,Empathy and Social Skills . T-test and Pearson's Product Moment Co-efficient of Correlation Methods are used for data analysis. The result reveals that there is a positive relationship between Academic Achievement and Emotional intelligence with respect to gender and type of school however there is difference in term of grade ,XIth class students have higher emotional intelligence and so found ahead academic pursuit .It may be feeling less stressed after their secondary examination .

Keywords: *Emotional Intelligence, Academic Achievement*

INTRODUCTION

The educational landscape is a complex tapestry interwoven with various dimensions, where students not only acquire knowledge but also navigate an intricate maze of emotions, stressors, and interpersonal interactions. Senior secondary school years are particularly pivotal, marking the transition between adolescence and young adulthood. Youth is living in an anxiety ridden environment Adolescence is the most vulnerable stage to the emotional problems These years often bring about intensified academic demands, heightened peer interactions, and self-exploratory journeys, further underscoring the importance of emotional intelligence (EI), stress management, and soft skills.

Faridabad city, with its unique socio-cultural backdrop, presents an opportune setting to delve deep into this exploration. Located in the northern state of Haryana, India, Faridabad stands as an emblematic representation of urban educational challenges, juxtaposed with traditional values, making the study of EI, stress, and soft skills in its senior secondary students particularly intriguing.

The term Emotional Intelligence (EI) was popularized in the 1990s by Daniel Goleman, although the concept had existed in various forms for many years prior (Goleman, 1995). At its core, EI represents the ability to recognize, comprehend, manage, and regulate one's emotions and those of others (Mayer & Salovey, 1997). As the significance of EI has been increasingly acknowledged, there has been a natural progression toward integrating it within educational environments.

Historically, cognitive intelligence or IQ was the primary metric by which student success was measured. However, researchers soon realized that students' emotional and social abilities played a crucial role in their academic achievements and overall well-being (Salovey & Mayer, 1990). The focus on EI in schools originated from the understanding that emotional well-being directly influences cognitive functions such as attention, memory, and problem-solving (Brackett, Rivers, & Salovey, 2011).

During the late 20th century, various programs aimed at fostering EI began to emerge in schools. For instance, the Collaborative for Academic, Social, and Emotional Learning (CASEL) initiated a movement advocating for the integration of social and emotional learning (SEL) within the educational curriculum (CASEL, 2003). Such programs focused on enhancing self-awareness, self-regulation, motivation, empathy, and social skills – all pillars of EI.

EI's inclusion in curricula has been further substantiated by numerous studies highlighting its impact on academic success. For example, a study by Elias et al. (1997) found that students with higher EI levels exhibited better academic performance, lower incidence of behavioral problems, and improved interpersonal relationships. In another study by Petrides, Frederickson, & Furnham (2004), it was discovered that students with enhanced EI were better equipped to manage stress, a pervasive issue among senior secondary students.

In the context of Faridabad, a city reflecting a confluence of traditional values and modern educational challenges, the emphasis on EI becomes even more pertinent. The varied sociocultural backgrounds of students here necessitate an education system that doesn't just focus on cognitive intelligence but also imparts skills to manage emotions, relate with peers, and handle stressors effectively (Kumar & Mahto, 2012).

With globalization and rapid technological advancements, the nature of jobs and societal roles has also evolved, requiring individuals to possess not just technical skills but also the emotional intelligence to navigate diverse professional and social landscapes (Deshpande & Joseph, 2009). As a result, educators worldwide, including in Faridabad, are recognizing the need to cultivate EI from a young age to prepare students for the future (Singh & Choudhary, 2016).

However, as with all educational interventions, challenges persist. There have been debates regarding the best ways to measure EI, the optimal age for its introduction into curricula, and how to ensure its teachings are culturally relevant and inclusive (Cherniss & Goleman, 2001). Moreover, while the benefits of EI are well-documented, it's crucial to ensure that its teachings are not misused or misunderstood, leading to manipulation or suppression of genuine emotions (Bar-On, 2006).

In conclusion, Emotional Intelligence, once a peripheral aspect of educational discussions, has now moved to the forefront. Its evolution and integration into educational settings underscore its significance in shaping holistic individuals who are not only academically sound but emotionally balanced, empathetic, and resilient.

