CORRELATES OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS OF NAGALAND

**A Thesis submitted
to the Department of Education Nagaland University in partial fulfillment
of the requirements for the degree of
DOCTOR OF PHILOSOPHY IN EDUCATION**

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ABSTRACT

Title of Thesis: Correlates of Emotional Intelligence and Academic

Achievement of the College Students of Nagaland

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The purpose of this study was to investigate the relationship between Emotional Intelligence and Academic Achievement of the College students of Nagaland. Emotional Intelligence dimensions were measured using the Roqan Emotional Intelligence Test (REIT). The REIT provided score on five dimensions of Emotional Intelligence namely, self-awareness, self-regulation, motivation, empathy and social skills. Academic Achievement scores were the CGPA of the sixth semester students. Eleven government colleges in Nagaland were selected for study. One-thousand students from arts and science stream participated in the study. Gender and stream of study was examined to find their significant differences between emotional intelligence and academic achievement.

Six themes emerged from this study. The *first* theme suggested that the college students had composite score of Normal Emotional Intelligence and the students were also found with low and high emotional intelligence group. The *second* theme suggested that there was a weak negative correlation between emotional intelligence and academic achievement among the college students. The *third* theme suggested that there was no significant difference between gender with regard to their Emotional intelligence and Academic Achievement. The *fourth* theme suggested that stream of study revealed there

was no significant difference with reference to their Emotional Intelligence and Academic Achievement. The *fifth* theme suggested that the mean score revealed female students had higher level of composite score of emotional intelligence and academic achievement together with its dimensions of self-awareness, self-regulation, motivation and empathy and male students were found with higher social skills. The *sixth* theme suggested that the mean score revealed science students had higher mean score of emotional intelligence and academic achievement and that Arts students scored higher in self-regulation and social skills while science students scored high in self-awareness, motivation and empathy.

The implications and suggestions mentioned in the present study should enable stakeholders in the field of education to develop emotional intelligence and increase emotional skills among the students which is found to be a teachable and malleable skill. Attention and emphasize should be coerced to test emotional intelligence among the students at entry level of first semester. Results suggested the need to discover and increase the five dimensions of emotional intelligence of self-awareness, self-regulation, motivation, empathy and social skills among the college students of Nagaland. This would enhance the rate of achievement and progress to attain personal excellence and life satisfaction among the college students of Nagaland.

ABBREVIATION

1. NEHU   -North East Hill University
2. MGAHD   -Mahatma Gandhi Academy for Human Development
3. TISS   -Tata Institute of Social Science
4. GER   -Gross Enrollment Ratio
5. PTR   -Pupils Teacher Ratio
6. AISHE   -All India Survey on Higher Education
7. RUSA   -Rashtriya Uchchtar Shiksha Abhiyan
8. MHRD   -Ministry of Human Resource Development
9. ICT   -Information Communication Technology
10. EQ   -Emotional Quotient
11. EI   -Emotional Intelligence
12. SEI   -Six Seconds Emotional Intelligence
13. SEL   -Social Emotional Learning
14. RULER   -Recognizing Understanding Labeling Expressing and Regulating Emotions
15. EQ-i   -Emotional Quotient Inventory
16. HSLC   -High School Leaving Certificate
17. HSSLC   -Higher Secondary School Leaving Certificate
18. CGPA   -Cumulative Grade Point Average
19. GPA   -Grade Point Average
20. SA   -Self-Awareness
21. SR   -Self-Regulation
22. M   -Motivation
23. E   -Empathy
24. SS   -Social Skills
25. AA   -Academic Achievement
26. g   -General Intelligence

27. IQ   -Intelligence Quotient

28. SAT   -Scholastic Assessment Test

29. ANOVA   -Analysis of Variance

30. MANOVA   -Multivariate Analysis of Variance

31. MSCEIT   -Mayer Salovey Caruso Emotional Intelligence Test

32. AYP   -Annual Yearly Progress

33. AEISR   -Academic Excellence Indicator System Report

34. TEA   -Texas Education Agency

35. TLIM   -The Leader In Me

36. NTLIM   -Non The Leader In Me

37. MBBS   -Bachelor of Medicine and Bachelor Surgery

38. REIT   -Roqan Emotional Intelligence Test

39. EIS   -Emotional Intelligence Scale

40. CASEL   -Collaborative Academic Social Emotional Learning

41. UNESCO   -United Nation Educational Scientific and Cultural Organization

Given that the world we see through our mind's eye is limited, if we train our emotions and mind, choose wisely where to focus, then we will be able to experience the world corresponding to the state of our mind.

When you feel overwhelmed and busy, remember that you are not powerless. When your mind rests, the world also rests.

May we all inspire to connect with the kinder and wiser side of ourselves.

Haemin Sunim

CHAPTER-I

INTRODUCTION

CHAPTER - I

INTRODUCTION

1.0 Panorama of Nagaland

Nagaland is a state in the Northeast of India comprising mainly of villages. The progress or regress of this state reflects overall village amalgamation. Nagaland was given the status of the 16th State of the Indian Union which was formally inaugurated on 1st December 1963.The total area of the state is around 16,579 square kilometers and comprises of sixteen[1] administrative districts with Kohima as the capital.

Population of Nagaland stands at 19.79 lakhs (19,78,502), where females and males are 9.53,853 and 10,24,649 respectively. Literacy rate stands at 80.11 percent, where the females and males literacy rate stand at 76.11 percent and 82.75 per cent.

1.1 Chronicles of Higher Education in Nagaland[2]

1955-Nagaland Gandhi Ashram is a non-governmental organization located at Chuchuyimlang. It aims to nurture national and emotional integration through voluntary services on Gandhian principles.

1959-Fazl Ali College was established at district headquarter, Mokokchung, the first-degree college in Nagaland. It offers arts and science stream.

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[1]It was noted that by 2004 Nagaland had eleven districts. In 2021, Noklak was created as the 12th district on 21st December 2017, which was carved out of Tuensang district and officially inaugurated on January 20th 2021. Gradually, three new districts were carved out of Dimapur district namely, Chümoukedima, Niuland and Tseminyu was carved out of Kohima district on 18th December 2021.The sixteenth district of Nagaland was Shamator, created on 19th January 2022. Nagaland state has sixteen districts (2004-2022).

[2] Note that "Chronicles of Higher Education in Nagaland" mentioned in the study is not intended as the sole continuum of events in the department of Higher Education, rather showing which important events of Higher Education in Nagaland was germane to the issues for the current study.

1961- The first science college took shape at the state capital Kohima, currently known as Kohima Science College, Jotsoma.

1966- Dimapur Government College offers arts and commerce stream. This institute has an additional wing, a Community College.

1967- Kohima College was established on 9th August. In the year 2016, commerce stream was introduced as a degree course. The college provides arts and commerce stream of study.

1983 - Department of Higher and Technical Education established on 1st May.

1990- Six (6) private colleges were absorbed by the Government of Nagaland, viz. Dimapur Government College, Dimapur, Phek Government College, Phek, Mt. Tiyi College, Wokha, Sao Chang College, Tuensang, Wangkhao College Mon and Zunheboto Government College, Zunheboto.

1994 - Nagaland University was established on 6th September, headquartered at Lumami, a district in Zunheboto and two permanent campuses at Meriema and Medziphema. Erstwhile Nagaland University was under North Eastern Hill University (NEHU).

2004 - The Technical Education was detached from Higher Education on1st October. It functions independently as Department of Higher Education.

2006 - Five (5) private colleges, viz. Kohima College, Kohima, Pfutsero Government College, Peren Government College, Yingli College Longleng, Zisaji Presidency College, Kiphire were coalescent by the Government of Nagaland.

2018 - Mahatma Gandhi Academy for Human Development (MGAHD) piloted the Master of Arts in social work. It is an integrated group of Tata Institute of Social Science (TISS), Mumbai and Nagaland Gandhi Ashram, Chuchuyimlang.

1.2   Status of Higher Education in Nagaland

Gross Enrollment   Ratio (GER) in Higher Education is 18.7 which is calculated for 18-22 years of age group. GER for female population is 19.7 and for male is 17.8. Total enrollment for Higher Education is estimated at 31896, where, female stands at 16961 and male stands at 14935. Female constitutes 53.17 of the total enrollments. Table 1.1shows GER which is an increase of human resource under Higher Education.

Table 1.1 Gross Enrollment Ratio of Higher Education

Year	GER
2011-12	15.8
2012 -13	16.6
2013 -14	15.4
2014- 15	16.9
2015- 16	14.9
2016-17	17.8
2017 – 18	18.7

Fig 1.1 Bar graph shows the Gross Enrolment Ratio of Higher Education
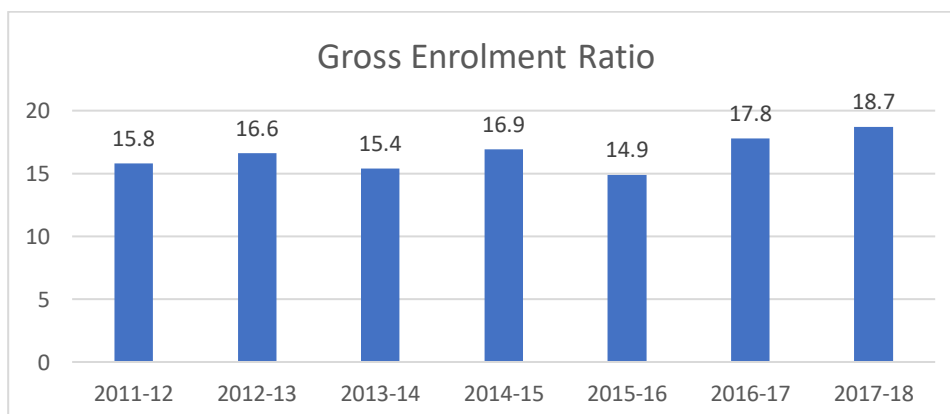
In Higher Education, nine (9) per cent of the colleges had enrollment less than one hundred (100) while twelve (12) per cent of the colleges had enrollment with more than one thousand (1000) students. Pupil teacher ratio (PTR) in universities stands at twelve (12) and colleges at seventeen (17).

In 2019, undergraduate degree was awarded to 6524 students, out of which 3522 were female students and 3002 were male students. Post graduate degree was awarded to 1422 students, with 697 females and 725 males. Ph.D. degree was awarded to 43 students, 27 females and 16 males.

AISHE Report (2020) declared that the total student's enrollment in Nagaland University was 2587 with 1607 females and males 980 respectively. Table 1.2 shows the students enrollment in Government Colleges of Nagaland.

Table.1.2 Students Enrollment in Government College

Year	Degree Students
2012-2013	5893
2013-2014	6066
2014-2015	5347
2015-2016	6157
2016-2017	8267
2020-2022	8294

Fig 1.2 Bar graph shows the Students Enrollment in Government College.
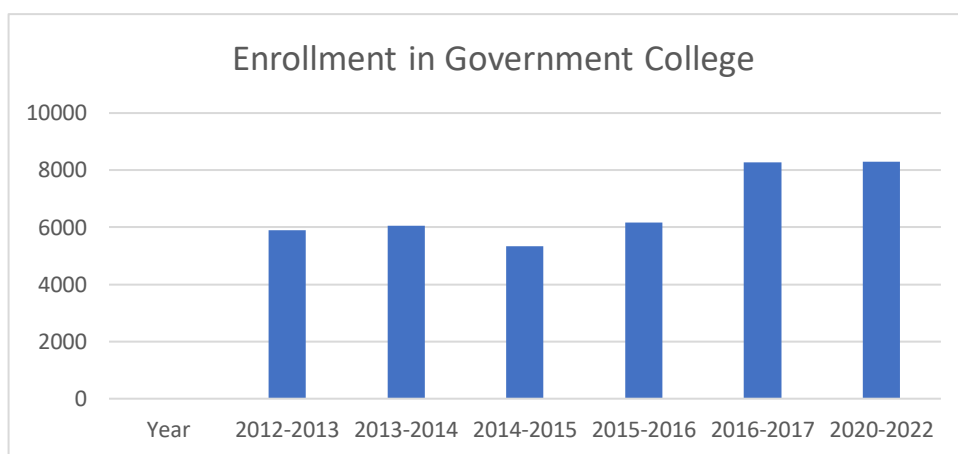
Rashtriya Uchchtar Shiksha Abhiyan (RUSA) and All India Survey on Higher Education(AISHE) are flagship programmes reined in by Union Ministry of Human Resource Development (MHRD). AISHE is a plan of action which directs and appraises in acquiring accurate data of higher education in India. Under this plan of action, data collection was surveyed inclusive of basic details, programme details, student enrolment, examination results, teaching and non- teaching staff, infrastructure, scholarships and financial outlays. According to AISHE Report (2018-2019), in Nagaland there are four (4) universities and one (1) institute of national importance and sixty-six (66) stand-alone institutions. Conversely, RUSA is an ambitious project implemented in Nagaland to provide funding's and improve the quality of higher education precinct through sectorial, institutional, academic and government reforms. Achievements generated under Rashtriya Uchchtar Shiksha Abhiyan 1.0 in the last five years:

- ✓ Infrastructure grants: RUSA sanctioned infrastructure grants for upgradation of administrative buildings, construction of new computer centers, laboratory, and library in fifteen (15) government colleges.

- Vocationalization of Higher Education: The introduction of vocational training programmes viz.apiculture, basic computer education, driving and motoring, electronics repairing, fishery, floriculture, horticulture, mushroom cultivation, physical education, pisciculture in all fifteen (15) government colleges.
- Construction of science degree institution, New Model College at Wakching, Mon.

Ongoing activities under Rashtriya Uchchtar Shiksha Abhiyan2.0[3]:

- Construction of one hostel for ST girls' student at Kohima Science College Jotsoma under equity initiative component.
- Enhancing quality and excellence component for Kohima Science College Jotsoma.
- Establishment of one New Model General Degree College at Tzupaksa, under Mangkolemba sub-division of Mokokchung District.
- Establishment of an Engineering College at Tzurangsa under Mokokchung district.
- Establishment of a professional college of Music and Fine Arts at Tsiesema under Kohima district.
- Upgradation of girl's hostel at Kohima College, Kohima.
- Upgradation of classrooms at Fazl Ali College, Mokokchung.
- Upgradation of library building at Dimapur Government College, Dimapur.
- Upgradation of academic building at Phek Government College, Phek.
- Upgradation of academic building at Mount Tiyi College, Wokha.

1.3 Need and Importance of the Study

An article in Nagaland Page (2021) reported that the Periodic Labour Force Survey 2017 declared Nagaland had over 60,000 entries as educated unemployed youths, while literacy rate of Nagaland accounts for eighty (80) per cent parallel to national level at

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[3]Department of Higher Education Nagaland. (2019). *Flagship programmes under Higher Education*.https://highereducation.nagaland.gov.in/higher-education-at-a-glance/

seventy-four (74) per cent. Although Nagaland has a significant literacy growth, the state unemployment rate stands at thirty-one (31) per cent as against the national average of six (6) per cent. The above figure indicates an absolute reality of unemployment issue engulfing the state.

Annually, Nagaland University declares undergraduate results which inferred that gross enrollment ratio and pass percentage shows a lag. RUSA is a pilot project that offers vocational skill development programmes to fifteen (15) Government colleges in Nagaland.

Why disparity occurs when so much of equity plans and programmes are introduced? Why do underachieving student increases with diverse educational intervention programmes? What type of discipline should be explored to link the spirited yet frustrated college students? Why do smart college students achieve mediocre grades? Why are the astute intellectual students inept in inter-personal skills? What parameters should be embraced to remedy unemployment issues among the college students post college life? These are pertinent issues that require steady hand to shoulder its solution as it concerns with human resources.

Besides, there is a quest among college students to attain success, embrace and accept change together with their personal growth. At the same time, students are required to earn good grades, acquire higher degree, have good education and become educated, become informed citizen, earn more money, complement individual's happiness and pursue job opportunities (Kuh et al., 2006).

Hence the catchword is excellent grade which is a perceptive determinant. While college students are implied to secure high grades, a few of them are better prepared to grasp the academic world while, others struggle and some of the student agonizes over anxiety, doubt, failure, defeat, dejection, idleness and negativity.

There is also a cultural lexicon surrounding college students who are underachievers and often characterized as loafers, losers, non-performers and slackers. This suggests that students who underachieve may be a result of character flaw. Underachieving students may in fact be a symptom of an education system aching under the weight of redundant standardization.

In a time when intense parental expectations (to succeed), peer pressures (to fail and loosen up) and undue societal pressures are hovered over the students, it is evident to say that the diverse challenges of the college students should be fulfilled. Often, college student experiences emotional meltdown which leaves acute impact on their mental health and well-being. When such vicious cycle of distress occurs, a profound construct needs to mediate and remedy the issues and challenges faced by the students.

This calls for an innovative and experimental learning resource to address the educational, social, psychological, physiological health and developmental challenges of the college students. Instilling an intervention programme of emotional intelligence and introducing enriching course of emotional skills for the students can improve their learning outcome and behaviour with outstanding accomplishment. It can thus serve as a primary investment on human resources (students) to create a positive future.

It is vital that the students are acquainted with finesse emotional literacy[4] and inter-personal skills to face the world of work and strive towards life challenges with grit, motivation and determination. The students should be trained and nurtured to develop harmonious personality, to arrive at thoughtful decisions, healthy communications, resolve conflicts, fine tuning of behaviour, promote emotional and intellectual growth. These are numerous yet subtle appraisals of emotional skills which can encourage a student to

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[4] Emotional literacy is a term coined by Claude Steiner (in 1979). It means to read, identify and handle emotions which enhances individual power and increases quality of life. It refers to cornerstone which is a crucial building block in developing emotional intelligence. Daniel Goleman, Emotional Intelligence Why It Can Matter More Than IQ (New Delhi: Bloomsbury Publishing; 1995). P.271-272,346.

accomplish, utilize his or her potential talents and attain targeted goals. It enhances in living a productive life, to enjoy healthy relationship and comfortable internal satisfaction.

Buno Liegise, Professor and an eminent educationist remarked in her key note address during a seminar that, the courses offered in colleges were platitudinous, theory oriented and lecture-based. She expressed an urgency to upgrade the utilization of information and communication technology (ICT) in the spheres of classroom, strengthening the infrastructure and rehabilitate library with digital access. She also insisted the need to build a responsive eco-system for research and development in the state. In addition, to create a support environment that nurture student's achievement has never been more important (Eastern Mirror[5], 2013).

In another event, Buno Liegise also commented that few educational institutions in Nagaland were able to provide a well balance kind of educational system. She expressed concern over the current pattern of education which was focused heavily on academic subjects where the creative thinking potentials of the students were neglected; healthy emotions, attitudes, developmental values and social skills of the students were staved off (Eastern Mirror[6], 2021).

Therefore, an enrichment programme of emotional intelligence on content information should be developed and imparted to train the students, to enable them to be smart with their emotions, build good relationship and have a well balance life.

An emotionally intelligent student as the capacity to think clearly, they can handle setbacks and disagreement with ease, are problem solvers and stress tolerant. Yahaya et al, (2012) affirmed that emotional intelligence enriches the cognitive ability in students. The study found that, when innovative learning resources were engaged upon and progressive

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[5] Professor. Buno Liegise keynote address in a Seminar on 50 years of Higher Education in Nagaland, organized by Dimapur Government College and Department of Higher Education. (2013, November 16), Eastern Mirror.p-1

[6] Professor Buno Liegise talk on Commemoration of National Education Day. Nagaland suffering from markism, N.U Prof. on state's education scenario. (2021, November 11,) Eastern Mirror. P-1

teaching-learning approach was utilized and fulfilled, there was positive impact on the intellectual needs of students. By instilling a skill known as emotional intelligence, college students can motivate themselves to be productive in their scholastic, personal space and to excel in life.

Simultaneously, in a classroom, emotional intelligence can be created with supportive environment characterised by rapport, trust, and respect between educators and students and among the college students (Roy, 2013). When lessons and information about emotional intelligence gets across, the students can feel safe and secure, have healthy interactions, connect with each other, become active participants and develop self-confidence. Therefore, college institutions can prepare the students with positive attitude, provide opportunities for emotional growth in different developmental spheres and accomplish achievement with a purpose.

Emotional lessons[7] can be incorporated with the existing curricula– reading and writing skills, social studies, literature, health, chemistry, physics paper and other core subject matter along with vocational courses. When lessons of emotional skills are integrated into the existing college curricula, it can serve as foundation for growth of an emotionally intelligent student. These emotional lessons can help educators to readdress on how to discipline and encourage the student's community together. Only when students recognise their own strength, limitations and become aware of their interpersonal skills, they can grow into a compassionate informed individual. Similarly, students can become emotionally literate and equipped themselves with finer emotional skills when they are emboldened to take on challenges, try new concepts, learn and relearn from mistakes, self-

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[7] Emotional lesson is a learning strategy. There is no fixed curriculum, separate teacher, classes or subjects, rather an integrated learning is blended in to the existing lessons and topics taught or already taught discussion or themes on emotions, feelings, discipline, relationships, empathy, self-consciousness etc. (Goleman, 1995. p.272; Jane Taylor (2020) The why, what, Where, Who and When of Emotional Literacy. Habits for wellbeing.com

reflect, negotiate, learn to be empathetic, disciplined and handle emotions with ease. Qualities like sharing, thinking about other's, empathy, personal happiness, satisfaction, understanding individual's space, and teamwork should be encouraged among students to cope with mounting pressures that surrounds them.

Likewise, emotional intelligence can expedite the process of learning by associating the energy of positive emotions and redirecting the adverse effects of negative emotions. Emotional intelligence can be created and cultivated through positive interpersonal relationships between educators, students and among peers. Further, emotional intelligence should be propagated not only for academic interest but to train and strive for personal excellence and life satisfaction among the college students.

1.4 Chronicles of Emotional Intelligence[8]

1930-   Edward Thorndike proposed a concept called social intelligence which refers to individual's capacity to perceive, knowing others and to act upon.

1940-   David Wechsler mentioned that the affective domain of intelligence is vital for achievement and successful living.

1950-   Abraham Maslow proposed on how people can build emotional strength and personal well-being.

1975-   Howard Gardner introduced the Model of Multiple Intelligences in his published book, *The Shattered Mind: The person after brain damage*. He proposed eight types of multiple intelligences, namely, visual-spatial intelligence, linguistic-verbal intelligence, interpersonal intelligence,

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[8]Kendra Cherry (2018). Overview of emotional intelligence. History and measures. Overview-of-Emotional-Intelligence.pdf (strategically.com.au).

Note that "Chronicles of Emotional intelligence" in the present study is not intended as the sole continuum of events in the history of Emotional Intelligence, rather showing which important events of Emotional Intelligence were germane to the issues for the current study.

intrapersonal intelligence, logical–mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence and naturalistic intelligence.

1983 - Howard Gardner introduced the personal intelligences in his published book, *Frames of Mind: The theory of multiple intelligences.* The interpersonal intelligence is similar to the contemporary concept of emotional intelligence

1985 - Wayne Leon Payne used the term Emotional Intelligence in his doctoral dissertation.The notion of emotional intelligence was publicly recognized for the first time.

1987 - Keith Beasley operated the term Emotional Quotient (EQ) in an article. Reuven Bar-On averred to have used the term first in his graduate thesis.

1990 - John Mayer and Peter Salovey published their revolutionary article, Emotional Intelligence in the journal, *Imagination, Cognition and Personality.* They defined the term emotional intelligence for the first time in academic literature.

1995- Daniel Goleman's book Emotional Intelligence: Why It Can Matter More Than IQ popularized the concept of Emotional Intelligence.

1997- Six Seconds Emotional Intelligence (SEI) is a non-profit organization based in California. It focuses on Emotional Intelligence (EQ) and Social Emotional Learning (SEL), publishes EQ tests and concentrates on school programs and teacher education.

2001 - Travis Bradberry and Jean Greaves introduced a skill based self-report measure called Emotional Intelligence Appraisal. Travis Bradberry is also the co-founder of Talent Smart and author of Emotional Intelligence 2.0.

2005-   Marc Brackett is the Director of Yale Centre for Emotional Intelligence, who co-developed the RULER, which is an evidence-based approach to emotional and social learning. RULER stands for five skills of emotional intelligence viz. Recognizing, Understanding, Labeling, Expressing and Regulating emotions. He also co-founded Oji-life lab which develops innovative digital learning system on emotional intelligence.

1.5 Concept of Emotional Intelligence

In the words of Plato[9] (428-348 BC), all learning has an emotional base and emotions are intricate, natural phenomenon which regulates and motivates our affective world. The term emotional intelligence has a psychological connotation which is endowed with human experiences. In fact, emotional intelligence is feeling smart about one's feelings. It involves the interplay of emotions and thought process which facilitates emotional information to motivate, empathize and shape social communications.

An excerpt from *The Nicomachean Ethics* by Greek philosopher Aristotle,[10] (384-322 BC) illustrates that to be angry with somebody is easy yet hurling the anger towards the right individual, at the right interval, to the right degree, for the right purpose and in the right way is not easy, rather complicated. Although the notion dates back to primeval state, it remains accurate to the contemporary conceptualization of emotional intelligence.