Need of the study

In the era of a rapidly globalizing world, students are no longer judged purely on academic merit but also on their emotional intelligence, ability to manage stress, and possession of requisite soft skills. It becomes increasingly crucial to understand how these factors interlink and influence a student's holistic development, especially within the unique cultural and social contexts of different regions.

Several studies have illustrated the fundamental role of Emotional Intelligence (EI) in enhancing students' academic achievements, improving their interpersonal relationships, and augmenting their overall well-being (Salovey & Mayer, 1990; Brackett et al., 2011). In conjunction with this, students' ability to manage stress has been found to significantly impact their cognitive functions, academic results, and even physical health (Lazarus & Folkman, 1984; Ayyash-Abdo, 2002). Simultaneously, the burgeoning importance of soft skills, like communication, teamwork, and problem-solving, is being emphasized by employers and higher education institutions alike as key attributes for success in the modern world (Robles, 2012).

However, while the global importance of these aspects is well-documented, there remains a pressing need for region-specific studies. Faridabad, with its unique blend of urban development and rich cultural heritage, provides a contrasting environment that might offer unique insights into the interplay of EI, stress, and soft skills among its student populace (Sharma, 2005). Generalized studies or those focusing on western cultures might not necessarily capture the

particularities of the Faridabad context, making localized research crucial for more tailored educational interventions (Mishra & Bhatnagar, 2018).

In essence, understanding the dynamic between EI and academic in Faridabad's senior secondary students can pave the way for improved educational strategies, targeted interventions, and a more holistic approach to student development in the city.

Rationale of the Study

The changing landscape of education and the skills required for modern-day success have always been subjects of academic intrigue. While traditional aspects of learning, like literacy and numeracy, continue to be important, the emphasis on non-traditional skills such as Emotional Intelligence (EI), stress management, and soft skills is ever-increasing in contemporary research and educational practices (Wagner, 2008; Durlak et al., 2011). These skills not only play a pivotal role in academic success but also influence overall well-being and future job prospects.

Emotional Intelligence, defined by Goleman (1995) as the capacity to recognize, understand, manage, and effectively use emotions in oneself and others, has shown a direct correlation with academic performance, peer relationships, and even future career success. Such a significant relationship between EI and multiple life outcomes underscores the need to comprehend its development and manifestation in various cultural and socio-economic contexts.

Research has revealed that students with emotional intelligence show better academic performance than the students with low emotional intelligence

Review of related literature clearly shown that there is strong association between emotional intelligence and academic achievements of students at school as well as college level. Considering Faridabad's unique socio-cultural landscape, a detailed study focusing on its student population can provide invaluable insights. Such localized research can bridge the gap between generalized knowledge and specific applications, enabling stakeholders in education to craft strategies best suited for the region (Kumar & Gupta, 2016).

In summation, this study seeks to juxtapose the global emphasis on EI and academic performance with the specific context of Faridabad, aiming to offer a holistic understanding and actionable insights for educators, policymakers, and the student community.

REVIEW OF RELATED LITERATURE

Emotional Intelligence: Previous Research Findings, Theories, and Models

Emotional intelligence (EI) has garnered significant attention over the years due to its profound impact on both personal and professional realms. The ability to recognize, understand, and manage emotions in oneself and others is central to emotional intelligence, making it crucial in various aspects of human interaction.

Evolution of Emotional Intelligence Theory

The roots of emotional intelligence trace back to **Charles Darwin**, who emphasized the importance of emotional expression for survival and social cohesion.

According to Thorndike, Edwards L. (1920), he explains the ability to effectively understand and manage people. Although he did not use the term "emotional intelligence", his work highlighted the role of interpersonal skills and laid the foundation for future EI theories. Thorndike's classification of intelligences and focus on social understanding had a significant impact on modern concepts of emotional and interpersonal competence.