American psychologists, John, D. Mayer and Peter Salovey defined emotional intelligence as the capacity to monitor individual's thinking, other's feelings and emotions, to discern and establish the emotional information to reason, guide one's thought and actions (Salovey and Mayer, 1990).

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[9] Edward Zalta. The Stanford Encyclopedia of Philosophy (California: Plato.stanford.edu 2019).
[10] Andrew Colman. A Dictionary of Psychology (Oxford Press: 2009). 248

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Another well accepted definition build by Bar-On (1997) stated that emotional intelligence displays non-cognitive set of construct, abilities, proficiency and skills which guides and enables to succeed and cope with the environmental forces. Many attributes in this definition included the capacity for emotional learning, emotional knowledge, emotional thoughts and other aspects of social behavior which facilitates the emotional skills in accomplishing goals for successful living.

Reuven Bar-On is credited with the construction of a measure of emotional intelligence behavior called the Emotional Quotient Inventory (EQ-i).

Freedman (2007) penned down a note about emotional intelligence from an unpublished personal correspondence from Peter Salovey. Accordingly, Salovey stated that emotions can be handled, directed and managed but keeping impulses and emotions in control at the right time and in a right manner can be complicated.

Simply put, awareness of emotions and the practice of managing emotions empower the emotional growth (mind-set) and understanding the skills of emotional intelligence. By introducing the idea of emotional intelligence to the students, it can teach them to be smart in sensing emotions of self and about others' emotions, to feel, recognize, and appraise; to understand, manage, communicate, and express the myriad emotional feeling and thoughts with others (Walton 2018). Hence, the knowledge of emotional intelligence acts as an indispensable channel, a set of learnable skills in strengthening students' capacity to succeed and prosper in life. Emotional intelligence, as an ability discerns, communicates and considers other feelings and emotions.

Studies suggested that non-cognitive skills contribute to eighty per cent of success in life and twenty per cent depends on intellectual abilities. Emotionalintelligence is a capacity to recognize own feelings and of others, changing emotions, motivating and managing emotions within self and relationship with others and empathizing with other person. The

significance of emotional intelligence and cognitive abilities rests with the notion between feeling, reasoning, character and moral predisposition. It can be further stated that emotional intelligence helps to make sound decisions, improve students' scores in their academic achievement, performances, enhances ability to teach, build successful relationships, healthy well-being and career growth. (Goleman, 1995; Freedman, 2017)

Psychologists and sociologists applied the term people skills (Kiel 2016) or people smart to express emotional intelligence. In the words of Miller (2021) emotional intelligence is attributed as the new smart. Basically, emotional intelligence amplifies the understanding of one's environment which influences our senses, experiences, reason, and in making sensible decisions. It keeps impulses in check, maintains effective communication and builds stronger relationship.

Emotional intelligence is best taught at an early age.When emotional skills are trained and conditioned during childhood, it becomes easier to channel the covert emotions into healthy positive emotional skills. Gradually, the students can manage their emotional intelligence when they are aware of their sublime emotional skills of reasoning, thoughts and actions. Studies by (Elias et al., 1991; Fatum, 2008) supported that a child involved in social emotional competence program showed high self-esteem, better self-control, sensitive to the feelings of their fellow classmates, were often sought out by peers for help, managed better during transition from middle school to high school and were found less anti-social and reduced risk behaviour. The students were observed having brilliant academic performance, high achievers and socially competent, within and away from school. Hence, emotional intelligence includes a set of skills of self-awareness (self-development), emotional self- regulation, motivation, empathy and social skills. All these emotional skills

should be oriented harmoniously so that prosocial behaviour[11] is developed among the college students.

Emotional intelligence is abbreviated as EQ and interpreted as Emotional Quotient. It is the index of emotional intelligence analogous and measures the emotional status quo of a student. It is a key factor in identifying emotions, an association between thought processes and behavior modification together with steady management of emotions. It fathoms the accomplishment of a student with practical positive thoughts, behaving sensibly, self-control and nurture the power of emotions for goal attainment with constructive emotional thinking (Nelson et al, 2006).

Emotional intelligence is a teachable skill (Fatum, 2008) and a learnt ability (Kiel, 2016) which means everyone has the flair to strengthen it by building emotional skills and competencies.

All in all, emotional intelligence is purely a matter about developing that very skill to unravel one's potential, to introspect, to respond and to understand the environs sensibly.

Marc Brackett, in an interview with (Heller, 2017) emphasized that the power of emotional intelligence can create a healthier, equitable, and a compassionate resourceful society. By tapping the emotions and perceiving skills of emotional intelligence, it makes everyday living uncomplicated. It radiates happiness, creates an optimist feeling and associates with the positive inner well-being. It helps to repair negativity, embrace one's strength, rethink and fix emotional skills and build trusting relationships.

Hasson (2014) believes all emotions have a positive intent and all emotions have ones best interests in mind. Besides, emotional intelligence is the interaction of thoughts and emotions (Grewal and Salovey, 2005).

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[11] Wikipedia (2012) Pro social behavior. https://en.wikipedia.org/wiki/Prosocial_behavior. Pro social behavior refers to being emotionally supportive. It is a desirable, voluntary social act arising from cognitive and affective domains that benefits the members of a society, people around and other. It includes actions of sharing, cooperating, volunteering, comforting and so forth which is effective for social skills development.

There is an incessant argument over the Models of Emotional Intelligence as an ability which can be learned and strengthened. Many researchers asserted that emotional intelligence is an ability or a trait which is an inborn characteristics or a mixed element of both.

Three models of Emotional Intelligence are represented as the Ability model, Mixed model and Trait model. Mayer, Salovey and Caruso's introduced the Ability model. Trait model of Emotional Intelligence was put forward by Petrides. Another model was the Bar-On Competence model and Goleman's Performance model introduced by Reuven Bar-On and Daniel Goleman. In spite of the incongruities in its approach the components of these three Models of Emotional Intelligence stimulates human behaviour, relationships, balances the student's wholesome personality, emotional thoughts and actions. Accordingly, individual difference is endowed with each of the four processes of emotional intelligence, namely, managing, understanding, using and perceiving emotions (Brackett, et al., 2007; Faltas, 2007; Mayer, et al., 2008).

Emotional intelligence involves the opportunities and growth for personal development, self-discipline, persistence, confidence, staying on task, setting priorities and orient harmoniously towards accomplishing any assigned tasks. Wechsler (1943) wrote about the non-intellect aspect of a person which contributed to overall intelligence which affirmed that emotional intelligence was related to peoples well-being and life satisfaction as a part of our social world (DiFabio and Kenny, 2016).

Walton (2018) believed that emotional intelligence can assist a student to be smart in recognizing emotions and enhance their physical and mental well-being. It encourages, manage the emotional skills by staying in control, read the body languages and handle negativity better.

Bradberry and Greaves (2009) also tapped on gender differences, cultural changes, generational differences and shifts in cultural changes in terms of emotional intelligence.

Emotional intelligence encompasses the gut feelings which should be harnessed, resourced and carefully managed so that students become aware of their emotional skills. It helps in fixing the emotional thoughts, adapt to societal changes rationally and in structuring a successful relationship, career growth and secure feats for the future.

In the words of Marc Brackett, when the skills of each stakeholder are built, and a positive emotional climate is created, then real change can occur in the classroom and overhaul the whole institution (Heller, 2017).

1.6 Dimensions of Emotional Intelligence

Goleman's (1995) five dimensions of Emotional Intelligence are:

i. Self-Awareness: Self-awareness involves the ability to be aware of one's individuality, actions and thoughts. It identifies, understands and perceives relationship with emotional thoughts and behavior. Self-awareness means self-reflection, knowing and reading the emotions of self and of others, to understand and identify emotions of people around. Self-awareness is the well-being of knowing oneself and reveals how attuned we are to the feelings of others. The knowledge of self-awareness includes self-esteem, confidence, independence and being assertive.

ii. Self-Regulation: Self-regulation involves the ability to use emotions with clarity, to sense the emotions of others, facilitate emotional thoughts, reactions and maintains emotional outburst. It responds by expressing, maintaining emotional temperament and impulses in check. It also includes conscientiousness, self-control, trustworthiness, integrity and mechanisms for adaptability. It assists in building positive discipline, mindfulness, use of courteous language, developing growth mind-set, and taking responsibility for one's action in everyday living.

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iii. Motivation: Motivation involves a driving force responsible for initiation, persistence, goal directed behaviour and exhilaration for living. Good action and behaviour are motives which can be manifested into a student's persona with character of self-efficacy. Motivation includes achievement drives, tenacity, being robust and committed. It involves pursuit of happiness and accomplishment, passion for living with a cause rather than dictated by fame and fortune. It is also motive driven and springs from inner self, which develops resilience in times of adversity and being proactive. It provides a sense of safety and life's satisfaction for healthy secured living. Motivation centres around the need for achievement and the need for affiliation.

iv. Empathy: Empathy involves the capacity to see the world through someone's perspective. Empathy is characterized with the insight to place oneself in another person's shoes. Some features such as affinity, appreciation, compassion, intuition, rapport and warmth are associated with empathy. Being empathetic is about sharing someone else feelings and the feeling of understanding the other person's experiences and emotions. It helps to build social connections in good accordance by simply being there for someone.

v. Social Skills: Social skills involve the ability to get along well with others while talking, playing and working. It is characterized by self- restraint, control of words, composure calmness and responsible actions to get along better with others. Social skills involve the aspects of reading facial expressions, active listening ability, verbal and non- verbal cues, courtesy, kindness, respect, honesty, ability to resolve conflicts and diffuse negativity. Social skills help to build team capabilities, participatory, cooperative and promoting leadership (skills). These are capacities for healthy interaction and communication for socialization.

Relationship between dimensions of Emotional Intelligence and Academic Achievement.

The following research studies were corroborated to understand the relationship between dimensions of Emotional Intelligence and Academic Achievement.

Research evidence of Sears and Holahan (1995) suggested that people with high intelligence quotient from childhood and those who had acquired self -confidence during first year of college were found to achieve greater academic goals as well as success in life.

Another study (Udo and Ukpong, 2016; Johnson, 2009) revealed that students with high sense of self awareness and motivation produced better academic achievement. Effective learning served as a tool for students' success, acumen of how well a student learnt. In addition, the dimension of emotional intelligence such as self-awareness played pivotal part in accomplishing academic achievement.

Dweck (1996) in her study revealed that students who scored high in end term educational programmes regulated their emotions, strength of fortitude and managed negative feelings and thoughts. MacCann et al., (2011), revealed that student's achievement can be sustained by managing emotional skills and problem focused strategies.

In another study, (Torbat and Zare; Devi, 2016), revealed that there was significant relationship between emotional intelligence and self-regulation and agreed that self-regulation promoted higher performance among students in relation to controlling of emotions, adjustment to problems, awareness of social relations and group performance. Good communication skills also enhanced emotional intelligence and higher performance of students.

Studies also suggested that motivation and emotions greatly influenced cognitive development and established a relationship between emotional intelligence and

cognitive achievement. Positive relationship was found among students with better emotional skills and internal motivation (Rauste-Von wright,1986; Ghamari, 2011).

Studies conducted by (Chow, 2006; Faisal and Ghani, 2015; Rudebeck, 2002) found that student's level of empathy had positive connections with academic motivation. Empathy which is a subscale of emotional intelligence was found to be predictor of academic achievement. It revealed that students who acquired high emotional intelligence were found with higher sense of empathy. Role-play was a key factor which enhanced empathy in both virtual space and real-life settings and was closely associated with emotional intelligence and academic achievement.

In other studies (Marzuki, Mustaffa and Saad, 2015; Nazir, Tasleema and Ganai,2015) found that students with greater academic achievement acquired higher social intelligence. The study suggested that students should be acquainted with healthy communication skills and emphasized the need for implementation, usage and importance of emotional skills in social context.

1.7 Concept of Academic Achievement

The demand for higher education has risen dramatically. There was a time when admission into college was accessible to a sparse adult population, this is no more applicable. Universally, colleges are initiated with the rationale of imparting academic skills, social skills, soft skills for students to be academically brilliant, prepare for post-college life and equip with work-place skills.

Conventionally, academic achievement refers to scholastic attainment which is measured by skills or ability test. It involves the capability of a student in learning numerous scholastic subjects from classroom instructions to field work and often graded numerically or assigned cardinal marks.

The process of academic achievement involves active participation of the students and the educators who distributes the academic task of discussions and simulations, seminars, debates, quizzes, case studies, role play, project work, field visits, assignment and more. These scholastic tasks add weightage by conducting monthly test, examinations and other standardized exams to test a student's content mastery. It specifies how much a student has acquired the content knowledge and skills incorporated by instructional objectives and content material. The notch to which every student meets or exceeds a mandatory content standard is mirrored as students' achievement.

Kuh, et al., (2006) asserts that accomplishment of college students' success depends on academic achievement, engagement in educational activities, acquisition of knowledge, satisfaction and persistence, skills and competencies, attainment of educational outcomes, and post-college performance. Ergo, academic achievement is about realizing the learning objectives and acquisition of skills, aptitude and content mastery of a subject matter.

In Nagaland, student's academic achievement is assessed by High School Leaving Certificate (HSLC), Higher Secondary School Leaving Certificate (HSSLC), Cumulative Grade Point Average (CGPA) of three-year degree examination and other standardized assessment designed for selection purpose. Such assessment outlines a student's eligibility to register for higher education in college, university or pursue educational degree namely, bachelor degree or master's degree. A student can either choose to attend a university, a vocational course or any supplementary programme of interest or obtain higher education.

Choi (2005) described effective accomplishment of course activities by students eventually improved the students' academic achievement. In addition, academic achievement is facilitated by emotional factors namely confidence, resilience, self-control and motivation to learn. The ultimate goal for a college student is to graduate with

proficiency in academic skills and prepare to meet job requirements or pursue advanced degrees in higher education.

Beauvias, et al, (2014) summarized that academic success was found to be related to a single dimension of emotional intelligence known as management of emotions. The study revealed that students' characteristics of self-control, resilience, coping with stress were significant in regulating achievement among the students.

The Academic and Executive Council of Nagaland University introduced the semester system at the undergraduate level. The curriculum and syllabi were designed with the aim to aspire the undergraduates and enable the students to know their own self, relate well with others and be worldly smart, think creatively and independently.

The duration of the three-year degree course concludes with six semesters covering two semesters each in every academic year. Semester I, III, V starts from July to December and semester II, IV and VI commences from January to June annually, during which admission, course work, conduct of examinations and declaration of results are completed.

The method of examination comprised of 30:70 marks i.e., internal assessment for 30 marks, external assessment for 70 marks. The end term examinations of IV and VI semesters are conducted and evaluated by the university. The remaining end term examinations i.e., I, II, III and V semester are conducted by the university and evaluation is done at respective colleges only. York, Gibson and Rankin (2015) concluded that academic achievement is measured with grades by course work or assignment and GPA.

In educational institutions and colleges, academic achievement, therefore, is measured by academic proficiency or how well a student meets the standards set by university. It assesses how a student will accomplish in an examination indicative of cumulative grade point average, assignment and course work, instructive programme and students' dexterity in basic skills and content knowledge.

The impact of academic achievement emphasizes that cognitive abilities have positive relationship between achievement motivation, scholastic success and academic achievement in higher education (Busato, Prins, Elshout and Hamaker, 2000; Nonis, Hudson, Philhours and Teng, 2005).

All in all, academic achievement is about student's adeptness in mastering basic skills, content information, instructions and educational goals. It includes degree achievement conferred by educational institutions as titles, certificates and diplomas which is achieved by a student. It is the end-result of an academic endeavor.

American Federation of Teachers (2011) expressed that achievement of a student refers to educational goals and not degree attainment alone

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1.8 Justification of the Study

Since the inception of the present study, Nagaland state had eleven (11) districts. By 2022, it gradually tallied to sixteen (16) districts. Theyoung districts namely, Noklak, Chümoukedima, Niuland, Tseminyu and Shamator have zero establishment of a government/private college, although Chümoukedima district is instituted with a couple of private colleges.

In Nagaland, few districts have high number of colleges while some districts have zero college establishments. Yet there are quite a number of districts in the state having only a single college for the entire district. In the present study, the Investigator selected eleven (11) government colleges which offered undergraduate course in arts and science stream. The following districts viz. Longleng, Kiphire, Mon and Zunheboto have a single degree college managed by Government sector and till date no private colleges have been established. Therefore, to provide a uniform and substantial representation, the present study was confined to eleven (11) government colleges as stated in section 1.13 Delimitations of the study.

It was found that Phek district had two government colleges viz, Pfutsuro Government College and Phek Government College. In the present study, Phek Government College was selected as it offered arts and science stream of study. Section 1.13 Delimitations of the study cited that the study was delimited to handle one college in each district of Nagaland and delimited to government colleges that offered arts and science course of study.

In addition, under section 5.7 Suggestions for future study, the investigator cited that corresponding study can be conducted hereafter for private colleges of Nagaland respectively.

In Nagaland state there are fifty (50)Arts College and ten (10) Science College. In the present study there exists disparity of college students' enrollment in arts and science stream. The number of Arts College and Science College instituted shows a gap in the equity distribution. Likewise, pass percentage varies among the male students and female college students.

Neuropsychologia Journal (2012) published that female were better in reading facial cues and expressed emotions better while the males were found to react better to aggression and threatening behaviour. This is a conventional notion about gender outlook so the Investigator was concerned and seek to find the emotional intelligence of male and female college students of Nagaland and its relationship with academic achievement.

In the present study, the Cumulative Grade Point Average (CGPA) for the final semester was not expressed in terms of percentages as Nagaland University is mandated to grade the students only. However, all the raw marks were depicted in the mark sheets of all semesters. Hence, at any given point of time, all the semester mark sheets were to be compiled/added and arrive to, at the correct calculation of percentage. It is not possible to display marks secured by each student as it involves privacy and security of the students and

the office administration. Therefore, the calculation of percentage was carried out by adding the scores of all subjects of six (6) cleared semesters and divided it by the full marks of all subjects and multiplied with one hundred (100). (Nagaland University,2020)

The present study was conceptualized to find the level of emotional intelligence of the college students, dimensions of emotional intelligence and to establish a relationship between emotional intelligence and academic achievement of the college students of Nagaland.

In addition, it aimed to examine how each dimensions of emotional intelligence namely self-awareness, self-regulation, motivation, empathy and social skills could channel the emotional strength of the college students along with their academic and interpersonal skill.

Taking all this into consideration, the Investigator attempted to examine how an emotionally intelligent student can align with the academic world and their personal space. When college students face dire situation, their intrapersonal and interpersonal emotional skills known as emotional intelligence can solve the inner conflicts pertinent to their personal growth   together with the college community.

Emotional intelligence is an array of emotional skills which is distributed to all the students relatively, though in some individual it is under developed and an untapped resource. There is a need to tap in and enhance the skill of emotional intelligence in to the academic world so that the students develop positive behaviour and motivate personal growth, strive for excellence and become a humane person.

Conversely, no empirical research has been conducted on this selected subject matter till date and the investigator deemed it a focal point of constructive study. When college students are conscious of their own rhythm of emotional intelligence can they tune to their

robust emotional trigger, manage their emotions, develop an integrated balance personality and excel in their academic field and personal world.

1.9 Statement of the Problem

The present study is entitled as, "CORRELATES OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS OF NAGALAND."

1.10 Operational Definitions

1. Correlates: Correlates take the verb form of the word correlation. Correlation is a statistical technique which measures the degree and direction of relationship between two variables. Correlation is related to the problem of prediction. The coefficient correlation is signified by symbol r and ranges from -1 to +1. A correlation coefficient near to 0 implies little or no relationship between the two variables. A correlation coefficient closes to +1 infers positive relationship between the two variables. A correlation coefficient closes to -1 implies a negative relationship between the two variables. In the present study, correlates refer to relationship between emotional intelligence and academic achievement.

2. Emotional Intelligence (EQ): Emotional Intelligence refers to understanding of one's own feelings, learning to handle the feelings of self and of others while interacting with others. It involves interpersonal skills and adaptability in making changes and adjustment based on self-awareness. It also means being mindful of one's strength and weakness and use that awareness to manage emotions, guide one's thinking and behavior. The five dimensions of Emotional Intelligence are presented as Self-Awareness, Self-Regulation, Motivation, Empathy and Social skills.

3. Self-Awareness (SA): Self-awareness is being able to notice how one is coming across to other people i.e., knowing one's own emotions and the ability to see ourselves, understand who we are and how others see us and how to fit in one's environment. Self-awareness simply means self-reflection.

4. Self-Regulation (SR): Self-regulation means to stay open to feelings. It is an ability to check disruptive emotions under control, pausing for a moment, breathing in and manoeuvring one's impulses in a positive way. Self-regulation simply means emotional maturity.

5. Motivation (M): Motivation refers to being enthusiastic and having passion to attain inner needs, persistence and vigour for goal-directed behaviour. It includes a need for achievement and affiliation. A motivated individual is committed to performing better, good at taking initiative, and are achievers. Motivation simply means spring of enthusiastic actions.

6. Empathy (E): Empathy refers to understanding the state of emotions of another and the ability of putting oneself into another's shoes. This is the first step towards positive relationship as it helps to understand and relate to others. It is the act of emotional appreciation, someone's feelings and their emotions. Empathy simply means relating to others with acceptance and feeling cared for.

7. Social Skills (SS): Social skills mean the art of getting along well with people. It is the ability to use good communication skills, body posture, maintaining personal space between educators, student and fellow students. It also involves the dynamics of respecting individual's differences. It includes being an active listener, not interrupting while someone engages in conversation, refrain from responding to nasty comments, read verbal and non-verbal cues and work together in a considerate way. Social skills simply means healthy socialization

8. Academic Achievement (AA): Academic achievement refers to marks of CGPA scored by the college students of sixth semester which was collected from official records of the selected Government colleges and availed from Result Gazette of Nagaland University.

9. College Students: College students refer to the undergraduates studying in college from eleven districts of Nagaland enrolled in arts and science stream of study. The college students are affiliated to Nagaland University and follow semester pattern divided into odd and even type at entry level. In the present study, the term college student and undergraduates are used interchangeably.

1.11 Objectives of the Study

1. To find out the level of Emotional Intelligence of college students.

2. To find out the significant difference between male and female college students with regard to their Emotional Intelligence.

3. To find out the significant difference between male and female college students with regard to their Self -Awareness.

4. To find out the significant difference between male and female college students with regard to their Self-Regulation.

5. To find out the significant difference between male and female college students with regard to their Motivation.

6. To find out the significant difference between male and female college students with regard to their Empathy.

7. To find out the significant difference between male and female college students with regard to their Social Skills.

8. To study the significant difference between arts and science students with reference to their Emotional Intelligence.

9. To study the significant difference between arts and science students with reference to their Self -Awareness.

10. To study the significant difference between arts and science students with reference to their Self -Regulation.

11. To study the significant difference between arts and science students with reference to their Motivation.

12. To study the significant difference between arts and science students with reference to their Empathy.

13. To study the significant difference between arts and science students with reference to their Social Skills.

14. To find out the significant difference between male and female college students with regard to their Academic Achievement.

15. To study the significant difference between arts and science students with reference to their Academic Achievement.

16. To find the relationship between the Emotional Intelligence and Academic Achievement of the college students.

1.12 Hypotheses

1. There is no difference in the level of Emotional Intelligence of college students.

2. There is no significant difference between male and female college students with regard to their Emotional Intelligence.

3. There is no significant difference between male and female college students with regard to their Self -Awareness.

4. There is no significant difference between male and female college students with regard to their Self –Regulation.

5. There is no significant difference between male and female college students with regard to their Motivation.

6. There is no significant difference between male and female college students with regard to their Empathy.

7. There is no significant difference between male and female college students with regard to their Social Skills.

8. There is no significant difference between arts and science college students with reference to their Emotional Intelligence.

9. There is no significant difference between arts and science students with reference to their Self -Awareness.

10. There is no significant difference between arts and science students with reference to their Self -Regulation.

11. There is no significant difference between arts and science students with reference to their Motivation.

12. There is no significant difference between arts and science students with reference to their Empathy.

13. There is no significant difference between arts and science students with reference to their Social Skills.

14. There is no significant difference between male and female college students with regard to their Academic Achievement.

15. There is no significant difference between arts and science students with reference to their Academic Achievement.

16. There is no significant relationship between the Emotional Intelligence and Academic Achievement of the college students.

1.13 Delimitations of the Study

1.   The present study was delimited to the undergraduate colleges of Nagaland.

2.   The present study   was delimited to handle one (1) college in each district of Nagaland.

3.   The present study excluded the professional colleges (B.Ed., Technical Colleges) in Nagaland.

4.   The present study was delimited to government colleges of Nagaland that offers arts and science stream

5.   The present study was delimited to the undergraduates of sixth semester only.

1.14 Organization of the Study

The Organization of the study consists of five chapters accompanied by Bibliography and Appendix.