In his influential work "*Frames of Mind: The Theory of Multiple Intelligences*" Gardner, H. (1983) challenged the traditional view of intelligence as a single general ability or two factor theory or multi factor theory or structure of intellect by J.P. Guilford, proposing collection of distinct and relatively independent intelligence. Among these intrapersonal intelligence and interpersonal intelligence closely align with the modern concept of emotional intelligence. Intrapersonal intelligence involves self-awareness and emotional regulation, while interpersonal intelligence focuses on understanding and interacting effectively with others. Gardner's theory laid a foundational framework for later scholars to define and measure emotional intelligence, especially in educational and psychological contexts. Mayer, John D. and Salovey, P. (1990) introduced and explained a major advance in the concept of emotional intelligence. They were the first to clearly define emotional intelligence (EI) as "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 actions" (Mayer & Salovey, 1990, p. 189, Mayer & Salovey's Model). Their model marked a shift toward a more empirical and structured understanding of EI, establishing it as a measurable psychological construct. This foundational model laid the groundwork for further research and the development of various EI frameworks, instruments, and applications in fields such as education, psychology, and organizational behavior.

Daniel Goleman, in his ground-breaking 1995 book "Emotional Intelligence: Why it matters more than IQ?" he claimed that only 20% of a person's success can be attributed to IQ. Among the various factors apart from IQ, emotional intelligence play a vital role in determining an individual success either in studies or in his career

Reuven Bar-On (1997) introduced the Emotion Quotient Inventory (EQ-i), an instrument designed to measure various dimensions of emotional intelligence. Bar-On described emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to cope with environmental demand and pressure.

Contemporary understandings of emotional intelligence continue to evolve. Scholars like Zeidner, Roberts, and Matthews (2008) have offered critical evaluations of different EI models, emphasizing the need for clear operational definitions and rigorous empirical study.

The evolution of emotional intelligence theory underscores the complexity of human emotions and their interplay with cognition. From early understandings rooted in social intelligence to contemporary models that aim to integrate

emotions into a broader framework of human intelligence, the journey of emotional intelligence is far from complete. As researchers continue to delve into this fascinating domain, our comprehension of emotions' intricacies and their role in shaping human experiences will undoubtedly deepen.

ACADEMIC ACHIEVEMENT

Academic achievement refers to a student's ability to perform well in academic settings, including their level of success in education. It is influenced by factors such as language proficiency, cultural adaptation, and the student's approach to assimilation and integration. It describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement is often measured through examinations or continuous assessments. Further, Academic achievement encourages children to develop problem-solving and analytical skills, which are essential for decision-making. Success in academics builds a child's confidence and helps them develop a positive self-image, boosting their overall motivation.

Steinberg and Merriam (1993) "Achievement encompasses student ability and performance. It has many dimensions as it concerns human growth, cognitive, social and physical development. Dictionary of Psychology by Chaplin (1959) defines educational or Academic Achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both.

Academic Achievement is the progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement in academic settings rather than general acquisition of knowledge in non-academic settings.

Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (**Reynolds & Walberg, 1992**).

Academic performance is defined as a student's ability to complete academic assignments, and it is assessed using objective criteria such as final course grades and grading point average (e.g., **Carroll, & Garavalia, 2004; Naser, & Hamzah, 2018; Olivier et al., 2019**).

The students who had higher level of social & emotional abilities found to be academically successful. (**Parker et al. 2005**). Social skills tend to be one of the significant predictors of future academic functioning for students. (**Malecki and Elliott 2002**). Education can be seen as a social process and the academic achievement can be dependent on student's social life (Vygotsky 1977). Some of the researcher recommends that the caring environment of the school and the connection between school and students sometimes lead to academic success. The students who are well connected with school, teachers, and their classmates found to be had higher levels of academic achievement (**Elias, 2001; Blum, 2005; Wentzel, 1998; Henderson & Mapp 2002**). Emotional intelligence, self-esteem and self-concept knowledge of the students are associated with their academic achievement. (**Tamannaifar et al. 2010**). Self-motivation, self-awareness, and empathy are the three dimensions which found to be significant predictors of criterion variable academic performance. (**Yahaya et al. 2011; Kattakar 2010**).

One of the primary areas of interest is the relationship between emotional intelligence and academic performance. A study conducted by (**Petrides, Frederickson, and Furnham (2004)**) found a strong correlation between EI and academic achievement among secondary students. Students with higher emotional self-awareness and better emotion regulation strategies often fare better in academic settings, displaying enhanced concentration, reduced procrastination, and improved problem-solving skills (**Petrides et al., 2004**). **Lam & Kirby (2002)** revealed, in his research conducted on under graduate students, that the emotional intelligence was highly correlated with the better scores of academic performance. **Bhadouri Preeti (2013)**, studied the Role of Emotional Intelligence for Academic Achievement for Students, findings of this paper present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education

AIMS & OBJECTIVES

The objectives of researching emotional intelligence and academic achievement in school students is to explore the relationship between emotional intelligence and academic achievement and determine how developing emotional intelligence can perform better in their studies

OPERATIONAL DEFINITION

Emotional Intelligence (EI): Coined by Salovey and Mayer, it refers to the ability to recognize, understand, manage, and reason with emotions in oneself and others. It encompasses skills such as emotional awareness, emotional regulation, and empathetic response (Salovey & Mayer, 1990).

Academic Attainment : Refers to the measurable performance indicators of students, such as grades, test scores, and overall academic achievements.

Academic achievement refers to the performance in the school examinations. In present study academic achievement is defined on the basis of tenth class board examination marks.

HYPOTHESES OF THE STUDY

H-1 There is a positive correlation between emotional intelligence and academic Achievement senior school students in Faridabad city.

H-2: There is a positive correlation between emotional intelligence and academic Achievement senior School Boys in Faridabad city.

H-3: There is a positive correlation between emotional intelligence and academic Achievement senior School Girls in Faridabad city

H-4 : There is no significant difference of emotional intelligence between boys and girls students

H-5: There is no significant difference of academic achievement among boys and girls students

H-6: There is no significant difference of emotional intelligence between XI and XII grade students

H-7: There is no significant difference of emotional intelligence among government and private school students

SAMPLE

In the present study ,a sample of 600 senior secondary students (300 boys and 300 girls)was drawn adopting Multi stage cluster sampling technique from Government and private schools of Faridabad. The sample drawn contained 50% of XIth and XIIth grade students having equal no of girls and boys (300 from XI th and 300 from XIIth)

TOOL USED

A self constructed questionnaire of 60 items was developed and given to students for emotional intelligence .For academic achievement the marks obtained in their board examination in tenth standard was taken .

STATISTICAL TECHINQUE USED :

Pearson’s coefficient of correlation method to find out relationship between academic achievement and emotional intelligence and t-test to find out the significance of the mean difference between two groups were used .

ANALYSIS AND INTERPRETATION

TABLE -1 : Showing Analysis Of Correlation Between Emotional Intelligence And Academic Achievement Of Senior Secondary Students (N = 600)

Variables	Level of significance	
	“r” value	Table value
Emotional Intelligence and Academic Achievement	0.2134	0.079920 (.05 Level)

“r “value **0.2134 > table value 0.079920 (0.05level) = SIGNIFICANT**

Observation of Table- 1 shows that the obtained “r “value between emotional intelligence and academic achievement of senior secondary students is found higher than the table value that is significant at 5% level of confidence. The given hypothesis is accepted that shows emotional intelligence is positively related to academic achievement of students of senior secondary

H-2 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary boy students.

TABLE – 2: Showing Analysis Of Correlation Between Emotional Intelligence And Academic Achievement Of Boy Students (N = 300)

Variables	Level of significance	
	r value	Table value
Emotional Intelligence and Academic Achievement	0.0575	0.112891 (.05 Level)

r value 0.0575 < table value 0.112891 (0.05level) = INSIGNIFICANT

Observation of Table - 2 shows that the obtained r value 0.0575 between emotional intelligence and academic achievement of boy students is lesser than the table value 0.112891 that is insignificant at 0.05 level of confidence. This allows us to reject the hypothesis. This reveals that emotional intelligence is negatively related to academic achievement of senior secondary boy students.

H-3 There is a correlation between Emotional Intelligence and Academic Achievement of senior secondary girl students.

TABLE – 3: Showing Analysis of Correlation Between Emotional Intelligence And Academic Achievement Of Girl Students (N = 300)

Variables	Level of significance	
	r value	Table value
Emotional Intelligence and Academic Achievement	0.1369	0.112891 (.05 level)

r value 0.1369> table value 0.112891(0.05level) = SIGNIFICANT

Observation of Table - 3 shows that the obtained r value 0.1369 between emotional intelligence and academic achievement of girl students is higher than the table value 0.112891 that is significant at 0.05 level of confidence. This

allows us to accept the hypothesis. This reveals that emotional intelligence is positively related to academic achievement of senior secondary girl students.