The **First Chapter** contains the **Introduction**. It presents the theoretical framework of the study and begins with the panorama of Nagaland followed by a brief historical account of higher education presented as Chronicles of Higher Education in Nagaland and Status of Higher Education in Nagaland.

Need and Importance of the study presents the substance behind the research of the study. A brief timeline of Emotional Intelligence is presented under the Chronicles of Emotional Intelligence, Concept of Emotional Intelligence and Dimensions of Emotional Intelligence.

Concept of Academic Achievement, Justification of the study, Statement of the problem, Operational Definitions, Objectives of the study, Hypotheses and Delimitations of the study are also included in Chapter One.

The **Second Chapter** presents the extensive **Literature Review**. It begins with a brief note on purpose of literature review. The literature review studies are presented under two parts, Part I deals with Abroad studies and Part II deals with Indian studies.

The available review studies concentrated on the areas of emotional intelligence and academic achievement with other related variables of gender and stream of study have been consolidated in this chapter. It presents an overview of the positive and negative correlation analysis of the review studies.

The **Third Chapter** consists of the **Methodology** of the study. This chapter addresses the purpose of methodology which includes research design, variables of the study, and sources of the study, sampling procedure which includes sampling, population and sampling frame. The tools used in the study include description of the Test manual, interpretation and instructions of the Test. Statistical technique and collection of data comprises the conclusion of chapter three.

The **Fourth Chapter** is titled **Analysis and Interpretation**. This chapter comprised of analysis and interpretation where the data is quantified and hypotheses are tested with the help of statistical treatment and interpretation is provided.

The **Fifth Chapter** describes the **Results, Conclusion and Educational Implication** of the study. It includes the findings of the study, discussion, conclusion, educational implication, suggestions for further study, and summary.

CHAPTER-II

LITERATURE REVIEW

CHAPTER - II

LITERATURE REVIEW

2.0 Purpose

Literature review outlines a research problem and serves as pathfinder during the process of a research study. Literature review provides the rationale while formulating a hypothesis. It discerns duplication of past records and serves as theoretical basis for research problem.

Literature review involves the herculean task of arrangement, organizing and labeling the reviewed studies. It is an approach that involves the process of identifying, collecting, rearranging and reading relevant books, reports, journal articles, abstracts, reference materials related to the background information of the research problem. It assists in documenting old research and finding new relevant evidence and materials for research study. It constructs new concepts together with the past research studies, serves as a tool and configures the methodology framework for its instrumentation.

The essence of writing a literature review is adapting to the scheme of chronological timeline which is a representation of the historical continuum and chain of events, dates and historical data. It presents a sequential order and in-depth information, an understanding of the research problem along the progressive line of societal transformation. It is also an innovative work, a work in progress, a developmental information of how concept, ideas, methodology have spread out over the passage of time.

In the present study, the literature review is presented in two parts:

Part I   Review Studies conducted Abroad

Part II   Review Studies conducted in India.

In the present study, the investigator studied fifty-one (51) literature review, out of which twenty-four (24) studies were abroad studies, showing a representation of forty-seven (47)

per cent. Studies conducted in India comprised of twenty-seven (27) review studies, which

showed a representation of fifty-three (53) per cent.

In the study, the focal point of literature review was grounded in the preceding

review studies of emotional intelligence and academic achievement of college students. The

chronological timeline was maintained while documenting the literature review available

from primary and secondary sources.

Fig.2.1 Pie diagram shows the number of literature studies reviewed

The graphical representation shows the literature review of Abroad studies

and Indian studies documented in the study.

2.1 Studies Conducted Abroad

Newsome, Day, and Catona (2000) investigated the relationship between cognitive ability, emotional intelligence and creativity on a study sample of 158 college students. The study sample was collected using Bar-On emotional quotient inventory and consequences test. Analysis of data was carried out through the method of correlation and regression. The findings of the study revealed that cognitive ability was not correlated with creativity though it was negatively correlated with all five subscales of emotional intelligence such as intrapersonal, interpersonal adaptability, general mood and the total emotional intelligence score. As a predictor of academic performance, the criterion variables were reflective of intelligence and creativity (divergent thinking) while the predictor variable was gender along with five subscales of emotional intelligence. Regression analysis was insignificant. All measures of cognitive ability were relatively inter-correlated which indicated the existence of general intelligence (g). Correlation analysis revealed no significant relation between emotional intelligence and creativity. Results showed that emotional intelligence was negatively correlated with cognitive abilities and concluded that people with high IQ had lower emotional intelligence whereas emotional intelligence was not related to creativity as measured by a divergent thinking test.

Jaeger (2001) investigated on emotional intelligence, learning style and academic performances of graduate students in professional school of public administration. Results revealed that emotional intelligence and academic performance were significantly related. The findings suggested the need for educators in professional educational field to explore the role of emotional intelligence. The study also revealed that emotional capacities of the

students can be developed in a traditional graduate classroom. Correlational analysis found positive correlation between intrapersonal, general mood composite scales of emotional intelligence and learning style dimensions.

Solomon (2002) examined the emotional intelligence scores of students in educational administration endorsement programmes. The relationship between the duration of educational endorsement program, emotional intelligence scores of students and relationship with other factors were also investigated. The respondent included eighty-five students from three East Tennessee Universities. The study indicated that there was relationship between emotional intelligence scores and length of time spend in the educational endorsement programmes which enabled instructors to design programmes and resolved the weakness of the existing programmes. Results revealed that the universities offered educational endorsement programmes, measured the emotional intelligence of the students at the entry level and beginning of their study programme, monitor the low relation with other students and assess the level of emotional intelligence which was enhanced at the conclusion of the study programmes. Correlational analysis revealed no significant findings in the study. However, notable observations were established among students who scored low in the category of emotional intelligence and the students who had enrolled the longest in an administrative educational programme. Students with medium category of self-awareness were enrolled in one or more years of administrative experiences. Majority of the students with no years of administrative experience scored low in their emotional intelligence. Senior students were found with better score in social skills and aggregate emotional intelligence when compared with fresher students. Findings of the study revealed that male students scored in the low category for aggregate emotional intelligence than females.

Johnson and Wang (2003) explored the effects of emotional intelligence and academic performance of college honors and non-honors freshmen attending the Southeastern United States. The study documented whether 300 honors college freshmen differed from their 230 non-honors freshmen in their emotional intelligence. It determined whether measures of emotional intelligence were predictors of first-semester college GPA, SAT scores and high-school GPA. The Mayer-Salovey-Caruso Emotional Intelligence Test, GPA of first semester college, high school GPA and SAT were used for collecting data. Statistical inferences of ANOVA, correlational coefficient and multiple regression analysis were instrumented. Correlational analysis revealed that there was significant relationship between emotional intelligence and academic performance. Results revealed that honors freshmen exhibited higher levels of emotional intelligence thannon-honors freshmen. In relation to gender, females had high emotional intelligence scores of emotional experiences, emotional reasoning, perceiving emotion, emotional facilitation of thought, and understanding emotions. Results showed that honor freshmen commendably used their emotions in ways that stimulate academic success. Among honor freshmen, higher emotional facilitation was found which was considered as predicator for academic achievement. In contrast to non-freshmen, none of the emotional intelligence measures were predicative to GPA of first semester college students. The study suggested that educators should reinforce the students' academic outcome in a holistic manner. The study also noted that, it should not only reflect on the high scores of student's intellect rather focus should be on the student's emotional intelligence and structure towards academic and personal development. The study suggested that honors program, workshops and residence activities should be oriented for the freshmen students to nurture their sense of identity development and community feeling.

Parker, Summerfeldt, Hogan and Majeski (2004) conducted a study on emotional intelligence, academic success and examined the transition from high school to university. A sample of 372 full-time first year semester students completed the Emotional quotient inventory at Ontario university. By the end of the academic year, data from the inventory was matched with the students' academic records. Correlation analysis data revealed emotional intelligence were found to be predictors of academic success. Results found two levels of different academic success and identified that the highly successful students who received a first-year university grade point average of eighty per cent or better. Secondly, the unsuccessful students who received a first-year grade point average of fifty-nine per cent or less. It was concluded that on the basis of the EQ-i, the highly successful students had higher emotional intelligence on three (out of the four) subsets namely intrapersonal ability, stress management, and adaptability. Unsuccessful students did not score any significantly and differed on intrapersonal ability. Therefore, emotional intelligence score in areas of interpersonal ability had no significance to academic success.

Bastian, Burns, and Nettlebeck (2005) examined the relationship between emotional intelligence and a number of life skills namely, academic achievement, life satisfaction, anxiety, problem-solving, and coping stability. Three instruments of Trait meta intelligence mood scale, assessing emotions scale, and the Mayer Salovey and Caruso Emotional Intelligence Test was sampled on 246 first–year tertiary students from a university in Australia. Correlational analysis found that the relationship between emotional intelligence and academic achievement was not statistically significant. It revealed that students with high emotional intelligence were associated with higher life satisfaction and these students were found to have higher ability at problem-solving and coping mechanisms with low anxiety. Nevertheless, it was observed that the influence of personality and

cognitive abilities, shared variances between emotional intelligence and life skills were observed.

Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin and Boomer (2007) examined the direct and moderate effects of emotional intelligence and academic performance. Mayor Salovey Caruso Emotional Intelligence Test was instrumented and projected that a cumulative grade point average demands a palpable deal of individual ability. It revealed that students' academic performance included long working hours of preparing numerous assignments, adapting to different instructors with diverse teaching styles, toiled personally, attained to their goals, appeared examinations, prepared for scholastic and non-scholastic schedule, which were often stressful. The students were required to put greater effort with good amount of energy along with skills of emotional intelligence of self- direction and self-management. The findings showed that students with high level of emotional intelligence could maneuver positive emotions, uphold their energy for longer period and redirect negative emotions into productive behaviors. The study revealed that students with low level of conscientiousness showed poor academic performance. The interplay of emotional intelligence and conscientiousness also revealed the differences in students' academic performance, public speaking and group behavior effectiveness. The study concluded that the effect of emotional intelligence on students' performance was more indirect in nature than direct. The study implicated that the students should motivate their emotional intelligence, utilize with daily life experiences and practical living rather than recognizing the emotional skills alone. Correlation analysis also concluded that emotional intelligence was not significantly associated with grade point average.

Bradshaw (2008) investigated the relationship between emotional intelligence and academic achievement among African American female college students. The study was conducted on 60 undergraduate college students who participated voluntarily. The tools

comprised of subject demographic survey, the Mayer-Salovey-Caruso Emotional Intelligence Test, Bar-On emotional quotient test and the Kaufman intelligence test. Correlation analysis found no significant relationship between emotional intelligence level and their academic performance. There was a weak correlation between stress management and the academic performance among the African American female college students. The study revealed four additional themes such as sense of identity as a woman, association with African American heritage, family structure or responsibility within the family structure, and community connectedness and obligations.

Izzaguirre (2008) conducted quantitative research to examine the relationship between emotional intelligence, academic achievement and demographic characteristics among the first-year community college students. For this study, grade point average of end semester was implemented to evaluate the academic achievement and online emotional quotient inventory to assess emotional intelligence. A total of 199 students participated. Correlation analysis refutes the existence of a relationship between the global emotional intelligence and grade point average. However, a finding revealed that there was a relationship between emotional intelligence subscales of social responsibility and problem solving and academic achievement. Emotional intelligence and subscales of demographic group also showed dissimilarities. There were variations between age groups in emotional intelligence subscales of stress management, adaptability and problem solving. In the sphere of interpersonal scale, the study revealed that there were differences between gender and its emotional intelligence. There was an analytical association between emotional intelligence scales and academic achievement namely, empathy, independence, flexibility, social responsibility and problem solving. Conversely, a weak predictive ability of academic achievement was found for age, gender, and marital status.

Nasir and Masrur (2010) conducted a correlational study to examine the relationship of emotional intelligence between gender, age and academic achievement among 132 college students from International Islamic University, Islamabad. The students were randomly selected and tested with Bar-On emotional quotient inventory. The hypotheses in the study were supported with the help of correlation analysis, regression analysis and t-test. Correlation analysis indicated a significant relationship between emotional intelligence and academic achievement. However, age and emotional intelligence had no significant correlation. Differential analysis revealed that on stress management scale, male students scored higher than the female students yet there was no difference in the mean EQ scores of male and female students. Emotional intelligence was found to be a major predictor of academic achievement.

Shipley, Jackson and Segrest (2010) studied the effects of emotional intelligence, age, work experience, and academic performance among undergraduate students. For this study, data sample was collected from 193 business students as sample of academic performance. It aimed to examine relationship between emotional intelligence as measured by Trait emotional intelligence questionnaire. The findings revealed that emotional intelligence was positively related to work experience. Sub-categories of emotional intelligence were related to academic performance as measured by grade point average. However, emotional intelligence was not significantly related with academic performance, although there was significant relation between sub-categories of emotional intelligence of well-being and grade point average. It was found that age was not positively associated with emotional intelligence.

Yahaya, Ee, Bachok, Yahaya, Boon, Hashan and Lee (2011) studied on dimensions of emotional intelligence and academic achievement among secondary school students. The study examined the impact of five dimensions of emotional intelligence of

self-awareness, emotional management self-motivation, empathy and interpersonal skills along with the academic achievement of the secondary students. The research design employed a survey method which included a standardized test that was distributed to 370 students (127 male students and 243 female students) from three ethnicity-Malays, Indian and Chinese. Statistical inferences of correlation statistics and multiple regressions were analyzed. Correlation analysis revealed significant relationship between emotional intelligence and academic achievement. Differential analysis revealed that three dimensions of emotional intelligence of self-awareness, emotional management and empathy were predictive of academic achievement. Self-motivation also showed strong association with academic achievement. The study further formulated a model design to express the relationship between the dimensions of emotional intelligence and academic achievement. The study suggested that skills of emotional intelligence decreases the students anxious mind, engages them with learning material which helps to obtain better results and increase their cognitive abilities.

Fayombo (2012) studied the impact of emotional intelligence and examined gender as predictors of academic achievement among 163 undergraduate psychology students (65 males and 98 females) selected from three universities. Academic achievement scale was used to weigh on student's knowledge, lesson content which covered learning theory and practice. The constituents of emotional intelligence such as emotion, positive expressivity and negative expressivity were identified. The study revealed that gender was a predictor of academic achievement. Correlation analysis showed that both emotional intelligence and gender were predictors of academic achievement yet emotional intelligence succeeded as a positive predictor of academic achievement than gender. There was negative correlation between academic achievement and negative expressivity which revealed that male and female undergraduates have predilection in expressing their negative emotions non-verbally,

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which often hampered their academic success and created an aura of negative impression. The study revealed that gender disparity was one constituent of emotional intelligence and academic achievement favoring the female. Female students were better in attending to one's emotions than male classmates. The study suggested that academic success was enthused by emotional abilities rather than by cognitive facets of intellect alone. The study also suggested that male undergraduates should be counseled with emotional abilities programmes, increase with greater academic achievement and improve their academic performance. The study emboldened to address research on relationships of emotional intelligence and components of empathic concern, emotion-based decision making, joy, responsive distress, gender and academic achievement for higher education studies.

Veitch and Justice (2012) explored developmental education program and emotional intelligence in three rural east Texas community colleges on a student sample of 251 students (18 years). The study was non-experimental in design and projected the relationship between emotional intelligence skills and academic achievement, retention, ethnicity and gender in the developmental education courses. Data was analyzed using descriptive statistics of Pearson's product-moment correlation, and regression analysis. Correlation analysis showed that no significant relationship was found between emotional intelligence skills and academic achievement. Differential analysis revealed no statistically significant relationship between emotional intelligence skills and retention. On the grounds of gender and ethnicity, the study showed that there was no significant relationship between emotional intelligence skills and academic achievement. The implications of the study revealed that educators should integrate emotional intelligence skills into the curriculum The study concluded that skills of emotional intelligence were essential for mentoring students and suggested that educators should train emotional knowledge, and emotional

intelligence of students, where by intellectual abilities and conscientiousness should be developed with increased positive outlook among the college students

Valadez, Dolores, Rosal, Africa, Norma, Karina and Maryurena (2013) investigated the effects of emotional intelligence and its relationship with gender, academic performance and intellectual abilities of undergraduates. The study explored academic performances between two groups of 129 college students. One group was classified as normal intelligent students and the other with superior intelligent students along with gender as a predictor of emotional intelligence. Mayer Salovey Caruso Emotional Intelligence Test and grade point average were the tools used to measure emotional intelligence and academic performance. The results indicated differences in academic performance. Traits of emotional intelligence, namely emotional facilitation, strategic emotional intelligence and emotional understanding were scored higher by the female students although there were differences between the two groups of college students. Correlation analysis revealed significant relationship between emotional intelligence and intellectual capacity, with females having higher level of emotional intelligence.

Kolachina (2014) explored the impact of emotional intelligence and academic achievement of expatriate college students in Dubai. The research design comprised of two phases, the first phase was exploratory in nature and the second phase was descriptive method. The data were analyzed from 398 sample subjects using stratified sampling technique with the help of a structured questionnaire. The data was analyzed using descriptive and inferential statistics. Correlation analysis revealed that there was positive relationship between emotional intelligence and academic achievement. Nevertheless, different levels of positive emotional intelligence and negative emotional intelligence showed significant differences between the measures of academic achievements. The findings also revealed that the expatriate students had higher emotional intelligence and

showed positive emotional skills of optimism, happiness, stress management, self-motivation, empathy, emotional perception, low impulsivity, assertiveness and emotional management. While the expatriate students with negative emotional intelligence skills were unsuccessful in their academic achievements and observed negative qualities like, social withdrawal, blunted effect, apathy, high self-empathy, guilt feeling, inactive, poor intellectual abilities, apathetic and stereotype mindset. Results suggested that stakeholders, heads of educational institutions and teaching faculties should integrate healthy emotional skills towards the students. The findings of the study also revealed that the memory of the students was associated with emotions. This can be further developed using the emotional experiences and intellect abilities in making sound decision. It was also suggested that college institutions should include meditation and yoga in the college curricula as a tool to improve and increase emotional intelligence skills among the college students.

Wilkens and Wilmore (2015) explored the emotional intelligence programme and examined whether implementing such programmes guaranteed student's achievement. The study was conducted on 42 traditional and charter elementary schools from five region of Texas. The design of the study was a casual- comparative approach. The study aimed to identify schools which implemented and practice emotionally intelligence programmes such as The Leader in Me versus a school that does not follow The Leader in Me programmes. The three sources namely, the Annual Yearly Progress (AYP) results, Academic Excellence Indicator System Report (AEISR), and Texas Education Agency (TEA) snapshot data were analyzed for the study. The study examined student's achievement and disciplinary placements in schools and out of school suspension. Correlation analysis showed that The Leader in Me schools did not significantly differ in fifth-grade academic achievement and in disciplinary placements from Non-the Leader in Me schools. The findings stated that the use of the leader in me programmes did not positively affect academic achievement or

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disciplinary exclusions. The study concluded that The Leader in Me Lighthouse schools validated a statistically significant differences in achievement of the students than the schools of Non-the Leader in Me and the Leader in Me programmes.

Ali and Ali (2016) examined the relationship of emotional intelligence and academic achievements between male and female students in Egyptian context. The study was conducted using Emotional intelligence scale on a sample of 121 students from Minia university. Correlation analysis revealed positive relationship between academic achievement and total emotional intelligence score. The study revealed that there were no significant differences in terms of gender. The study also revealed that predictors of academic achievement were related to self-emotion appraisal, regulation of emotions and showed the relationship between subsets of emotional intelligence and academic achievement.

Gorgich, Barfroshan, Ghoreish, Balouchi, Nastizaie and Arbabisarfou (2016) conducted a cross sectional study on association of self-assessed emotional intelligence with academic achievement and general health among students of medical sciences. Data was collected with the help of random sampling method on 426 students. Descriptive statistics such as mean, standard deviation and inferential statistics such as t-test, ANOVA were instrumented. Differential analysis revealed that male students scored high in their emotional intelligence than the female students and revealed that there were no significant differences in the mean scores of students in the field of study course with regard to emotional intelligence, general health and academic achievement. Correlational analysis showed positive association between the facets of emotional intelligence, general health and academic achievement. The study revealed that emotional intelligence is an effective psychological factor of general health.

Noemy, Ines, Izaquierdo-Garcia and Pastrana (2017) conducted a study on the impact of academic performance and explored the factors in looking beyond numerical grades. The study was descriptive in nature which was sampled on 217 psychology students from a university. It was non-experimental observational study and examined the role of emotional intelligence, its elements in relation to emotional perception, emotional facilitation, emotional management, comprehension and understanding. It also aimed to study the elements associated with personality traits, meaning of life and to predict academic performance beyond the numbers. The measures of emotional intelligence were presented in a questionnaire adapted from Mayer- Salovey- Caruso Emotional Intelligence Test. Average grade was indicated as the academic performance. Correlation analysis reflected negative relation between the elements of emotional intelligence such as openness to experience, and academic performance. There was no significant relationship between academic performance and emotional intelligence. The study concluded with a note on the importance of progressive team work and cooperative learning. It was observed that classroom instructions could help in improving the academic performance and should work for developing, enriching the elements of emotional intelligence among the students.

Meshkat and Nejati (2017) projected a study among the English major undergraduates of three Iranian University and probe on whether emotional intelligence depends on gender. The study determined whether gender differences among university student varied in their emotional intelligence and its elements. The Bar –On emotional quotient inventory translated in Persian was instrumented among 452 undergraduates. Data was collected through self-report measure and analysed using MANOVA. Differential analysis revealed that there were no significant differences between gender and score of emotional intelligence. The study revealed that female students had higher emotional intelligence on elements of self-awareness, interpersonal relationship and empathy. In

addition, male undergraduates had higher emotional intelligence of self-regard. Results indicated that male students had low emotional awareness. It was found that Iranian males were taught to suppress their emotions from a young age which was a factor for their low score in emotional intelligence.

Wijekoon, Amaratunge, De Silva, Senanayake, Jayawardane and Senarath (2017) conducted a cross sectional study to assess the emotional intelligence pattern and examined the effects of emotional intelligence on academic performance from a selected medical undergraduate in Sri Lankan University. Sampling was appraised on 148 medical students and the final year marks of the medical students was evaluated as their academic performance. Analysis conceded that both emotional intelligence and academic performance were higher in females. The study stated that the total emotional intelligence score was an independent predictor of final MBBS results. Independent of gender, academic performance score was higher among medical students who scored high in emotional intelligence. In relation to domains of emotional intelligence, self-awareness was a high indicator while emotional expression scored the lowest among the students. Independent predictors of emotional intelligence were identified as support received from family, socializing among fraternity in university and satisfaction with the available learning facilities. Results suggested that awareness about emotional skills curriculum could positively motivate academic performance of medical undergraduates.

Fida, Ghaffar, Zaman and Satti (2018) investigated the variances of emotional intelligence between male and female students and to find the multi facets of emotional intelligence at the university level. Wong and law emotional intelligence test was instrumented to 828 participants. Data analysis included procedures of percentage, mean, t-test and ANOVA. Differential analysis showed that there were no differences in emotional intelligence skills among gender. It was revealed that female students mean scores showed

all round mechanisms and distribution of the facets of emotional intelligence. Male and female students scored low in regulation of emotion which is one of the many facets of emotional intelligence. Male students exceeded a slight degree in relation to use of emotions. In addition, gender variations in other facets of emotional intelligence were found to be insignificant. The study concluded that students from business and economic courses of study scored high on emotional intelligence, in contrast, to students from arts and humanities had low emotional intelligence. The study suggested that enriched curricula should be recommended for the university students. Facets of emotional intelligence like self-control, self-direction, communication, team spirit, flexibility and optimism should be inculcated to the university students. In addition, students found with significantly low use of emotions can be motivated by developing, providing programmes and instructional strategy like guidance and counseling session, encourage and practice motivational thoughts and mentor the students.

Suleman, Hussain, Sayeed, Parveen, Lodhi and Mahmood (2019) conducted a cross sectional study with descriptive and correlational research to investigate the association between emotional intelligence and academic success among undergraduates of Kohath university of science and technology, Pakistan. A sample of 186 students was selected through random sampling technique. Emotional intelligence score was measured using emotional intelligence scale and academic success was assessed with the help of cumulative grade point average. Data was collected through personal visits. Descriptive statistics included percentage, mean, standard deviation, and inferential statistics like ANOVA, Pearson's product-moment correlation and multiple linear regressions were used for data analysis. Correlation analysis revealed a positive relationship between emotional intelligence and academic success among undergraduate students. Multiple linear regressions revealed that the elements of emotional intelligence like self-development,

emotional stability, managing relations, altruistic behavior, and commitment ominously predicted academic success of undergraduates.

Part - II

Review Studies Conducted in India

2.2 Studies Conducted in India

Dubey (2007) studied the relationship between emotional intelligence and academic achievement of undergraduate students. A qualitative study was collected on a sample of 162 students of Allahabad. Test of emotional intelligence was used for collection of data. The major objectives of the study was to compare the emotional intelligence and academic achievements of arts and science stream students and those students who scored high and low level of emotional intelligence. Differential analysis indicated differences in the emotional intelligence between the students of arts and science stream and identified significant relationship between emotional intelligence and achievement among undergraduate students. The study revealed that differences exhibited in the level of emotional intelligence between students of humanities and science had no significance. It was found that arts stream students had high level of emotional intelligence while academic achievement score was equal between high and low emotional intelligence of the students. The study also revealed no significant relationship between arts and science stream in their emotional intelligence and academic achievement. In addition, there was no association between emotional intelligence and academic achievement in subjects of study. Correlation analysis indicated that there was a significant positive relationship between emotional intelligence score and the total cumulative marks.

Rathod (2008) studied the dimensions of emotional intelligence and cognitive attributions of achievement motivation of self-regulated learners. The study sample

comprised of 480 high achieving students. Emotional intelligence was tested by rating scale and questionnaires to test the cognitive attributes. Self-made tools such as check-list were employed to assess self-regulated learning. The study design was descriptive and comparative in nature. Statistical analysis was calculated with percentage score, mean, standard deviation, 't'test and correlation. The findings disclosed that majority of high achievers were identified as self-regulated learners and they attributed hard work as the cause of their achievement and success. Sustained motivation, meta-cognition were some dominant elements for high self-regulated learners. Results revealed science students were more self-regulated learners than non-science students. Further, females had high self-regulated learning skills than the male students. Correlation analysis revealed that there were no significant differences on emotional intelligence among science and non-science students.

Singh, Singh and Singh (2009) studied the influence of emotional intelligence and learning style on students' academic achievement on a sample size of 500 students. An adapted version of the questionnaire was instrumented. The emotional intelligence questionnaire and learning style questionnaire was used to assess emotional intelligence and learning ability/academic achievement. Correlation analysis revealed a positive significant relationship between emotional intelligence and academic achievement. Results showed that the level of emotional intelligence of the students was normal and moderate with no definite central learning style. The study determined that emotional intelligence and learning style had positive significance on academic achievement of students.

Sehrawat (2010) studied the relationship of emotional intelligence, well-being and achievement goals at a secondary level on a sample size of 400 students where 241 were male and 159 were female. The participants comprised of class 10 students, age group ranged from 13-16 years from ten (10) secondary schools of Jhajjar and Rohtak district in

Haryana. Correlation analysis revealed achievement goals was suggestively and positively associated with emotional intelligence. There was significant positive relationship between emotional intelligence and academic achievement. Students with high emotional intelligence had high well-being, achievement goals and academic achievement. It was observed that low emotional intelligence showed poor academic achievement. The study showed that academic achievement among the students were significantly impacted by gender, parental education, locality and school being attended.

Aggarwal and Saxena (2012) conducted a comparative study on emotional intelligence of undergraduates on a sample on 150 students from Kurukshetra university using descriptive survey method. It aimed to test the significance of emotional intelligence between arts, commerce and science stream and among male and female students. Correlation analysis indicated no significant difference between the level of emotional intelligence scores of arts, commerce and science students. On the ground of subject stream, science and arts students had significant difference between overall score of emotional intelligence. It was observed that science students were found to be more confident and socially adjustable than arts student. It was found that female students had high emotional intelligence than male students and female students managed and expressed their emotions with ease. The result revealed the need for career counseling and assessment of emotional skills for students and to balance the personality of students in the selection of subject stream for arts student.

Roy, Sinha and Suman (2013) examined the relationship between emotional intelligence and academic achievement motivation on a sample of 105 students from class XII and adopted the tools of emotional intelligence inventory. Product moment coefficient was instrumented to analyze data collected. Correlation analysis revealed that low positive relation was found between emotional intelligence and academic achievement motivation

among gender which indicated that with increase in emotional intelligence, the students' academic motivation increases. The composite score of emotional intelligence and academic achievement motivation revealed a negative correlation. Male students were observed with positive relation between emotional intelligence and academic achievement motivation (as high, average and low) while female students had negative correlation between emotional intelligence and academic achievement. The study suggested that students with high emotional intelligence score were motivated to address, use their emotions and manage emotions with ease which led to an increase in academic motivation. Results also suggested the need to enhance the knowledge of emotional intelligence which could contribute to increase use of emotional training. The study suggested that students need to identify, recognize their emotions and utilize effective learning techniques not only for academic interest but for success in life. The study implicated that high level of emotional intelligence could increase cognitive abilities and redirect emotional information. The study suggested that activities on stress tolerance, impulse control, counseling sessions, for healthy emotional training should be encouraged.

Lawrence and Deepa (2013) explored the relationship between emotional intelligence and academic motivation of high school students in Kanya kumari district using survey design tools. The test employed was a self-made trait emotional intelligence questionnaire and achievement test performa. Statistical techniques involved standard deviation, t-test, ANOVA and Pearson's co-efficient correlation. Correlation analysis revealed no significant difference between emotional intelligence and academic achievement of high school students. The study revealed that gender also showed significant differences in the level of emotional intelligence and no correlation was found between emotional intelligence and socio-economic position of high school students. The study suggested that students hailed from different socio-economic and educational background to

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attend schools. There was a need to implement in the school curricula and organize self - motivation talks, seminars and informal addresses to uplift the students emotional skills.

Maraichelvi and Rajan (2013) investigated the relationship between emotional intelligence and the academic performance among final year undergraduates on a sample of 300 students. Descriptive survey research was conducted to measure the relationship of emotional intelligence through emotional intelligence inventory and academic performance was scrutinized from fourth semester mark sheet. Correlation analysis revealed that emotional intelligence significantly predicted the academic performance of college students. The study also revealed that the four realms of intrapersonal awareness, interpersonal awareness, intrapersonal management and interpersonal management of emotional intelligence was found to be positively associated with academic performance of the students. The study revealed that female students had higher intrapersonal awareness which positively influenced academic performance. Students with high ability of inter interpersonal skills performed well in academic settings. The study suggested to integrate emotional intelligence into curriculum of college classroom. It also encouraged educators to meet the challenges of the college students by being supportive and implement motivation skills through pertinent counseling and intervention programs.

Upadhyaya (2013) surveyed a study on the relationship between emotional intelligence and academic achievement on ninety–seven student-teacher using emotional intelligence test. The index of academic achievement was the marks obtained in theory and practical examination. Correlation analysis revealed positive relationship between emotional intelligence and academic achievement of student-teacher. It was found that student-teachers with high emotional intelligence scored better than those with low emotional intelligence. Despite the overburdened syllabus of B.Ed. curriculum, the student-teacher learnt to focus

and calm themselves. The reason could be that student-teachers were able to manage anxiety and stress in a healthy manner.

Saxena and Jain (2013) investigated on social intelligence among undergraduate students with reference to their gender and subject stream. The study tested the social intelligence of degree students studying in arts and science colleges of Chhattisgarh and classified the students as male and female for the test. A descriptive survey method was adopted on 60 male and 60 female using stratified random sampling techniques. The data was collected with the help of social intelligence scale and analyzed by using 't' test. Differential analysis indicated that there were significant differences in the total score of emotional intelligence between male and female student. It was observed that female students had better social intelligence with qualities of sensitivity, patience, recognition of social environment and cooperativeness. Other findings of the study revealed that science and arts students showed significant differences in the overall aspects of social intelligence, while science students had low social intelligence than arts students; the intellectual aspect of memory power of science student was greater than arts students.

Sushma (2013) examined the relationship between emotional intelligence and intelligence for 9th standard students studying at Shimoga District, Karnataka with the help of descriptive survey study. Correlation analysis revealed no significant relationship between emotional intelligence and intelligence. Students with average and low emotional intelligence differed in their intelligence. Results revealed that students with high and average levels of emotional intelligence did not differ in their intelligence. There was no significant relationship between the dimensions of emotional intelligence of self-awareness, self-regulation, self-motivation, social awareness, and social skills with intelligence.

Manju (2014) investigated the emotional intelligence of B.Ed. student-teacher with reference to their gender, types of college and stream of study. 200 students from university of Mysore participated using a stratified random sampling technique. The emotional intelligence scale was used for collecting data and analyzed using descriptive and inferential statistics such as mean, standard deviation, 't' test and one-way ANOVA. Differential analysis revealed that arts student-teachers had higher emotional intelligence as compared to science student-teachers. Yet there was no significant difference with the level of emotional intelligence in reference to the types of college and stream of study.

Bhadouria (2014) conducted a study on personality and emotional intelligence and its effect on academic achievement of high school students. The objective of the study was to identify the traits of personality and emotional intelligence of high school's students and examined the relationship between emotional intelligence, academic achievement and personality. The tools included differential personality inventory and emotional intelligence inventory. Correlation analysis revealed no significant differences in the emotional intelligence among the students from government high schools yet their existed differences in emotional intelligence of female students. There was significant relationship in emotional intelligence and academic achievement. The study suggested that teachers could tackle the deterrents which hampered students' cognitive abilities by using positive emotions, reward motivation, and encouraged students to achieve greater success. It was suggested that emotional skills like contentment and satisfaction nurtured the positive attitude among the students. The study also suggested that negative emotions should be avoided by parents and teachers and appropriate emotions should be used to maintain discipline in school.

Shah, Sanisara, Mehta and Vaghela (2014) explored the relationship between emotional intelligence and academic achievement among medical undergraduates. The study sample included 75 students studying in 1st year MBBS of Government Medical

college, Bhavnagar. The questionnaire on emotional intelligence was obtained from Institute for health and human potential study. The students were divided into five groups and scores of emotional intelligence test was compared with their academic performance. Correlation analysis revealed inverse relationship between emotional intelligence and academic achievement (score 0.017 -0.951 with $p<0.05$). There was a negative correlation between emotional intelligence and academic achievement among the MBBS students.

Boruah and Hazarika (2015) examined emotional intelligence of higher secondary students. The purpose of the study was to find the level of emotional intelligence and compare them to gender, subject stream and locality as rural and urban. The sample consists of 840 higher secondary students from Sivasagar district of Assam. The students were rated by emotional intelligence inventory. Differential analysis revealed that there were no significant differences between mean scores of emotional intelligences among boys and girls and students of arts and science streams. There was no significant difference between emotional intelligence mean scores of rural and urban students. Statistical plot indicated that the distribution of emotional intelligence score of the students was negatively skewed.

Panth, Agrawal and Chaurasia (2015) conducted a comparative study among the graduate students on their emotional intelligence, social intelligence and intelligence quotient. The study examined the role of gender on male and female students along with subject stream of arts and science. The data was sampled on 100 students using introversion emotional intelligence inventory and social intelligence scale and test of general intelligence were analyzed using ANOVA. Differential analysis revealed that male students had higher emotional intelligence score than female students. Study revealed that female students had higher mean score in social intelligence and general intelligence than male students. It was found that science students had higher levels of emotional intelligence, social intelligence and general intelligence than the art students.

Aithal, Kumar, Gunasegeran, Sundaram, Rong and Prabhu (2016) examined the correlation between emotional intelligence and academic performance of medical students by conducting a cross-sectional survey of a self-assessment questionnaire which was distributed to 200 undergraduate medical students. The students responded on a five-point Likert scale. The data was analyzed using descriptive statistics, percentage, and correlations. Correlation analysis revealed that there was positive relationship between emotional intelligence and academic performance. Differential analysis revealed that 65 percent of the students had high emotional intelligence where female students were found with higher emotional intelligence when compared to male students. The study suggested that students with high emotional intelligence could interpret emotions competently and enhanced their performance in medical training and patient care. Students with high emotional intelligence and those students, who were competent academically, should work towards quality healthcare professionals. The study also suggested that a balance learning process between intelligence quotient and emotional intelligence should be taught so that students respond personally with their emotions in a healthy manner, increased academic abilities and achieve success.

Tyagi and Gautam (2017) studied the impact of emotional intelligence on academic achievement of the student. The collection of data was carried out by employing survey, questionnaire and observation technique. Correlation analysis revealed that there was positive relationship between emotional intelligence and academic achievement, indicating that academic achievement was impacted by emotional abilities rather than cognitive concept. The study suggested that students required greater intrapersonal skills to succeed in personal life. Intrapersonal skill was found as a predictor for academic achievement. The study also proposed the need to include emotional intelligence skill as part of the college

curriculum and suggested that emotional intelligence skills enabled students to become employable and improved the soft skills among the students.

Devi (2017) examined the impact of emotional intelligence and academic achievement of students using descriptive survey method. The dimensions of emotional intelligence were combined in the questionnaire for studying the relationship between emotional intelligence and academic achievement of arts and science students. The questionnaire was sampled among 200 students from 1st semester student in Kamrup, Assam. Statistical techniques like chi^2, Z score and ANOVA were used to analyze the data. Differential analysis revealed that mean value of females scored high in self-awareness and motivation than the male students. Correlation analysis indicated a positive relationship between emotional intelligence and academic achievement of students from arts and science stream. The mean score showed that male student had high self-regulation, social awareness and social skills. Males had high emotional intelligence and academic achievement with 39 and 37 per cent while emotional intelligence of female students was 36 and 31 per cent.

Agrawal and Nehajul (2017) aimed to evaluate predictors of academic performance in relation to emotional intelligence and stream of study on a sample of 207 students enrolled in the graduate course of Aligarh District. Standardized tools were used to collect data and analysis was carried out using product moment correlation, t-test, ANOVA, and multiple regression analysis. The academic performance index was the final year marks of the graduate students. Correlation analysis showed that there was significant positive relationship between emotional intelligence and academic performance. It was found that gender had no influences over academic performance of the students. Differential analysis revealed that male students had lower emotional intelligence than female students. It indicated that there was no significant difference in academic performance and emotional

intelligence between arts and social science students. However, there was a significant difference in academic performance and emotional intelligence in between arts and science students and between social science and science students. It was also revealed that emotional intelligence had positive impact on academic performance while subjects' stream had negligible role in predicting academic performance.

Rai and Khanal (2017) examined emotional intelligence and emotional maturity with sub variables of academic achievement of the college students from two (2) government colleges in Sikkim. Emotional Intelligence inventory, Emotional maturity scale was devised on a sample of 122 college students. The study revealed that emotional intelligence of the student was found in normal level and emotional maturity showed unpredictability, which showed a significant difference. Correlation analysis revealed an association between emotional intelligence and academic achievement and a negative correlation between emotional maturity and the academic achievement of the college students. The study suggested the need to provide counseling services, due care, encouragement and study support should be incorporated for students with backlog and zero semesters.

Sinha and Srivastava (2017) conducted a study on emotional intelligence with respect to sex, locality and academic achievement. The sample was carried out on 300 secondary school students collected with the help of Schulte self-report emotional intelligence test. The data was analyzed using t-test. Differential analysis revealed that the level of emotional intelligence between female and male secondary students differed significantly. Urban and rural students showed significant differences while, high academic achievers with high emotional intelligence showed significant differences.

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Rao and Komala (2017) examined the emotional intelligence and gender differences among the youth in Bangalore City, India on a sample of 800 youths ranging from age group of 18 to 24 years. The findings revealed that the youths had high level of emotional intelligence. Differential analysis revealed that mean score of emotional intelligence between male and female youth was found to be similar, stating that male and female had congruent level of emotional intelligence. Mean differences were high between the three-age groups on the level of emotional intelligence. Results indicated that older age group of 22-24 had higher emotional intelligence and vis versa. The study revealed that age was a predictor of emotional intelligence and that emotional intelligence develops with age.

Sivakalai and Nalinilatha (2017) examined the level of emotional intelligence and its impact on academic achievement among higher secondary students in zoology paper. The findings revealed that the levels of emotional intelligence among the students were classified as normal. Differential analysis revealed that the level of emotional intelligence and academic achievement showed a mean score difference (p-value = .006) in relation to gender. Correlation analysis revealed a positive relationship between emotional intelligence and academic achievement among the higher secondary students.

Renthlei (2017) conducted a study on the level of emotional intelligence and academic achievement of college students in Aizawl. A sample of 180 students was selected using Roqan emotional intelligence test to find the level of emotional intelligence and academic achievement of the college's students with reference to gender and stream of study. Analysis was executed with the help of statistical techniques like mean, standard deviation and t-test, correlation and ANOVA. The mean score revealed that the college students had normal level of emotional intelligence. Differential analysis revealed that there were no significant differences of emotional intelligence between male and female college students. Similarly, there was no significant difference in the level of emotional intelligence

of college students between male and female in the subject stream. Correlation analysis revealed that there was no significant association between emotional intelligence and academic achievement among the college students. The study also suggested that emotional intelligence test should be screened over at the entry of the first semester and posited that an upgradation in college curricula should work towards inclusion of moral education and social emotional learning. It suggested the need for awareness programme on emotional intelligence, initiated by concerned authorities for the educators and imparted to the student's vis versa. In conclusion the findings recommended that highly emotional intelligent students should be awarded in colleges.

Kalhotra (2019) examined the emotional intelligence and academic achievement of 200 male and female students of district, Jammu. Emotional intelligence inventory was employed and descriptive statistics such as mean, SD and t-test test was used to interpret the data. Differential analysis revealed no significant differences in male and female students in the composite score of emotional intelligence. The dimensions of self-awareness did not differ significantly between male and female students. The study revealed that that no variation was observed to ascertain whether self-awareness skills of emotional intelligence was higher in male or in female students. Skills like good self-development and management of relations had positive impact on the female students. The study revealed that the sense of coping with aggression was higher among male students because of self-motivation which had positive effect among the family members. The study suggested that numerous factors of emotional intelligence could work towards achievement in school work and further success in life.

Kant (2019) studied emotional intelligence of university students and explored the level of emotional intelligence in relation to gender, locality, course and school of study. The study was a descriptive survey which involved 200 students. Correlation analysis

revealed that there were no significant differences with the level of emotional intelligence between the undergraduate and post graduate students. Differential analysis study found that female students were found with high mean value of emotional intelligence. Locality played no significant role yet rural university students were found with higher emotional intelligence than urban. Results showed that all university students had high level of emotional intelligence.

2.3 Overview of Literature Studies

The investigator studied fifty-one (51) literature reviews out of which twenty-four (24) studies was conducted abroad and twenty-seven (27) studies was conducted in India. The findings of the review studies documented both positive correlation and negative correlation analysis between emotional intelligence and academic achievement. An overview of the literature studies presents twenty-three (23) positive correlation review studies and twenty-eight (28) negative correlation studies.

A. Positive correlation between Emotional Intelligence and Academic Achievement.

Several studies (Jaeger, 2001; Parker et al., 2004 Singh, et al., 2009; Nasir and Masrur, 2010; Sehrawat, 2010; Shipley et al., 2010; Yahaya et al., 2011; Fayombo, 2012; Maraichelvi and Rajan, 2013;Saxeena and Jain, 2013; Upadhyaya, 2013; Valadez et al., 2013; Kolachina, 2014; Panth et al., 2015; Aithal et al., 2016; Ali and Ali., 2016; Agrawal and Nehajul, 2017; Devi, 2017; Rai and Khanal, 2017; Sivakalai and Nalinilatha, 2017; Tyagi and Gautam, 2017; Suleman, 2019) have posited that emotional intelligence is related to grade point average and its dimensions of emotional intelligence namely, intrapersonal awareness, intrapersonal management, interpersonal awareness, interpersonal management, learning style, achievement goals, self-awareness, emotional management,

conscientiousness, empathy and positive well-being were found as common indicators for positive relationship between emotional intelligence and academic achievement.

Accordingly, (Singh et al., 2009: Jaeger, 2001; Yahaya et al., 2011) discovered that in colleges, academic achievement reflected the learning techniques, learning style, motivation, social awareness, self-management which are important subsets of emotional intelligence.

In a similar study (Parker et al., 2004: Nasir and Masur, 2010) postulated that emotional intelligence is a global capacity though not related with academic achievement.

B. Negative correlation between Emotional Intelligence and Academic Achievement.

A vast expanse of the review studies revealed that emotional intelligence and academic achievement were negatively correlated to each other, correspondingly both the variables revealed no significant differences.

In their studies (Newsome et al., 2000; Solomon 2002; Johnson and Wang, 2003; Bastian et al., 2005; Rode et al., 2007; Bradshaw, 2008; Rathod, 2008; Aggarwal and Saxena, 2012; Sushma, 2013; Manju, 2014; Bhadouria, 2014; Shah et at., 2014; Wilkens and Wilmore, 2015;Gorgich et al., 2016; Meshkat and Nejati, 2017; Rao and Komala, 2017; Kalhotra, 2019) revealed that cognitive ability showed negative correlation with dimensions of emotional intelligence and academic achievement. It stated that emotional intelligence was not related with grade point average, although, stress management which is a function of self-regulation had weak relations with academic achievement.

Moreover, (Dubey, 2008; Izzaguirre, 2008; Veitch and Justice, 2012; Roy et al., 2013; Lawrence and Deepa,2013; Sushma, 2013) in their studies revealed that age, gender, marital status was not associated with academic achievement yet, psychological and positive

well-being were generally associated with emotional intelligence. There was no significant difference between emotional intelligence and academic achievement.

Nonetheless, emotional skills of self -awareness, self-regulation, self-motivation and social awareness was not significantly related to emotional intelligence (Suleman et al., 2019).

Similarly, (Shah et al., 2014; Boruah and Hazarika, 2015; Noemy et al., 2017) revealed that emotional intelligence and academic achievement was not influenced by locality, gender and there was a negatively skewed relation between emotional intelligence and academic achievement. All these studies affirmed that emotional intelligence and academic achievement showed negative correlation.

A number of studies explored by (Singh et al., 2009; Kolachina, 2014; Rai and Khanal, 2017; Renthlei, 2017; Sivakalai and Nalinilatha, 2017) showed normal emotional intelligence scored among college students.

A research study conducted by Kant (2019) observed that students had high level of emotional intelligence.It is evident from the studies (Parker et al., 2004; Bastian, 2005; Aithal et al., 2016; Wijekoon, 2017) that highly intelligent students were equipped with keen self-awareness, intrapersonal ability, low anxiety, coping with stress, adaptability, high satisfaction, better at problem solving.

C. Gender

In relation to gender, a major part of the studies revealed that gender played no significance as reported by (Bradshaw, 2008; Izzaguirre, 2008; Agarwal and Saxena, 2012; Boruah and Hazarika, 2015; Wilkens and Wilmore, 2015; Manju, 2015; Ali and Ali, 2016; Meshkat and Nejati, 2017; Renthlei, 2017; Kalhotra, 2019) and that emotional intelligence and academic achievement showed no differences as there was no significant relationship between the two variables.

In their studies (Johnson and Wang, 2003; Aggarwal and Saxena, 2012; Fayombo, 2012; Valadez et al., 2013; Manju, 2014; Aithal et al., 2016; Devi , 2017; Sinha and Srivastava, 2017; Wijekoon et al., 2017) showed that female students had high emotional intelligence in components of emotional experience, emotional reasoning, perceiving emotion, emotional facilitation of thought and understanding emotions and intellectual capacity with high self-regulation, while findings of (Nasir and Masrur, 2010; Roy et al., 2013; Panth et al., 2015; Gorgich et al., 2016; Devi, 2017; Meshkat and Nejati, 2017) asserted that male students had high emotional intelligence and academic achievement with high self-awareness, self-regulation and social skills. A study by Fida et al., (2018) revealed that both male and female showed low emotional intelligence which refuted with Rao and Komala (2017) studies that male and female student had high levels of emotional intelligence.

Accordingly, Rathod (2008) postulated that female students occupied a better place of self-regulated learning. Aggarwal and Saxena (2012) found that female students had higher intelligence than male students as female students managed and expressed their emotions with ease. In addition, Fayombo (2012) revealed that gender was one constituent associated with academic achievement.

In response, Veitch and Justice (2012) stated that there was no statistically significant relationship between skills of emotional intelligence and retention on grounds of gender and ethnicity. The study of Sivakalai and Nalinilatha (2017) explained the level of emotional intelligence and academic achievement over a mean score difference in (p-value =.006) in relation to gender.

D. Subject stream

In a more direct way, (Dubey, 2008; Rathod, 2008; Aggarwal and Saxena, 2012; Boruah and Hazarika,2015; Ali and Ali, 2016; Agrawal and Nehajul, 2017; Renthlei, 2017;

Fida et al., 2018; Gorgich et al., 2018) concluded that emotional intelligence and academic achievement showed no relationship with regard to arts and science stream students though, science students were found with more self-regulated skills, confidence, socially adjustable, showed sustained motivation, and meta cognition were dominant elements for high self-regulated learners.

In their studies (Rathod, 2008; Manju, 2014; Panth, 2015; Devi, 2017) revealed science students had high academic achievement and high emotional intelligence with good management of self-awareness, self-regulation, motivation. A study by Dubey (2008) explains that emotional intelligence was high among arts students though low in academic achievement.