H-4: There is no significant difference of emotional intelligence between boys and girls students

TABLE-4: Result of mean ,SD, t –value of boys and girls with respect of emotional intelligence

Gender	N	Mean	SD	Calculated T value	Table T value
Boys	300	203.21	21.67	2.81	1.96
Girls	300	208.04	22.01		

The calculated value of “t” came out to be 2.81 which is greater than the table value 1.96 at .05 level of significance hence null hypothesis H-4, “There is no significant difference of emotional intelligence between boys and girls students” is rejected. Therefore it may be interpreted that there is difference in the emotional intelligence in boys and girls, however it may be observed that mean score of girls slightly more than means of boys so it may be concluded that girls have more EI than boys.

H-5: There is no significant difference of academic achievement among boys and girls students

Table -5 Result of mean ,SD, t –value of boys and girls with respect of academic achievement i

Gender	N	Mean	SD	Calculated T value	Table T value
Boys	300	68.5	20.3	0.903	1.96
Girls	300	70.6	23.7		

“t” value 0.903 <table value 1.96 (0.05 level) =Insignificant

Observation of table -5 shows that calculated value is less than the table value therefore the hypothesis is accepted means there is no difference in the academic achievement of boys and girls however mean score indicate that girls are better in academics than boys.

H-6: There is no significant difference of emotional intelligence between XI and XII grade students

Table -6 : Result of mean ,SD, t –value of boys and girls with respect of emotional intelligence according to grade

Grade	N	Mean	SD	Calculated T value	Table T value
XIth	300	206.35	23.01	2.5085	1.96
XIIth	300	204.90	21.78		

“t” value 2.5085 >table value 1.96 (0.05 level) =significant

the null hypothesis is rejected as the calculated value is more than table value. So there is difference of emotional intelligence between XIth grade and XIIth grade students. XI th grade students are more equipped than XIIth grade.

H-7: There is no significant difference of emotional intelligence between government and private school students

Table -7: Result of mean ,SD, t –value of Govt .and private with respect of emotional intelligence according to grade

type of school	N	Mean	SD	Calculated T value	Table T value
Government	300	199.53	20.09	1.296	1.96
Private	300	211.72	22.11		

“t” value 1.296 <table value 1.96 (0.05 level) =insignificant

Observation of table -7 shows that calculated value is less than the table value therefore the hypothesis is accepted means there is no difference in the emotional intelligence between Government and private school students. The students of private school has marked higher emotional intelligence as compared to the students government school

CONCLUSION AND DISCUSSION

This study found that there is positive correlation between EI and academic Achievement. It means that emotional intelligence play a significant role in the success of student academically and able to achieve their goals confidently. It was also found that emotional intelligence and academic Achievement is negative in case of Boys but has shown positive correlation for Girls. The study estimated that there is no difference of emotional intelligence between boys and girls. The study also concluded about there is difference of EI between students of grade XI and XII. Results also revealed that Government and Private school do not differ significantly on emotional intelligence. The study was conducted on six hundred students of senior secondary school of Faridabad city. The students were of XI and XII class taken from five Govt and five private schools. Pearson’s product moment coefficient of correlation and “t” test were applied to get the results. Several researches have been done on this very important subject and came to conclusion that there is strong effect of emotional intelligence on the academic achievement besides other factors EI found one of the predictors to forecast the academic performance of a student. The finding have concurrence with those shown that emotional intelligence of a student has immense effects on their academic performance (Gakhar, S.C. E’ Manhas, K.D. 2006, Ayodhya P. 2007, Darsana M., 2007).

It is now clear that teachers, educators and educational policy maker should understand the emotional state of the students is very important to help the students to achieve their goals. How to look after them. Teacher should possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and skills to guide and counseling them therefore the teachers should be trained to meet the requirements for that teacher should encourage the students to participate in various co-curricular activities such as music, dance, painting, sports etc. in order to channelize the energy of adolescents in proper way and give ample time to them. The environment of the school should be congenial where a child can breathe freely with no emotional disturbance. At least one clinical psychiatrist should visits school in regular basis to help in solving the emotional problems of students. More such studies are required on college students from different areas urban as well as rural.

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