Moreover, (Rathod, 2008; Maraichelvi and Rajan, 2013; Wijekoon, 2017) found that females had high academic achievement, self-awareness, social skills and empathy. However, these research studies revealed that different dimensions of emotional intelligence were pre-requisite for a balance healthy development of emotional intelligence.

Numerous studies found that emotional intelligence had positive impact on academic performance. Research studies showed that students with high GPA were associated with high emotional intelligence. It was observed that subject stream had minimal role in predicting academic performance.

Likewise, it is evident from the review studies that emotional intelligence was found to be a strong predictor and corresponding to high GPA of the students. In contrast, the research studies also revealed that emotional intelligence showed no significant relationship with academic achievement. Nevertheless, in many studies dimensions of emotional intelligence were conversely and inversely associated with emotional intelligence and academic achievement.

All these studies enabled the Investigator to draw references and build up new evidence and conclusions for the present study. It allowed the Investigator to focus, examined studies in similar areas, and corroborated the past studies with the present findings.

In the present study the application of solution from past studies enabled to address the pertinent issues, helped in interpretation and discussions of the study. Literature review aided the investigator to acquire information on current issues of research problems and step up to further research works.

Though a plethora of research studies have been conducted on emotional intelligence and academic achievement, till date no research work had been attempted to study the correlates of emotional intelligence and academic achievement of college students of Nagaland.

The study aimed at providing a healthy learning environment and to build interpersonal relationships among the college students. It calls for the college students to motivate, excite their unmotivated spirit, at the same time balance the cognitive mind with their emotional mind. Only when the college student knows how their emotional mind works, can they apply and relate their emotional intelligence skills to achieve academic, personal and career success. Hence the present study was a novel effort in this research focus.

CHAPTER – III

METHODOLOGY

<center>**CHAPTER - III**</center>

<center>**METHODOLOGY**</center>

3.0 Purpose

Methodology is a procedure adopted in carrying out careful selection of a research problem. After a research problem is established, it is accompanied by testable hypotheses, problems to be investigated, and layout of research design, selection of variables, procedures and adopting appropriate means for collecting data. When quantitative method is employed in a research problem, it requires the task of classifying the subjects employed, instruments utilized for the study and statistical technique applied for treating the data.

In this chapter, the methodology addresses the blueprint to be followed for the present study. Thus, methodology involves systematic planning which is worthy of investigation.

3.1 Research Design

Research design is a plan for selecting subjects, data collection procedures, research sites, and to supplement answers to the research questions. The essence of a research design is to deliver the end product of research outcome with credibility.

In the present study a descriptive survey was selected and the data was collected through questionnaire method. Survey study pertains to gathering of data through questionnaire, which is either paper-based or web -based.

The present study adopted quantitative approach, where data was quantified, analyzed, generalized and results were interpreted with objectivity together with the help of statistical techniques. It involved collecting data in order to test the hypotheses, verify and seek answers to questions concerning the present status of the subject of study. Research design supports, determines and reports the research study of the way things are.

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3.2 Variables of the Study

In the present study, the following variables were considered:

    I.   Dependent Variable

        i.   Academic Achievement

    II.   Independent Variable

        i.   Emotional Intelligence

    III.   Demographic Variable

        i.   Gender

        ii.   Subject Stream

3.3 Source of Data

The source of a data is the heart of a research. The source of a data must be valid, reliable, accurate and suitable for the purpose of analysis. In the present study, the sources of data include primary source and secondary source:

I.   Primary source: It involved direct personal investigation while conducting Emotional Intelligence Test to the college students of Nagaland. The test was administered in eleven Government colleges from eleven districts, specified as, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Peren, Tuensang, Wokha and Zunheboto.

II.   Secondary source: It included official record of CGPA which was collected from respective colleges, and Result Gazette of Nagaland University. The review studies were initiated, acquired and documented from physical library, e-journal, e-readings, newspaper, books, abstracts, magazine and electronic media.

3.4 Sampling Procedure

Sampling: Sampling is a technique designed to ensure the samples were representative of the entire population and to avoid prejudgment by use of random selection within each subgroup.

Population: Population comprised of all the college students from arts and science stream who studied in eleven Government colleges of Nagaland.

Sample: The investigator employed a purposive sampling to handle one (1) government college in each district of Nagaland state. Random sampling was adopted on a sample of 1000 college students studying in sixth semester from eleven (11) government colleges giving representation to gender and stream of study. Table 3.1presents the profile of college selected for the study

Table 3.1Profile of college in the study.

Sl. No	College	Stream		District
1	Dimapur Government College	Arts		Dimapur
2	Fazl Ali College	Arts	Science	Mokokchung
3	Kohima College	Arts		Kohima
4	Mt. Tiyi College	Arts		Wokha
5	Peren Government College	Arts		Peren
6	Phek Government College	Arts	Science	Phek
7	Sao Chang Government College	Arts	Science	Tuensang
8	Wangkhao College	Arts		Mon
9	Yingli College	Arts		Longleng
10	Zisaji Presidency College	Arts		Kiphire
11	Zunheboto Government College	Arts		Zunheboto

Figure -3.1: Bar graph shows the Profile of colleges in the study
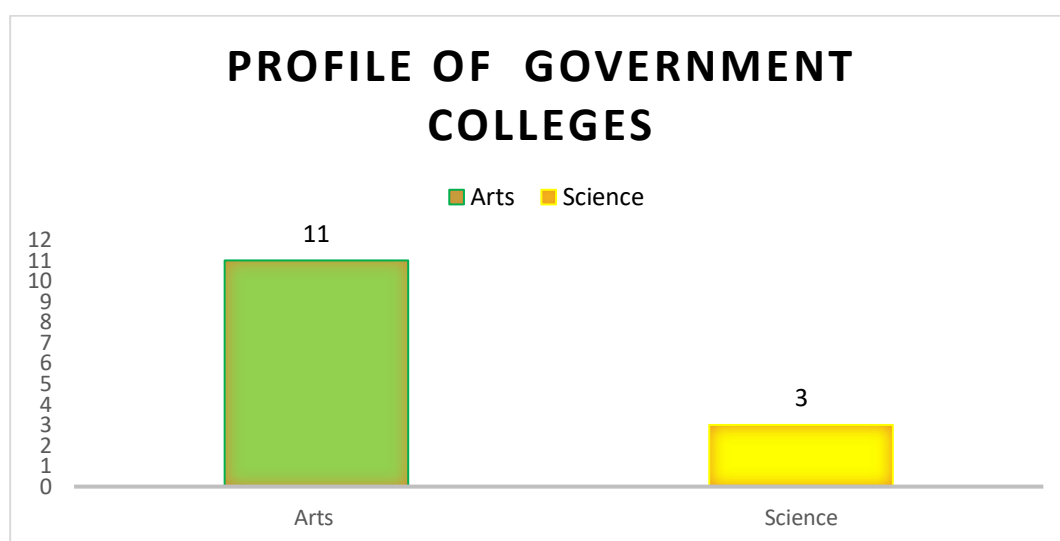
The above graphical representation shows profile of colleges and depicts the distribution of Arts and Science college students in the study.

Sampling Frame: Sample frame includes the representation of 1000 college students, where gender was sampled as male 510 and female 490.The subject stream of arts students as 890 and science as 110. In arts stream, the female sample size as 443 and males sampled as 447. In science stream the males sampled as 63 and females as 47.

Table 3.2 Sampling Frame of the study

Sl. No	Stream	Gender		Total
		Male	Female	
1	Arts	447	443	890
2	Science	63	47	110
	N =	510	490	1000

Figure- 3.2:Bar graph shows the sampling frame of the study
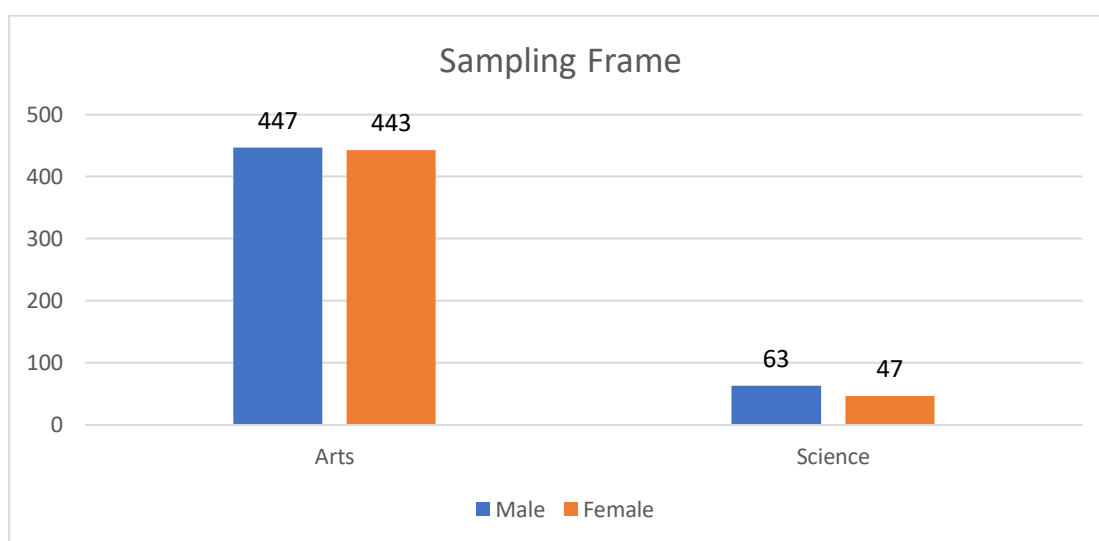
The above graphical representation shows the sample size of 1000 college students represented as male and female and art and science stream of study

3.5 Tools Used

The following tools were adopted for the collection of data.

    I.   Roqan Emotional Intelligence Test (REIT 2008).

    II.   Academic Achievement refers to CGPA scored by the college students of sixth semester. The data was collected from official record of the selected colleges under study and the Result Gazette of Nagaland University.

    1.   **Description of the Test Manual**

The Roqan Emotional Intelligence Test (REIT) was constructed and standardized by Dr. Roquiya Zainuddin and Anju Ahmed from Aligarh Muslim University. The test was published through National Psychological Corporation.

Roqan Emotional Intelligence Test (REIT) consists of 30 items relating to five dimensions of emotional intelligence (Identified in Chapter 1 section 1.6). The reliability of the test tool was calculated with Cronbach's Alpha coefficient as 0.7. The validity of the tool was determined at 0.83 index. (Correlated with Emotional

Intelligence Scale (EIS) developed by Anukool Hyde, Upinder Dhar and Sanjyot Pethe at r=0.28).

In the study, Table 3.3, Table 3.4 and Table 3.5 are excerpts from REIT Manual which represents the discriminatory value of the constructed test, REIT dimensions, REIT Answer Key, REIT Analysis and Norms of the Score. The prescribed test tool adopted is accessible in Appendix A.

Table 3.3: Discriminatory Value of Significant Items

Items	Discriminatory Value (DV)	Dimensions	Items	Discriminatory Value (DV)	Dimensions
3	0.285**	Self-Regulation	33	0.168*	Self-Awareness
5	0.180*	Self-Regulation	34	0.342**	Self-Awareness
6	0.34*	Motivation	35	0.273**	Self-Regulation
7	0.192*	Motivation	36	0.434**	Self-Regulation
8	0.422**	Empathy	38	0.189*	Motivation
9	0.254**	Social Skills	43	0.304**	Self-Regulation
11	0.180*	Social Skills	44	0.223*	Self-Regulation
12	0.273**	Social Skills	46	0.211**	Motivation
15	0.341**	Self-Regulation	47	0.242**	Empathy
16	0.242**	Self-Regulation	51	0.354**	Self-Awareness
17	0.161*	Motivation	55	0.155*	Social Skills
19	0.354**	Empathy	60	0.242**	Self-Regulation
22	0.254**	Self-Awareness	61	0.186*	Self-Awareness
25	0.360**	Self-Regulation	62	0.198*	Empathy
32	0.248**	Social Skills	63	0.397*	Social Skills

Sample (N) = 299

Total High Scorers (HS) = 77

Total Low Scorers (LS) = 84

Degree of Freedom (df) = (N_1+N_2-2) = (HS + LS- 2) = 159

For 159: 0.15 to .200 = Significant at 0.005 level *

0.208 and above = Significant at 0.01 level *

Table 3.4   REIT Five Dimensions

Dimensions	Item wise Serial Order	Total Item
Self-Awareness	12, 15, 16, 23, 26	5
Self-Regulation	1, 2, 8, 9, 13, 17, 18, 19, 20, 25	10
Motivation	3, 10, 21, 29, 30	5
Empathy	4, 11, 22, 27	4
Social Skill	5, 6, 7, 14, 24, 28	6
	Total	30

Table 3.5 REITAnswer Key

Statement	A	B	C	Dimensions	Statement	A	B	C	Dimensions
1	3	2	1	Self-regulation	16	3	1	2	Self-awareness
2	2	1	3	Self-regulation	17	1	2	3	Self-regulation
3	3	2	1	Motivation	18	1	3	2	Self-regulation
4	3	2	1	Empathy	19	2	3	1	Self-regulation
5	2	3	1	Social skills	20	3	2	1	Self-regulation
6	3	1	2	Social skills	21	3	1	2	Motivation
7	2	1	3	Social skills	22	1	2	3	Empathy
8	3	2	1	Self-regulation	23	3	1	2	Self-awareness
9	2	1	3	Self-regulation	24	1	2	3	Social skills
10	3	2	1	Motivation	25	1	2	3	Self-regulation
11	3	2	1	Empathy	26	2	1	3	Self-awareness
12	3	1	2	Self-awareness	27	3	2	1	Empathy
13	3	2	1	Self-regulation	28	3	2	1	Social skills
14	1	3	2	Social skills	29	3	2	1	Motivation
15	3	1	2	Self-awareness	30	3	2	1	Motivation

Maximum score   =   90

Minimum score   =   30

Table 3.6   Norms for Interpretation of Raw Scores

Sample (N)	=	299
Mean (M)	=	140
Standard Deviation (SD)	=	5
High Range	=	76 and above
Normal Range	=	65 – 75
Low Range	=	64 and below
Median (Q_2)	=	70
Mode	=	72
25th Percentile (Q_1)	=	66
75th percentile (Q_3)	=	73

2. Interpretation of the Test

The test has 100-consumable booklet with thirty (30) questions along with five dimensions as shown in the Table 3.3. Each question contains three probable answers which depend on the subject's preferences for each respective question.

The instructions for scoring the REIT are provided in Table 3.4. The maximum score of the completed test is 90 and the minimum score is 30. The maximum score on dimensions of Self-awareness is 15 and minimum score is 5. On Self-regulation the maximum score is 30 and minimum score is 10, on Motivation, the maximum score is 15

and minimum score is 5. Empathy has a maximum score of12 and minimum score of 4. Social skills have maximum score 18 and minimum of 6 respectively.

In Table 3.5, the norms of the test represents the score where 76 and above falls in the high range. The subject score of 65-74 falls in the normal range. The score of 64 and below falls in the low range. Subject with high score is attributed with high level of emotional intelligence and are likely to be high performers. Subject with normal score is attributed with average or moderate level of emotional intelligence. Subject with low score is attributed with low level of emotional intelligence. The thirty (30) items were identified with a score of 3, 2, 1 for every tick mark answer, there is no right nor wrong statement for the test.

3. Instructions for administering and scoring the Test

- The instructions printed in the response sheet are sufficient to take care of the questions that are asked.

- No time limit should be given for completing the scale. However, most of the respondents should complete in twenty - five minutes.

- Before administering the scale, it is advisable to emphasize orally that responses should check as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.

- It should be duly emphasized that all statements have to be responded to and no statements should be left unanswered.

- It is not desirable to tell the subjects the exact purpose for which the scale is being used.

- The Scoring key is provided in Table 3.4

3.6 Statistical Technique

Statistical analysis is fundamental for quantitative research. Different types of statistical techniques adopted by an investigator confirm the validity, reliability and objectivity of a research hypothesis. In the present study, the respondent sheets were individually tabulated using scoring key. The raw score was then converted into mean score and further analyzed by employing MS Excel and statistical techniques. The statistical techniques employed are briefly stated below:

Table 3.7 Statistical Technique

Sl. No	Statistical technique	Purpose
1	Mean	To find the average value of a group of numbers.
2	Standard Deviation	To find out variation within a group of values.
3	t-test Analysis	To examine the significant differences between groups.
4	Coefficient of Correlation	To find out the significant relationship between variables.

3.7 Collection of Data

Collection of data is essential in capturing the quality evidence and find answers to the questions of a research. It construes quality information which is a criterion for making rational conclusions in a research study.

One of the chief tenets of data collection is the integrity of the research and to reduce the likelihood of errors and unbiased decision making. Data collection authenticates research validity and its reliability as approved or untenable.

In the present study, the investigator personally collected the data from eleven (11) government colleges in Nagaland. This shows the validity and reliability of the collected data. The investigator made personal approach through telephonic conversation to all the principal of the selected government colleges and made appointments to administer the REIT to the college students. The investigator availed Requesting letter from the Supervisor for the purpose of validating the investigation.

Roqan Emotional Intelligence Test (REIT) was administered by the investigator personally in a classroom. The test comprised of 30 items to measure emotional intelligence of the students. Each statement contained three choices and the respondents could tick (✓) the appropriate item. The duration of REIT was for 20-25 minutes. The students were instructed to submit the complete questionnaire. The test item had no right or wrong answers. Every item depended on the choice of the respondents' choices. The marks were assigned with 3, 2, and 1.After providing necessary instructions and clarifications, the students were informed to tick the correct item in the questionnaire. The students were then provided with the questionnaire

The investigator respected the code of ethical scientific educational research as the test tool was conducted on human subjects. The investigator signed confidential bond in the

presence of the college authority to uphold privacy of students' Academic Achievement marks (CGPA) and the result of the Emotional Intelligence Test.

Ethical standards and ethical norms were adhered during the investigation of the study. It ensured trust, accountability, mutual respect and neutrality in building the integrity of a research.

In the study, the primary source of data included the distribution and collection of questionnaires. Secondary sources of data included information from published resources of Result Gazette of Nagaland University, Journals, Periodicals, Reports of Committees and Commissions, Dissertation Abstracts International and Survey of Educational Research, books and electronic media.

CHAPTER-IV

ANALYSIS AND

INTERPRETATION

CHAPTER - IV

ANALYSIS AND INTERPRETATION

4.0 Purpose

Analysis of data streamlines the collected data into numbers without losing its meaning. It helps to reveal things of interest about the collected data. Data analysis involves systematic planning, interpretation and delivers the analyzed data with a disciplined, logical outlook of research study.

The treatment of statistical technique prevents personal bias which ushers a meaningful deduction to the research.

The purpose of the present study was to find the level of Emotional Intelligence, its dimensions and relationship between Emotional Intelligence and Academic Achievement of the college students of Nagaland. The data was collected from 1000 college students and evaluated using Roqan Emotional Intelligence Test (REIT). The CGPA (Cumulative Grade Point Average) of the sixth semester students was indicated as the Academic Achievement.

The Emotional Intelligence was studied as independent variable and Academic Achievement was deliberated as dependent variable. The demographic variables designated were gender and subject stream. The present study comprised of one independent variable, one dependent variable and two demographic variables.

In this chapter, the collected data, gender was classified as male and female together with subject stream of study as arts and science. The investigator kept in view the objectives of the present study while analyzing and interpretation of the data.

The data pertaining to the demographic variables of gender and subject stream were examined by t-test and interpreted by differential analysis to show the significant differences between mean scores of gender and subject stream.

In the study, the coefficient correlation was used to determine the relationship between the independent variable, emotional intelligence and dependent variable, academic achievement.

In all cases, 0.05 level of significance was fixed to test the hypotheses. In conclusion, the collected data was tabulated and analyzed with the help of statistical treatment viz; mean, standard deviation, t-test to find the significant difference between mean scores among gender and stream of study. Correlational analysis was used to determine the relationship between emotional intelligence and academic achievement. The raw data was tuned with the aid of MS Excel and Statistical Analysis Packages.

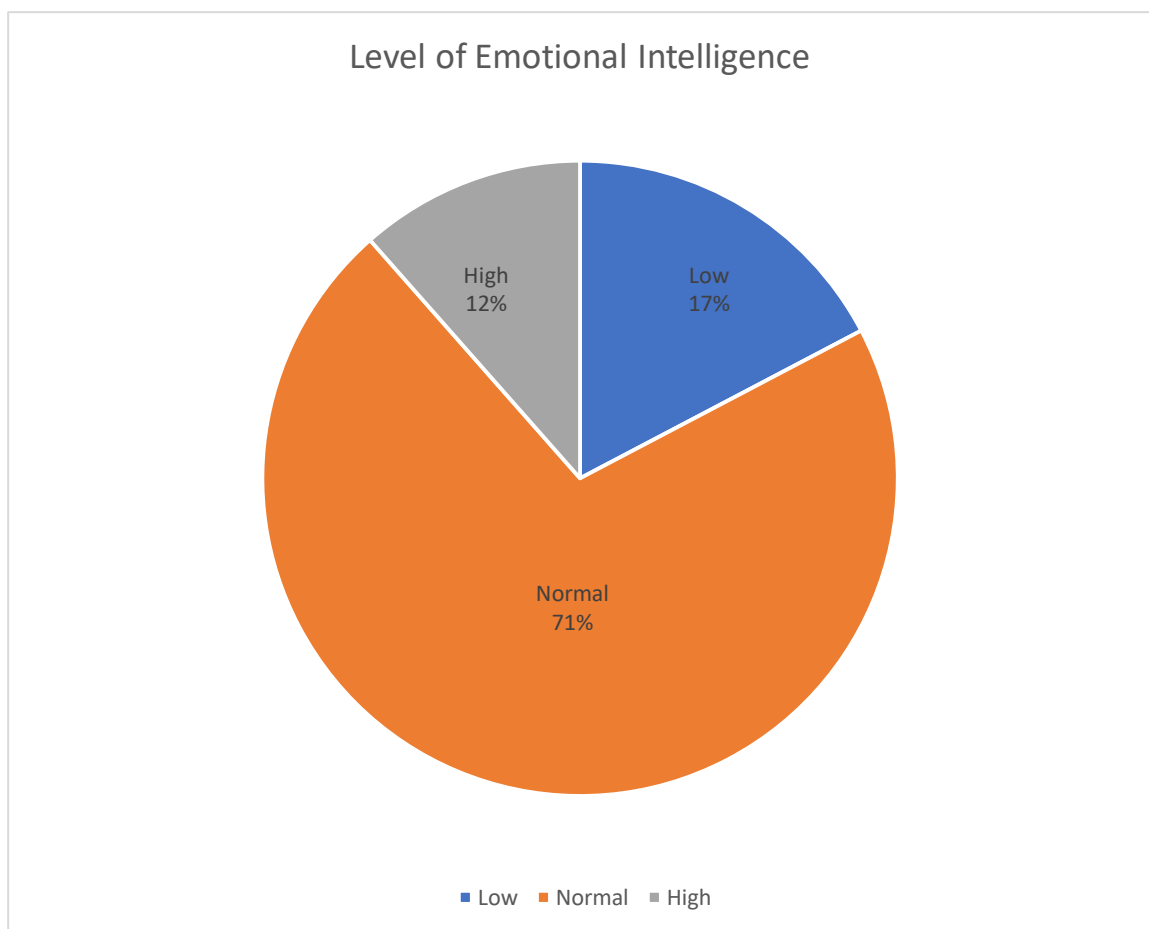4.1: Comparison of the level of Emotional Intelligence of college students

Table- 4.1: Comparison of the level of Emotional Intelligence of college students

Range of Score	N		Range of EI	Gender		Total	%	Mean
	Male	Female		Male	Female			
64 below			Low					
				98	75	173	17.3	
65-75	510	490	Normal	354	358	712	71.2	69.20
76 above			High	58	57	115	11.5	

Table 4.1 indicates that in a study of 1000 college students, the mean score (M=69.20) falls in the range score of 65-75 which is categorized as normal range of emotional intelligence. The college students of Nagaland have normal emotional intelligence. Therefore, the hypothesis, "There is no differences in the level of emotional intelligence of colleges students" is not accepted and an alternate hypothesis, "There is difference in the level of emotional intelligence" is accepted.

Further, it is noticed that 17.3 per cent (173) students were classified with low emotional intelligence, 71.2 percent (712) students with normal emotional intelligence, and 11.5 per cent (115) students with high emotional intelligence. Therefore, the composite mean score (M=69.20) of the emotional intelligence of the college students is classified as Normal Level of Intelligence

Figure-4.1 Bar graph shows the level of Emotional Intelligence of college students

The graphical representation shows the level of Emotional Intelligence of college students. It presents the low level, normal level and high level of Emotional Intelligence of college students of Nagaland.

4.2: Comparison between Mean score of Male and Female college students with regard to their Emotional Intelligence.

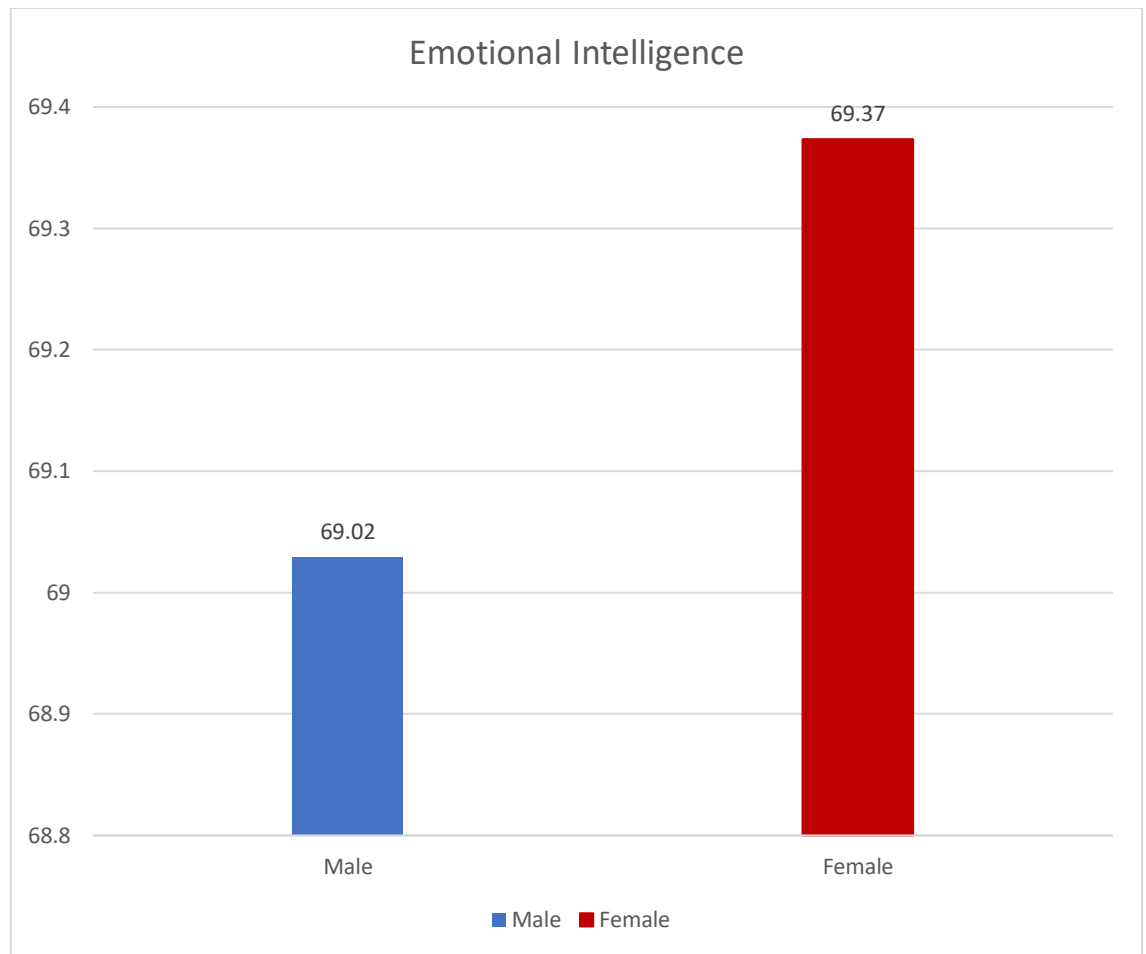Table-4.2: Mean, SD and 't' value of Male and Female college students with regard to their Emotional Intelligence

Gender	N	Mean	SD	df	t-value
Male	510	69.02	5.28	998	0.14 **
Female	490	69.37	4.85		

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.14 is less than the table value 1.98 with df (998) at 0.05 level of significance, which indicates that the value is not significant. It concludes that, statistically there is no significant difference between Male and Female college students with regard to their Emotional Intelligence. Hence, the stated null hypothesis is accepted.

Further, it is observed that, the mean score of female college students (F=69.37) is greater than male college students (M= 69.02). The Emotional Intelligence of Female college students is higher than Male college students. Therefore, female students have high mean score of Emotional Intelligence.

Figure-4.2: Bar graph shows the mean score of Male and Female college students with regard to their Emotional Intelligence

The above graphical representation shows that the mean score of Female college students is higher than Male students with regard to their Emotional Intelligence.

4.3 Comparison between Mean score of Male and Female college students with regard to their Self-Awareness

Table-4.3: Mean, SD and 't' value of Male and Female college students with regard to their Self-Awareness
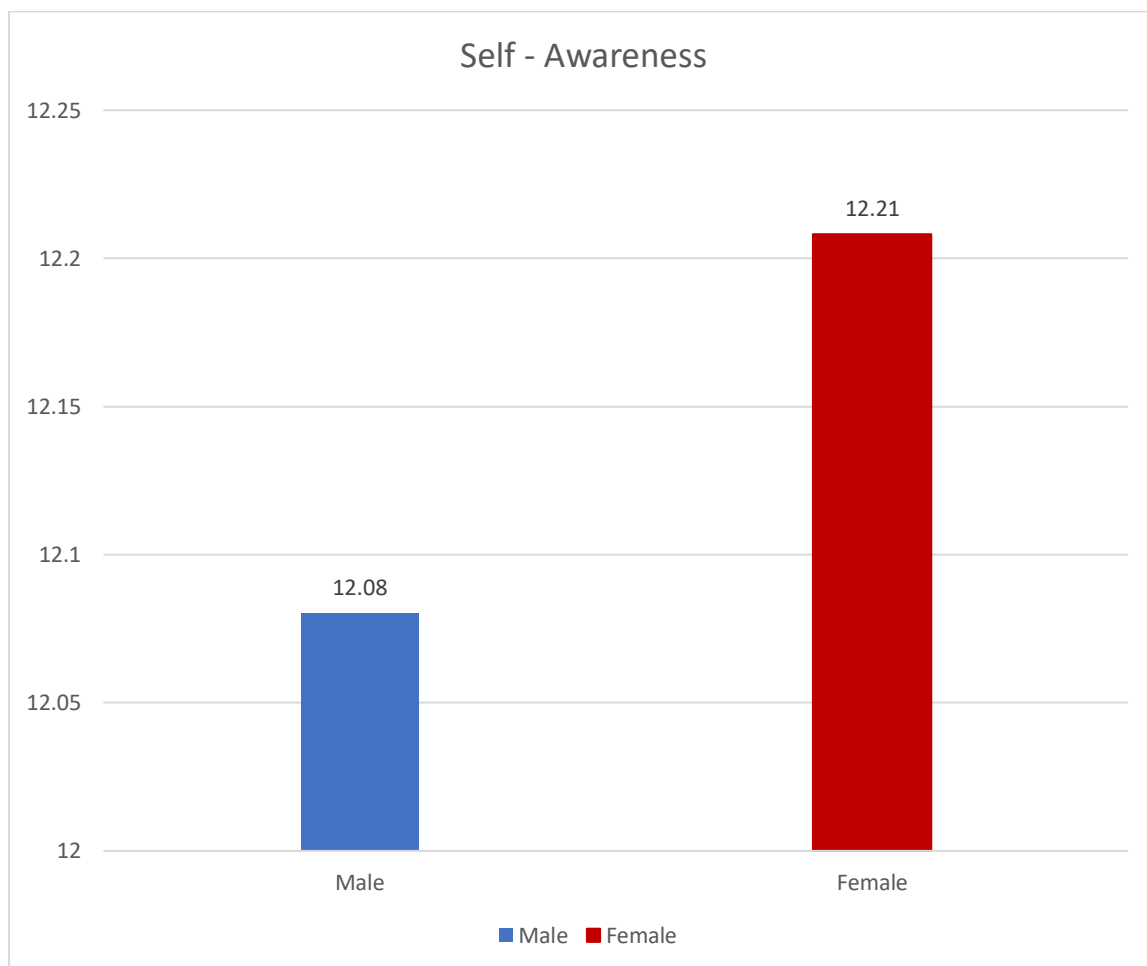
Gender	N	Mean	SD	df	t-value
Male	510	12.08	1.63		
Female	490	12.21	1.50	998	0.09**

** ns not significant

From the above table, it is evident that, the obtained 't' value 0.09 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with regard to their Self-Awareness. Hence, the stated null hypothesis is accepted.

Further it is observed that, Female college students have higher Self-Awareness of score (Female = 12.21, Male = 12.08) than Male college students. Therefore, female students have high level of Self-Awareness which is one of the five dimensions of Emotional Intelligence.

Figure-4.3: Bar graph shows the mean score of Male and Female college students with regard to their Self-Awareness

The above graphical representation shows that, the mean score of Female college students is higher than Male college students with regard to their Self-Awareness.

4.4: Comparison between Mean score of Male and Female college students with regard to their Self-regulation

Table-4.4: Mean, SD and 't' value of Male and Female college students with regard to their Self-Regulation
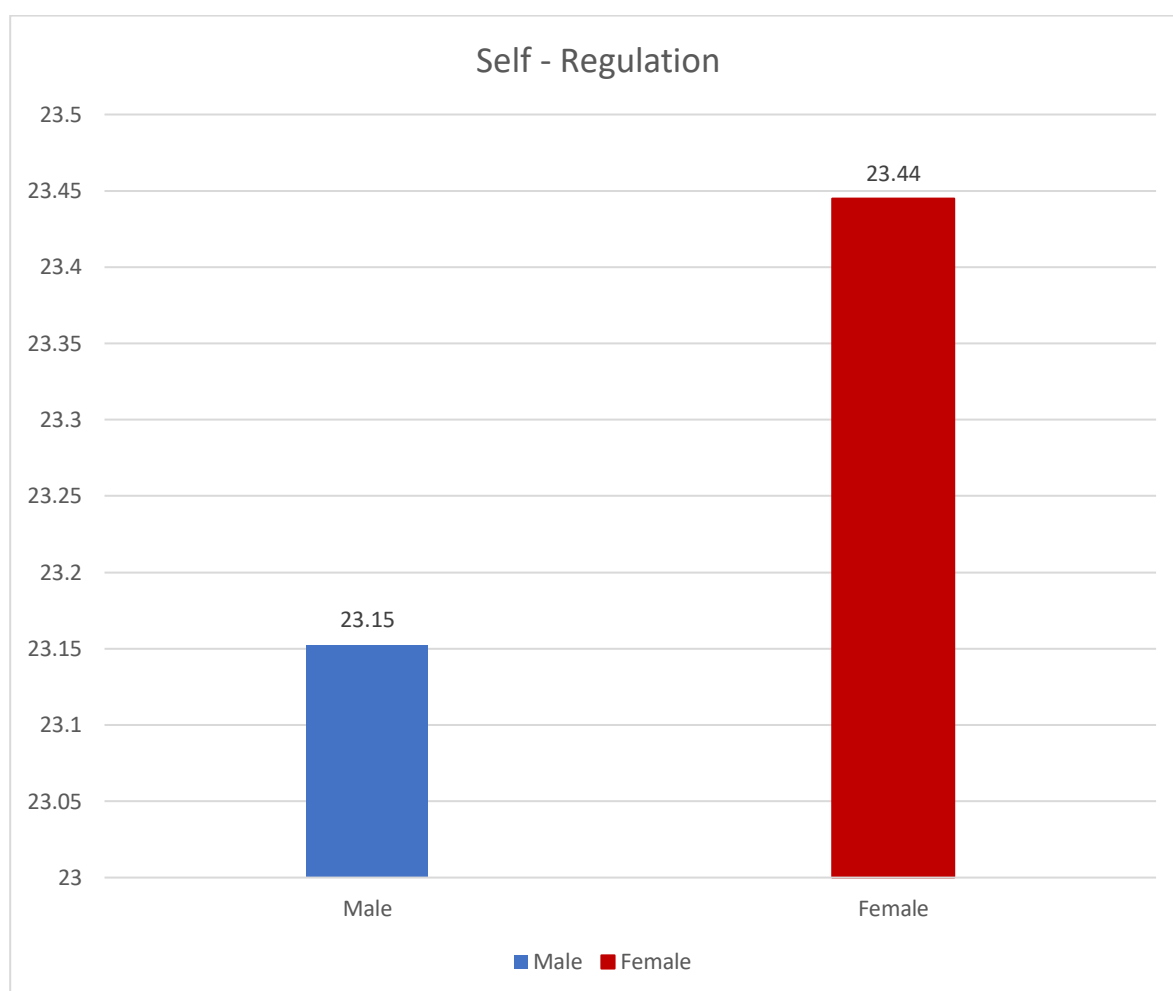
Gender	N	Mean	SD	df	t- value
Male	510	23.15	2.57		
				998	0.26**
Female	490	23.45	9.77		

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.26 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with regard to their Self-Regulation. Hence, the stated null hypothesis is accepted.

Further it is observed that, Female college students mean score (F=23.45) and Male college students (M=23.15) indicates that Female students have higher Self-Regulation than Male students. Therefore, female students have high level of Self-Regulation which is one of the five dimensions of Emotional Intelligence.

Figure-4.4: Bar graph shows the mean score of Male and Female college students with regard to their Self-Regulation

The above graphical representation shows that, the mean score of Female college students is higher than Male college students with regard to their Self-Regulation.

4.5: Comparison between Mean score of Male and Female college students with regard to their Motivation

Table-4.5: Mean, SD and 't' value of Male and Female college students with regard to their Motivation
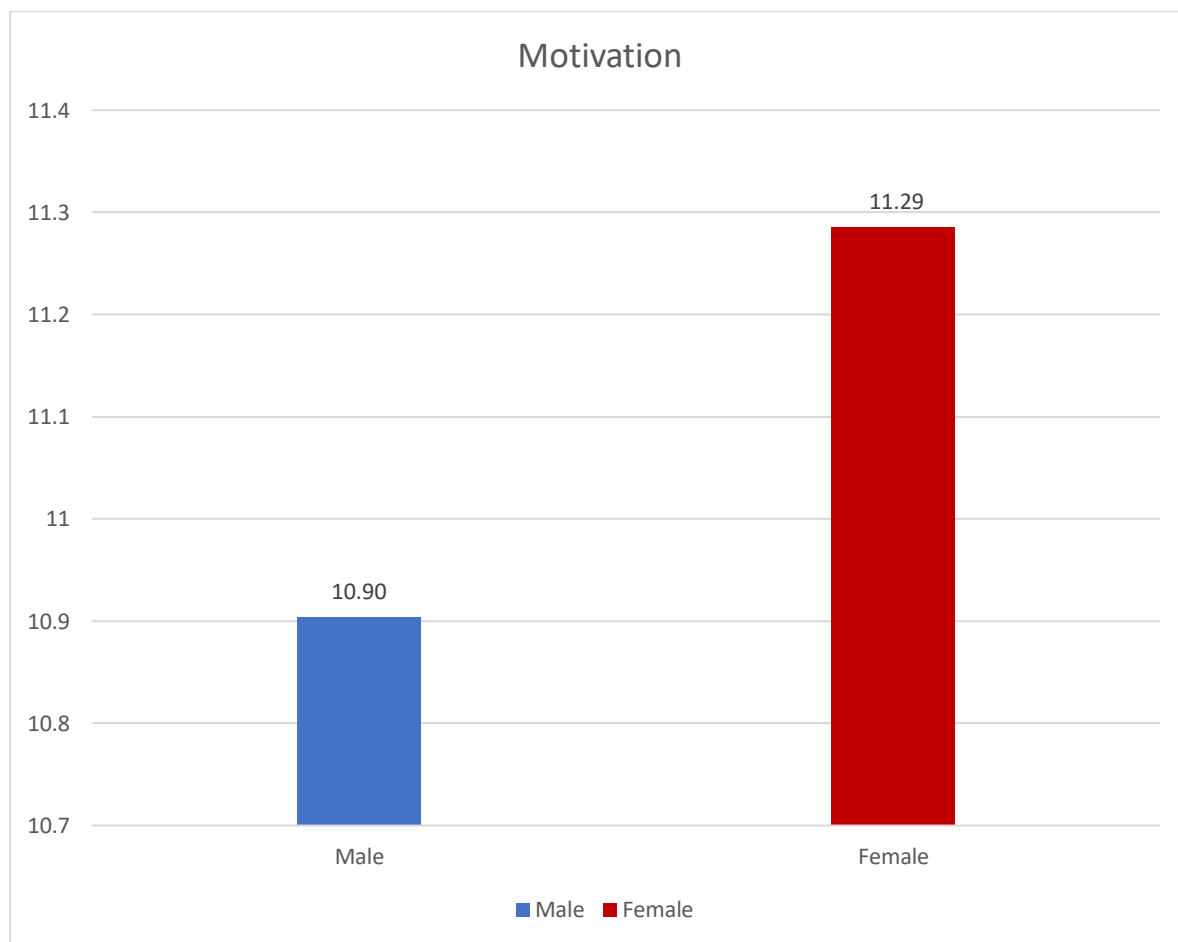
Gender	N	Mean	SD	df	t-value
Male	510	10.90	2.00	998	0.05
Female	490	11.29	4.85		

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.05 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with regard to their Self-Regulation. Hence, the stated null hypothesis is accepted.

Further, it is observed that the Female students have mean score (F=11.29) and Male student with (M=10.90) which shows Female students have higher Motivation than Male students. Therefore, female students have high level of Motivation which is one of the five dimensions of Emotional Intelligence.

Figure-4.5: Bar graph shows the mean score of Male and Female college students
with regard to their Motivation

The above graphical representation shows that, the mean score of Female college
students is higher than Male college students with regard to their Motivation.

4.6: Comparison between Mean score of Male and Female college students with regard to their Empathy

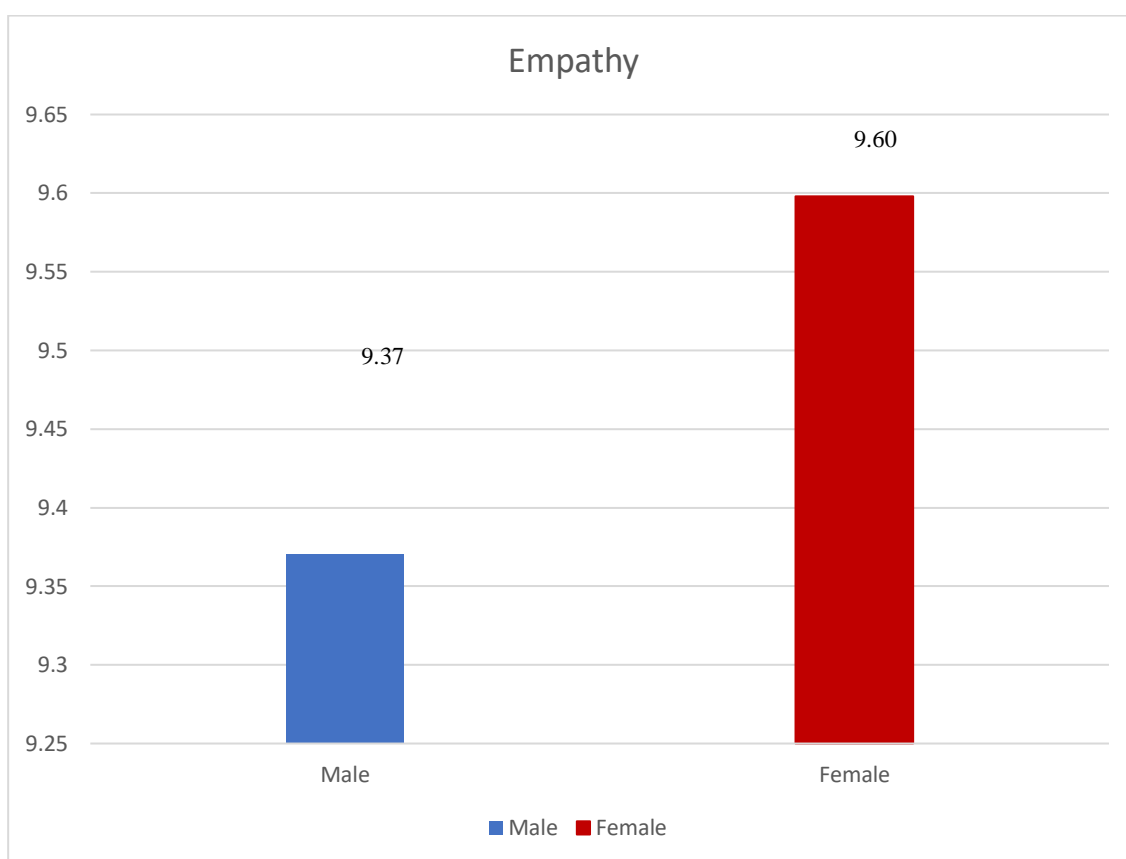Table-4.6: Mean, SD and 't' value of Male and Female college students with regard to their Empathy

Gender	N	Mean	SD	df	t- value
Male	510	9.37	1.36		
Female	490	9.60	1.31	998	0.004**

nsnot significant

From the above table, it is evident that, the obtained 't' value 0.004 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with regard to their Empathy. Hence, the stated null hypothesis is accepted.

Further it is observed that Female college students mean score (F= 9.60) and Male students (M = 9.37) indicates that Female students have higher Empathy than Male students. Therefore, Female students have high level of Empathy which is one of the five dimensions of Emotional Intelligence.

Figure-4.6: Bar graph shows the mean score of Male and Female college students with regard to their Empathy

The above graphical representation shows that, the mean score of Female college students is higher than Male college students with regard to their Empathy.

4.7: Comparison between Mean score of Male and Female college students with regard to their Social Skills

Table-4.7: Mean, SD and 't' value of Male and Female college students with regard to their Social Skills
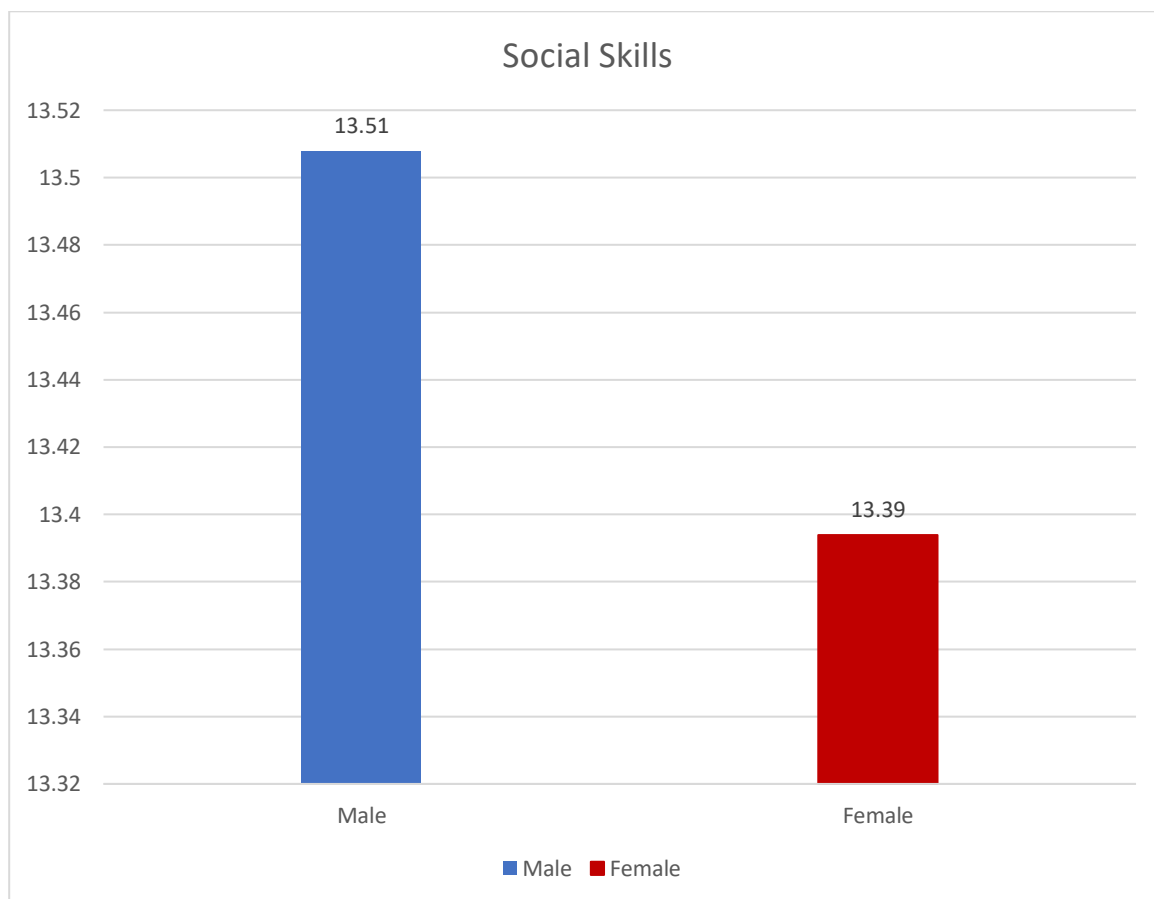
Gender	N	Mean	SD	df	t- value
Male	510	13.51	2.13		
Female	490	13.40	1.89	998	0.19**

[a]**ns not significant

From the above table, it is evident that, the obtained 't' value 0.019 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with regard to their Social Skills. Hence, the stated null hypothesis is accepted.

Further, it is observed that, the mean score of Male college studentsis higher than Female college students with regard to Social Skills (M=13.51, F=13.40). Therefore, Female students have high level of Social Skills which is one of the five dimensions of Emotional Intelligence.

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Figure-4.7: Bar graph shows the mean score of Male and Female college students
with regard to their Social Skills

The above graphical representation shows that, the mean score of Male college
students is higher than Female college students with regard to their Social Skills.

4.8: Comparison between Mean score of Arts and Science college students with reference to their Emotional Intelligence

Table-4.8: Mean, SD and 't' value of Arts and Science college students with reference to their Emotional Intelligence

Stream	N	Mean	SD	df	t- value
Arts	890	69.11	5.01		
Science	110	69.93	5.54	998	0.06**

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.06 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Emotional Intelligence. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score (Science=69.93)is higher than arts students (Arts=69.11) with reference to their Emotional Intelligence. Therefore, Science students have higher level of Emotional Intelligence.

Figure-4.8: Bar graph shows the mean score of Arts and Science college students with reference to their Emotional Intelligence

The above graphical representation shows that, the mean score of Science college students is higher than Arts college students with reference to their Emotional Intelligence.

4.9: Comparison between Mean score of Arts and Science college students with reference to their Self-Awareness

Table-4.9: Mean, SD and 't' value of Arts and Science college student with reference to their Self –Awareness
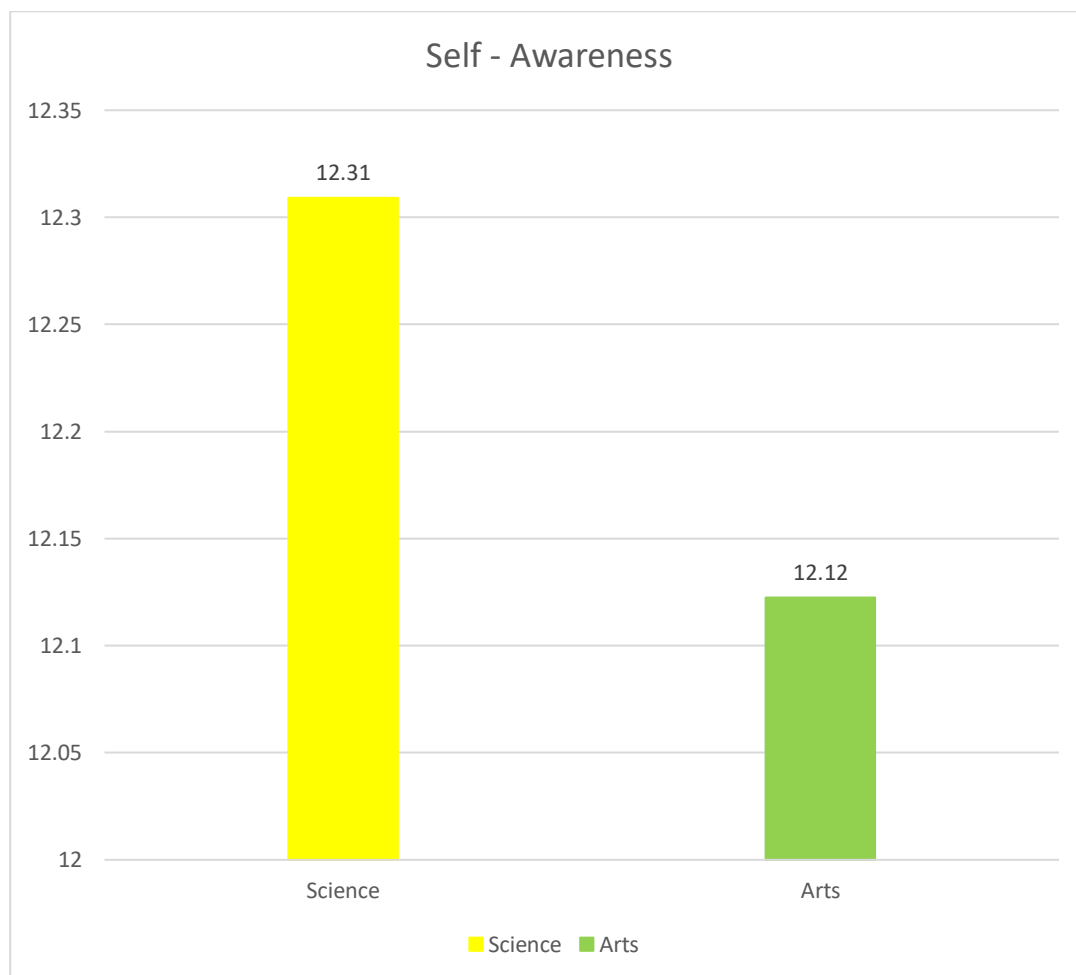
Stream	N	Mean	SD	df	t-value
Arts	890	12.12	1.56		
Science	110	12.31	1.57	998	0.12

[*]*[ns] not significant

From the above table, it is evident that, the obtained 't' value 0.12 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Self - Awareness. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of Science students (Science=12.31) is higher than arts students (Arts=12.12) with reference to their Self -Awareness. Therefore, Science students have high level of Self-Awareness which is one of the five dimensions of Emotional Intelligence.

Figure-4.9: Bar graph shows the mean score of Arts and Science college students with reference to their Self-Awareness

The above graphical representation shows that science college students have higher mean score than Arts college students with reference to their Self-Awareness.

4.10: Comparison between mean score of Arts and Science college students with reference to their Self-Regulation

Table-4.10: Mean, SD and 't' value of Arts and Science college students with reference to their Self –Regulation
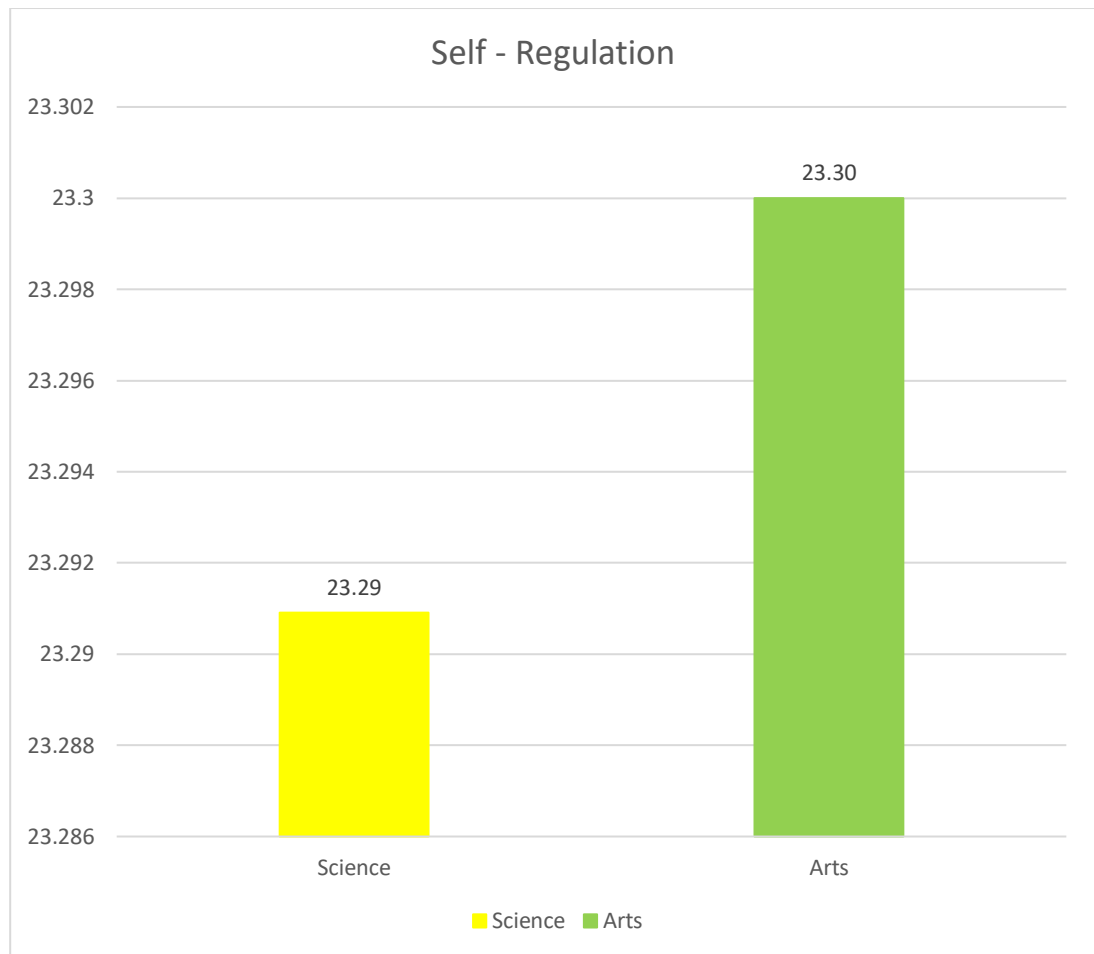
Stream	N	Mean	SD	df	t-value
Arts	890	23.30	7.44	998	0.50**
Science	110	23.29	2.77		

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.50 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Self-Regulation. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score (Arts=23.30) is higher than Science students (Science=23.29) with reference to their Self-Regulation. Therefore, Arts students have high level of Self-Regulation which is one of the five dimensions of Emotional Intelligence.

Figure-4.10: Bar graph shows the mean score of Arts and Science college students with reference to their Self-Regulation

The above graphical representation shows that the mean score of Arts college student is higher than Science college student with reference to their Self-Regulation.

4.11: Comparison between Mean score of Arts and Science college students with reference to their Motivation

Table4.11: Mean, SD and 't' value of Arts and Science college students with reference to their Motivation
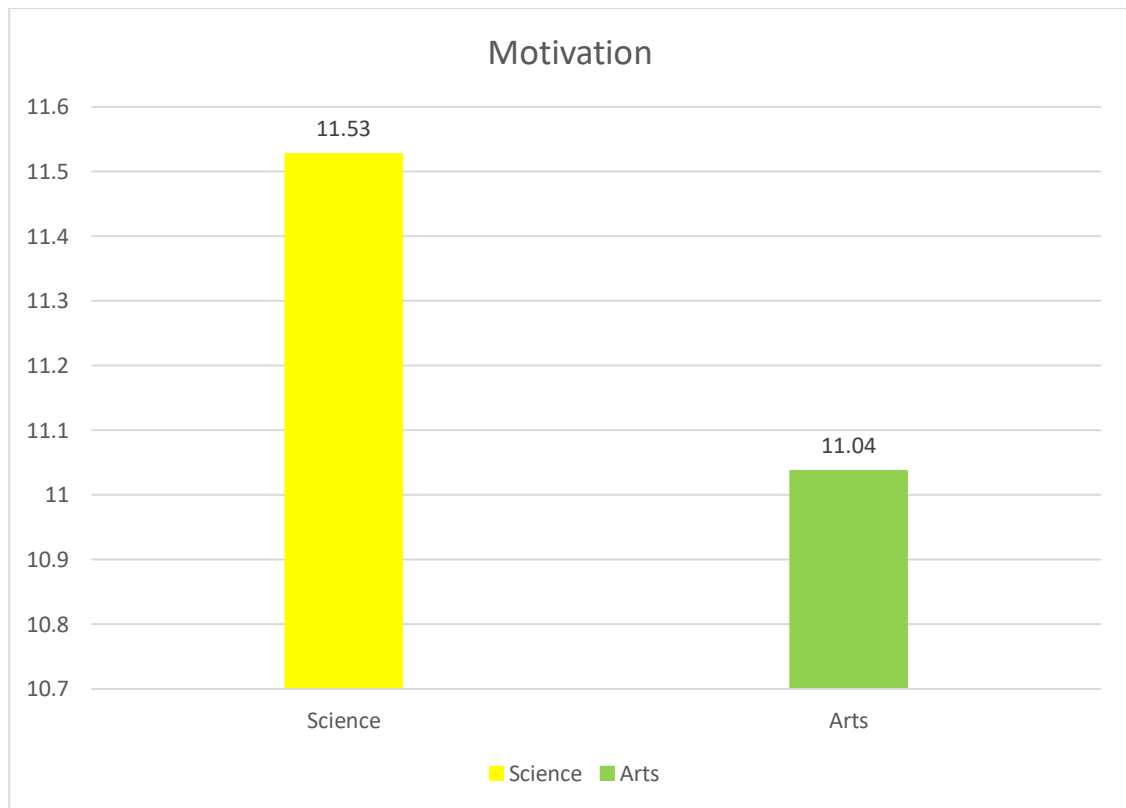
Stream	N	Mean	SD	df	t- value
Arts	890	11.04	3.82		
Science	110	11.53	2.30	998	0.094**

[**ns]not significant

From the above table, it is evident that, the obtained 't' value 0.094 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Motivation. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of Science students (Science=11.53) is higher than Art students (Arts=11.04) with reference to their Motivation. Therefore, Science students have high level of Motivation which is one of the five dimensions of Emotional Intelligence.

Figure-4.11: Bar graph shows the mean score of Arts and Science college students with reference to their Motivation.

The above graphical representation shows that, the mean score of Science college students is higher than Arts college students with reference to their Motivation.

4.12: Comparison between Mean score of Arts and Science college students with reference to their Empathy

Table-4.12: Mean, SD and 't' value of Arts and Science college students with reference to their Empathy
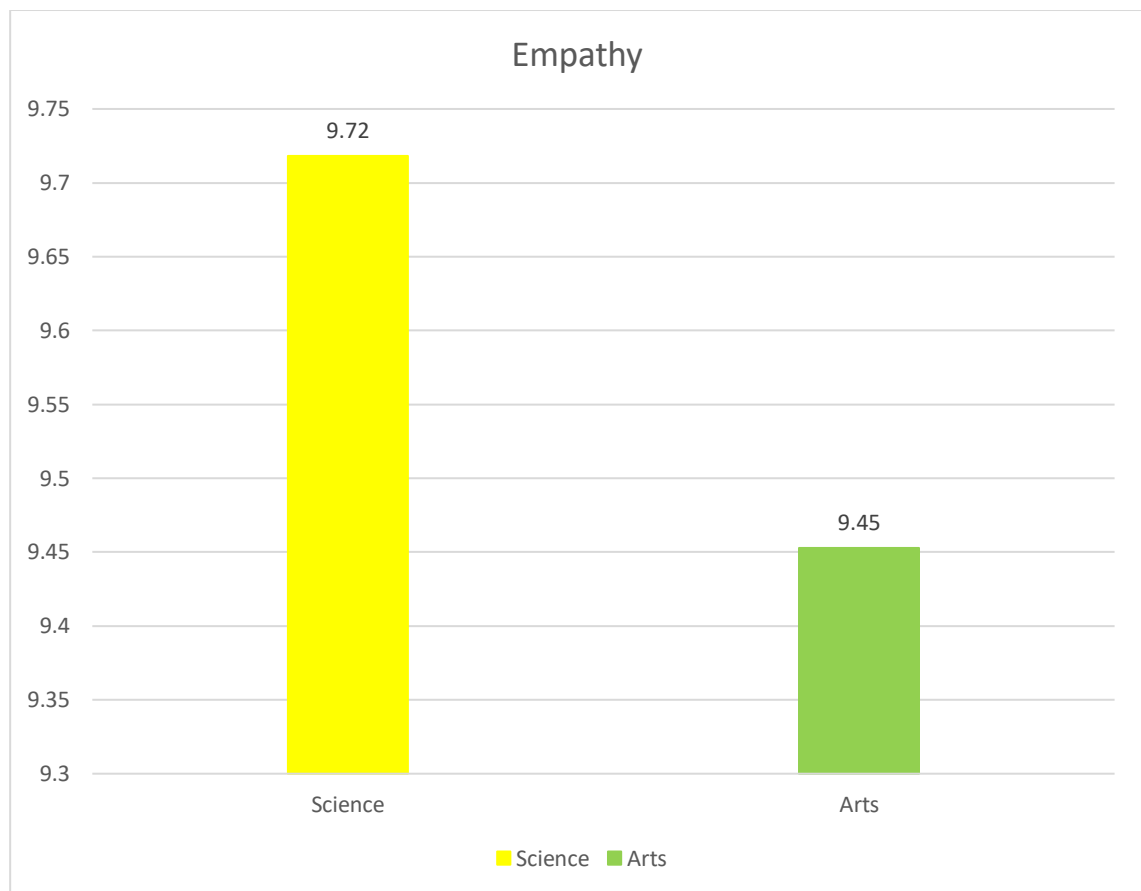
Stream	N	Mean	SD	df	t-value
Arts	890	9.45	1.36	998	
Science	110	9.72	1.18		0.03**

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.03 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Empathy. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of Science students (Science=9.72) is higher than Arts students (Arts=9.45) with reference to their Empathy. Therefore, Science students have high level of Empathy which is one of the five dimensions of emotional Intelligence.

Figure- 4.12: Bar graph shows the mean scoreof Arts and Science college students with reference to their Empathy.

The above graphical representation shows that, the mean score of Science college students is higher than Arts college students with reference to their Empathy.

4.13: Comparison between Mean score of Arts and Science college students with reference to their Social Skills

Table-4.13: Mean, SD and 't' value of Arts and Science college students with reference to their Social Skills
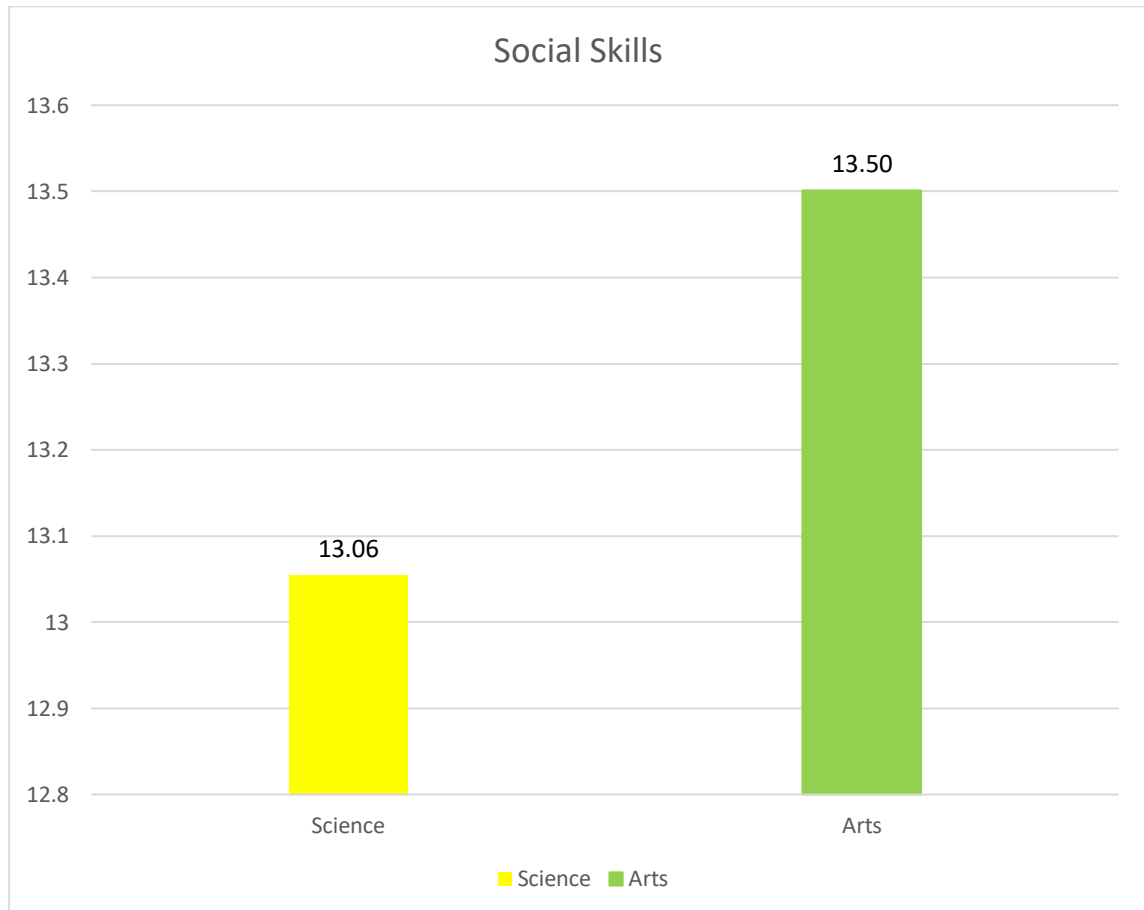
Stream	N	Mean	SD	df	t-value
Arts	890	13.50	1.99		
Science	110	13.06	2.13	998	0.014**

**ns not significant

From the above table, it is evident that, the obtained 't' value 0.014 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Social Skills. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of (Arts=13.50) college students is higher than (Science=13.06) college students with reference to their Social Skills. Therefore, Arts students have high level of Social Skills which is one of the five dimensions of Emotional Intelligence.

Figure-4.13: Bar graph shows the mean score of Arts and Science college students with reference to their Social Skills.

The above graphical representation shows that, the mean score of Arts college students is higher than Science college students with reference to their Social Skills.

4.14: Comparison between Mean score of Male and Female college students with reference to their Academic Achievement

Table-4.14: Mean, SD and 't' value of Male and Female college students with reference to their Academic Achievement.

Gender	N	Mean	SD	df	t-value
Male	510	4.18	0.64		
Female	490	4.39	0.71	998	1.18 **

**ns not significant

From the above table, it is evident that, the obtained 't' value 1.18 less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Academic Achievement. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of Female college students (F=4.39) is higher than Male college students (M=4.18) with reference to Academic Achievement. Therefore, Female students have high Academic Achievement.

Figure-4.14: Bar graph shows the mean score of Male and Female college students with reference to their Academic Achievement.
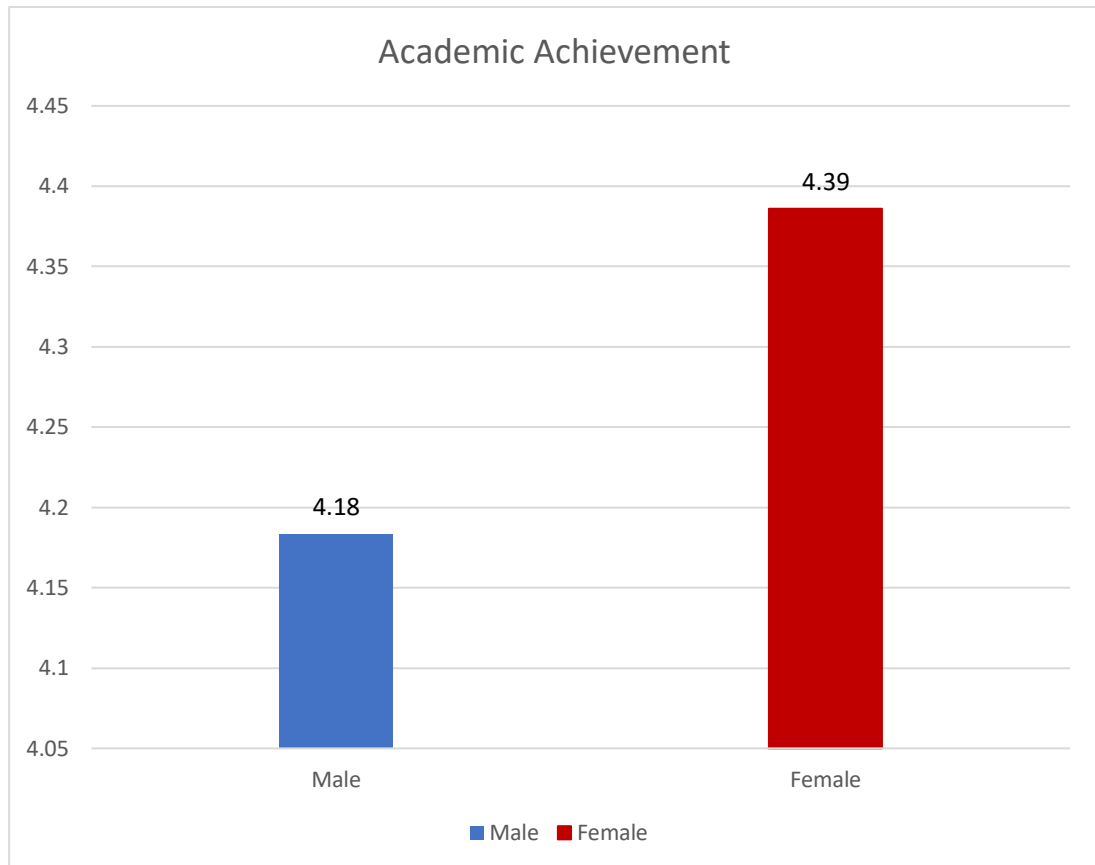
The above graphical representation shows that, the mean score of female college students is higher than male college students with reference to their Academic Achievement.

4.15: Comparison between Mean score of Arts and Science college students with reference to their Academic Achievement

Table-4.15: Mean, SD and 't' value of Arts and Science college students with reference to their Academic Achievement.

Stream	N	Mean	SD	df	t- value
Arts	890	4.25	0.67		
Science	110	4.57	0.74	998	1.46 **

**ns not significant

From the above table, it is evident that, the obtained 't' value 1.46 is less than the table value 1.98 with df (998) at 0.05 level of significance which indicates that the value is not significant. It concludes that there is no significant difference between Male and Female college students with reference to their Academic Achievement. Hence, the stated null hypothesis is accepted.

Further, it is noticed that, the mean score of Science students (Science=4.57) are higher than Arts students (Arts=4.25) with reference to their Academic Achievement. Therefore, Science students have high level of Academic Achievement

Figure-4.15: Bar graph shows the mean score of Arts and Science college students with reference to their Academic Achievement
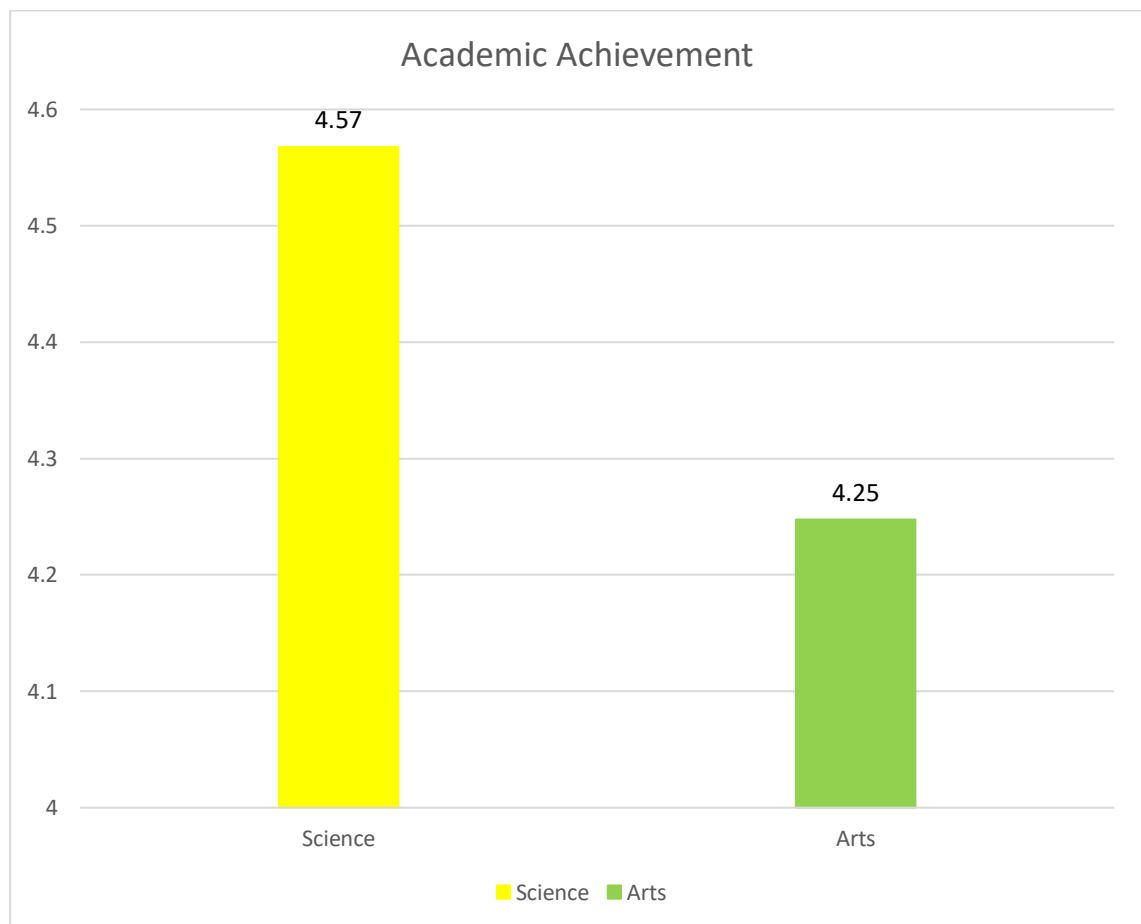
The above graphical representation shows that, the mean score of Science students is higher than Arts college students with reference to their Academic Achievement.

4.16 Correlation between Emotional Intelligence and Academic Achievement of college students

Table-4.16: Correlation between Emotional Intelligence and Academic Achievement of college students

| Variable	N	Mean	SD	r	Remark
Emotional Intelligence	1000	69.20	5.08	-0.002	Negative correlation
Academic Achievement	1000	4.28	0.68		

[ns] not significant at 0.05

The above table shows that, there is a weak negative relationship between Emotional Intelligence and Academic Achievement score (-0.002) at 0.05 level of significance. Therefore, the null hypothesis, "there is no correlation between Emotional intelligence and Academic Achievement of college student" is not accepted and an alternate hypothesis is accepted. This shows that, the Emotional Intelligence and Academic Achievement is related. There is a weak negative relationship between Emotional and Academic Achievement of the College Students of Nagaland. The mean score of Emotional Intelligence (EQ =69.20) and the mean score of Academic Achievement (AA=4.28) reveals a weak negative (inverse) correlation.

This further implies that the independent variable, Emotional Intelligence and dependent variable, Academic Achievement and the demographic variable of gender, and subject stream does not contribute to the Academic Achievement of the college

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students. Both Emotional Intelligence and Academic Achievement are independent of each other.

Therefore, it can be concluded that an increase in Emotional intelligence/Academic Achievement decreases the Academic achievement/ Emotional Intelligence in a weak manner or unreliable way and vice versa.

Figure-4.16: Scattergram shows the correlation between Emotional Intelligence and Academic Achievement of the college students
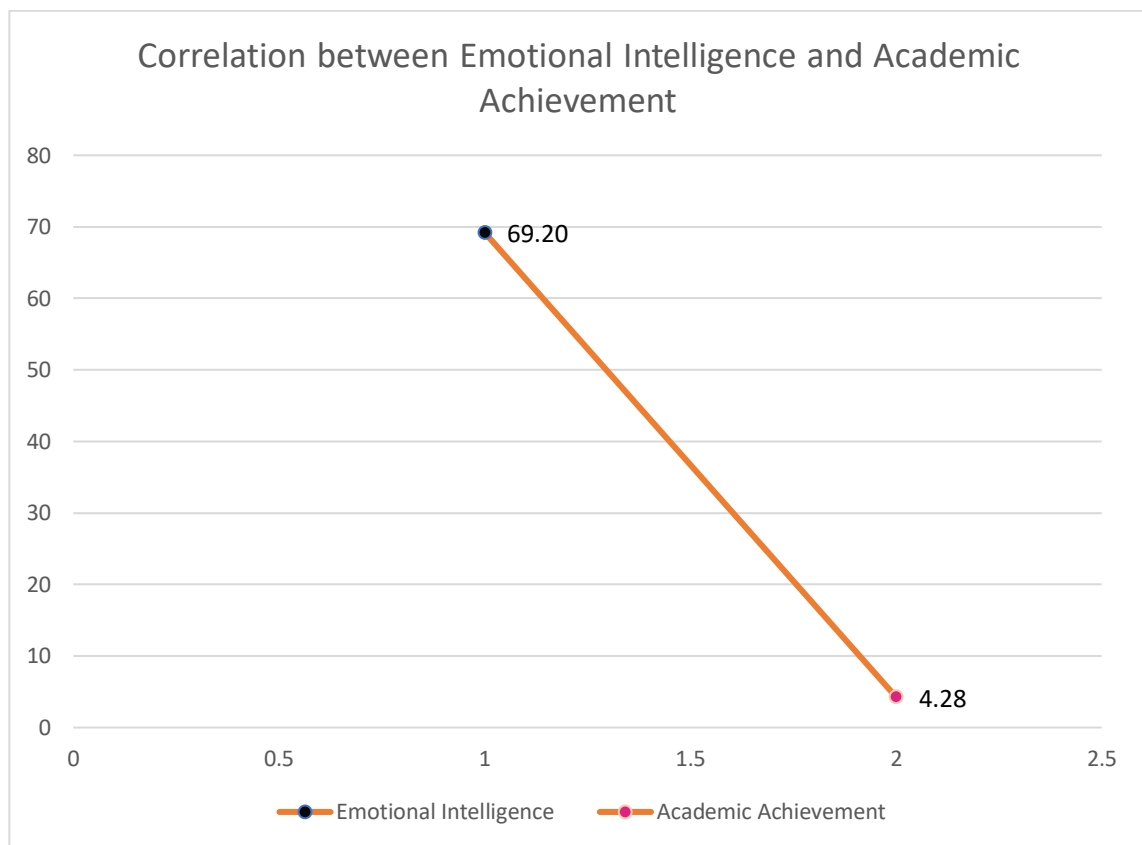
The above graphical representation shows that there is weak negative relationship between Emotional Intelligence and Academic Achievement of the college students.

CHAPTER-V

RESULTS, CONCLUSION AND

EDUCATIONAL IMPLICATION

CHAPTER - V

RESULTS, CONCLUSION AND EDUCATIONAL IMPLICATION

This chapter is divided into six sections. In section 5.1 the Findings of the study is presented, followed by 5.2 Discussion and 5.3. deals with Conclusion, 5.4 deals with Educational Implication5.5 deals with Suggestions for further study and 5.6 deals with Summary.

5.1 Findings of the Study

1. There were differences in the level of Emotional Intelligence of college students.

2. There was no significant difference between male and female college students with regard to their Emotional Intelligence.

3. There was no significant difference between male and female college students with regard to their Self-Awareness.

4. There was no significant difference between male and female college students with regard to their Self-Regulation.

5. There was no significant difference between male and female college students with regard to their Motivation.

6. There was no significant difference between male and female college students with regard to their Empathy.

7. There was no significant difference between male and female college students with regard to their Social Skills.

8. There was no significant difference between arts and science college students with reference to their Emotional Intelligence.

9. There was no significant difference between arts and science college students with reference to their Self-Awareness.

10. There was no significant difference between arts and science college students with reference to their Self-Regulation.

11. There was no significant difference between arts and science college students with reference to their Motivation.

12. There was no significant difference between arts and science college students with reference to their Empathy.

13. There was no significant difference between arts and science college students with reference to their Social Skills.

14. There was no significant difference between male and female college students with regard to their Academic Achievement.

15. There was no significant difference between arts and science students with reference to their Academic Achievement.

16. There was a weak negative correlation between Emotional Intelligence and Academic Achievement of the college students.

5.2 Discussion

1. There were differences in the level of Emotional Intelligence of college students.

The findings of the study revealed that there was difference in the level of Emotional Intelligence.173 college students with 17.3 per cent college students had Low Emotional Intelligence, another 71.2 per cent (712) college student with Normal Emotional Intelligence and 11.5 per cent (115) college students with High Emotional Intelligence.

The composite mean score was 69.20 which was classified in the range of 65-75 and showed that the college students had Normal Emotional Intelligence. Hence the college students of Nagaland had Normal Emotional Intelligence. The college students were found to have good rapport with their educators and fellow classmates, although, having average emotional skills. These students required constant encouragement, psycho-social support

from educators, classmates, parents and community. The students were found to be unmotivated, distracted easily, lack in self-esteem and often misread situations. Bhadouria (2014) assured positive emotional skills were essential to maintain discipline among college students.

Several studies (Singh et al., 2009; Lawrence and Deepa, 2013; Rai and Khanal, 2017; Renthlei, 2017; Sivakalai and Nalinilatha 2017) confirms to the findings of the present study that students had normal (average) emotional intelligence.

Studies of (Johnson and Wang, 2003; Parker et al., 2004; Dubey, 2007; Rathod, 2008; Yahaya et al., 2011; Aggarwal and Saxena, 2012; Fayombo, 2012; Maraichelvi and Rajan, 2013; Saxena and Jain, 2013; Upadhyaya, 2013; Valadez et al., 2013; Manju, 2014; Panth, Agrawal and Chaurasia, 2015; Aithal et al., 2016; Agrawal and Nehajul, 2017; Rao and Komala, 2017; Tyagi and Gautam, 2017; Fida et al., 2018; Kalhotra, 2019; Kant, 2019) revealed low and high emotional intelligence among the students, which correspond to the findings of the study.

In the present study 17.3 per cent (173) students had low level of emotional intelligence. The students faced difficulty in identifying their own emotions and in sensing emotions of others. They were self-involved, low in confidence, had poor listening ability, unresponsive, quitters, withdrawn and blamed others for bad situations, resistant to change, tend to be selfish and were found to be aggressive. They were unable to make communication with their educators and fellow classmates which impeded their academic and personal skills resulting in poor learning outcomes. Students with low emotional intelligence could be nurtured by providing guidance and counseling session and encouraged to participate in motivational activities. These differences in emotional skills were conditional to parenting style, home environment, poor time management, parental expectations, social values and norms.

The findings of (Jaeger, 2001; Solomon, 2002) correspond to the present study and suggested that emotional intelligence assessment of the college students should be carried out at entry level. It stated that students who enrolled in the educational programme the longest were found with high emotional intelligence and those with zero years of college had low emotional intelligence. Senior students were found to have higher scores in social skills. The composite emotional intelligence score revealed in the present study expounded the urgency for educators in professional tutelage to explore the role of emotional intelligence. Those students who have low emotional intelligence can negatively impact their physical health and mental well-being.

Students with High Emotional Intelligence comprised of 11.5 per cent, a total of 115 students were found to be good listeners, assertive, sociable, predictable, meticulous, ambitious and decisive. These students were observed to have high performance with high CGPA. They could identify their own emotions, were self-confident, kept their impulses in check, took responsibility for personal performance, optimist and committed to a cause. People's smart is a term used to describe this category of highly intelligent student. As the empathy and motivation level of the student were higher, they could approach difficult situations with ease and create bigger opportunities, carry healthy communication with their educators and peer group. Leadership skills like engaging in teamwork, managing conflicts were some characters displayed by a highly emotional intelligent student.

Kant (2019) stated that students were found with high emotional intelligence. It is evident from the studies (Parker et al., 2004; Bastian, 2005; Aithal et al., 2016; Wijekoon, 2017) that highly emotional intelligent students were equipped with keen self-awareness, intrapersonal ability, low anxiety, coping with stress, adaptability, high satisfaction, better at problem solving.

2. There was no significant difference between male and female college students with regard to their Emotional Intelligence.

Studies of (Bradshaw,2 008; Izzaguirre, 2008; Aggarwal and Saxena, 2012; Ali and Ali, 2016; Wilkens and Wilmore, 2016) correspond to the present findings.

The mean score (F=69.37, M=69.02) showed female college students had higher emotional intelligence than male students. Various studies (Johnson and Wang, 2003; Rathod, 2008; Aggarwal and Saxena, 2012; Fayombo, 2012; Valadez, 2013, Manju, 2014; Aithal et al., 2016; Devi, 2017; Sinha and Srivastava, 2017; Wijekoon et al., 2017) implicated that female students scored high in emotional intelligence than male students which supports the present findings.

In the present study the findings of mean score refute with the findings of Panth et al. (2015) which asserted that male students had high emotional intelligence than female students. These differences could be a result of acute self-assessment, intrapersonal and interpersonal skills and behavioural assessment.

3. There was no significant difference between male and female college students with regard to their Self-Awareness.

Studies of (Sushma 2013; Kalhotra, 2019) affirmed that no significant correlation was found with regard to self-awareness.

The findings of the present study stated that the mean score of female students (F=12.21) was higher than male students (M=12.08) with regard to their Self-Awareness. The present study corresponds with study of Meshkat and Nejati (2017) where female student scored high in self-awareness.

4. There was no significant difference between male and female college students with regard to their Self-Regulation.

The findings of the present study correspond to the study of Sushma (2013) which affirmed that no significant correlation was found between dimensions of self-regulation.

However, in the present study, the mean score of female students (F=23.44) was higher than male (M=23.15) students with regard to their Self-regulation. (Johnson and Wang, 2003; Valadez, 2013; Devi, 2017; Wijekoon et al., 2017) studies correspond to the mean score findings that female had high self-regulation. However, the findings of (Meshkat and Nejati, 2017; Nasir and Masrur, 2010; Fida et al., 2018) contradicts with the findings of the present mean score which revealed that male students scored high in self-regulation and stress management which is a sub scale of self-regulation.

Studies (Johnson and Wang, 2003; Fayombo, 2012) affirmed that male students had higher emotional facilitation which goes unchecked can lead to negative impression.

5. There was no significant difference between male and female college students with regard to their Motivation.

The present study corresponds to (Sushma, 2013; Renthlei, 2017) findings that there was no significant correlation between dimensions of emotional intelligence of motivation. In the present study, mean score of females (F=11.29) was higher than male students (M=10.90) with regard to their Motivation.

A study by Yahaya et al., (2012) correspond with the mean score findings of the present study as motivation was higher among female and motivation served as criterion in improving emotional intelligence.

6. There was no significant difference between male and female college students with regard to their Empathy.

The findings of the present study correspond to (Bastian et al., 2005; Izzaguirre, 2008) and implicated that empathy was a weak ability between gender and emotional intelligence. It means that empathy was not a greater dimension of Emotional Intelligence.

In the present study, the female students mean score (F=9.60) was higher than male students (M=9.37) with regard to their Empathy. Meshkat and Nejati (2017) revealed that female had high empathy.

7. There was no significant difference between male and female college students with regard to their Social Skills.

Hence, cognitive ability which is a subscale of academic achievement was significantly negative with intrapersonal and interpersonal skills which were a domain of social skills (Newsome et al., 2000, Rode et al, 2007; Izzaguirre, 2008).

In the present study, the mean score of male students (M=13.51) was higher than female students (F=13.40) with regard to their Social Skills. Various studies (Sushma, 2013; Panth et al., 2015; Gorgich et al., 2016; Devi, 2017; Meshkat and Nejati, 2017) correspond with the findings of mean score in the present study.

8. There was no significant difference between arts and science college students with reference to their Emotional Intelligence.

The findings of the present study correspond to (Dubey, 2007; Rathod, 2008; Aggarwal and Saxena, 2012; Manju, 2014; Boruah and Hazarika, 2015; Ali and Ali, 2016; Agrawal and Nehajul, 2017; Renthlei, 2017; Fida et al., 2018; Gorgich et al., 2018) revealed that there was no significant difference between emotional intelligence of science and arts students.

In the present study, the mean score of science students (Science=69.93) was higher than arts students (Arts=69.11) with reference to their Emotional Intelligence. The findings of (Manju, 2014; Panth et al., 2015 and Wijekoon et al., 2017) confirms to the present study.

9. There was no significant difference between arts and science college students with reference to their Self-Awareness.

Studies (Rathod, 2008; Dubey, 2007 and Renthlei, 2017) supported the findings of the present study that no significant difference was found between arts and science students with reference to Self-awareness.

In the present study, the mean score of science students (Science=12.31) was higher than arts students (Arts=12.12) with reference to their Self-Awareness.

The findings of the present study refute with the study of Wijekoon et al., (2017) and these differences could be a result of family support, socializing among college group students, and satisfaction with learning facilities that were available.

10. There was no significant difference between arts and science college students with reference to their Self-Regulation.

Studies (Dubey, 2007; Rathod, 2008; Renthlei, 2017) findings correspond to the present study that there was no significant difference between emotional intelligence of science and arts students.

In the present study, arts student mean score (Arts=23.30) was higher than science students (Science=23.29) with reference to their Self- Regulation.

11. There was no significant difference between arts and science college students with reference to their Motivation.

Studies (Dubey, 2007; Rathod, 2008; Sushma, 2013; Renthlei, 2017) corresponds with the findings of the present study and affirms that no significant correlation was found between dimensions of emotional intelligence viz. motivation.

In the present study, the mean score of science students (Science=11.53) was higher than arts students (Arts=11.04) with reference to their Motivation. Yahaya et al., (2012) stated that emotional intelligence is related to self-motivation.

12. There was no significant difference between arts and science college students with reference to their Empathy.

The findings of the present study correspond to (Bastian et al., 2005; Izzaguirre, 2008). It can be said that empathy is a weak ability, rather an indirect effect to developing emotional intelligence.

However, in the present study, the mean score (Science= 9.72) was higher than arts students (Arts=9.45) with reference to their Empathy.

13. There was no significant difference between arts and science college students with reference to their Social Skills.

Sushma (2013) study corresponds with the findings of the present study and affirmed that no significant correlation was found between dimensions of Emotional Intelligence viz. social skills. Hence, cognitive ability which is a subscale of emotional intelligence showed significant negative association with intrapersonal and interpersonal skills which is a domain of social skills.

In the present study, arts student mean score (Arts=13.50) was higher than science student (Science=13.06) with reference to their Social Skills.

14. There was no significant difference between male and female college students with reference to their Academic Achievement.

Studies (Bastian et al., 2005; Boruah and Hazarika, 2015; Bradshaw, 2008; Manju, 2014; Newsome et al., 2000; Renthlei, 2017; Rode et al., 2007; Noemy et al., 2017; Shah et al.,2014; Shipley et al., 2010; Sushma, 2013; Veitch and Justice, 2013) correspond with the findings of the present study.

In the present study, female student mean score (F=4.39) was higher than male students (M=4.18) with reference to their Academic Achievement (Rathod,2008; Maraichelvi and Rajan 2013; Wijekoon 2017).

15. There was no significant difference between arts and science students with reference to their Academic Achievement.

Studies by (Dubey,2007; Rathod, 2008; Aggarwal and Saxena, 2012; Manju, 2014; Boruah and Hazarika, 2015; Ali and Ali, 2016; Agrawal and Nehajaul, 2017; Fida et al., 2018; Gorgich et al., 2018) confirms to the findings of the present study.

However, in the present study, the mean score of (Science=4.57) student was higher than arts students (Arts=4.25) with reference to their Academic Achievement.

16. There was a weak negative correlation between Emotional Intelligence and Academic Achievement of the college students.

Various studies (Newsome, et al., 2000; Solomon, 2002; Johnson and Wang, 2003; Bastian, et al., 2005; Dubey, 2007; Justice, 2012;Fayombo, 2012;Sushma, 2013; Roy et al., 2013;Lawrence and Deepa, 2013; Bhadouria, 2014; Manju, 2014; Shah et al., 2014; Wilkens and Wilmore, 2015; Gorgich et al., 2016; Meshkat and Nejati, 2017; Rao and Komala, 2017; Kalhotra, 2019) affirms a negative correlation between Emotional

Intelligence and Academic Achievement. Other studies (Veitch and Justice, 2012; Parker et al., 2004) showed emotional intelligence was not related with academic achievement.

Therefore, a weak negative correlation was found between Emotional Intelligence and Academic Achievement. A reason can be that as GPA increases, there is decrease in Emotional Intelligence among the students and viz. versa. A student with low emotional intelligence can also have lesser emotional knowledge than other students which can be improved through education (Brackett, Mayer and Warner 2004).

In the present study, students who were not aware of their emotional intelligence had low and normal range of emotional intelligence dimensions. College students with high emotional intelligence score had higher CGPA.

A harmonious blended learning is urgently required for the college students, parity should be enforced between scholastic work and lessons for development of emotional intelligence. Students should be brought to an equipoise structure of education where learning scholastic subjects and emotional values go hand in hand.

Yashü (2019) stated that students studying in government college who were irregular in attending college showed poor performance. These are concerns for stakeholders and educators as the students need to be inculcated with knowledge of emotional intelligence to enrich their academic, emotional skills and bring a balance personal growth.

5.3 Conclusion

In institutional context, emotional intelligence involves blended thinking and sensitivity in making optimal decisions that helps to convey emotions and not to repress emotions, develop emotional wellness with reason and thoughtfulness (Six Seconds, 2007; Riopel, 2020) among the college students. Emotional intelligence is a teachable skill hence,

student's mind-set should be nurtured to deal with their emotional regulation and thoughts, influence their achievement skills and work towards life success.

All in all, the growth mind-set is recognized as an ability which helps in the growth of emotional skills, to learn, persevere and stimulate personal excellence through challenges (Dweck, 2006; Browne, 2017; Kiel, 2016) which are key ingredients for developing emotional intelligence in a student.

The study was undertaken to find the level of emotional intelligence, its dimensions and relationship between emotional and academic achievement of the college students of Nagaland. It aimed to examine how these five dimensions of emotional intelligence namely; self-awareness, self-regulation, motivation, empathy and social skills were significant with academic achievement which played vital role in the emotional growth of a student and to thrive in life. Results indicated that the college students had composite score of Normal Emotional Intelligence. Results indicated that there was a weak negative correlation between emotional intelligence and academic achievement of the college students of Nagaland. With reference to gender and stream of study, it was revealed that there was no significant difference between emotional intelligence and academic achievement.

The result suggested a need for the stakeholders and educators to equip and enrich the students with knowledge of emotional intelligence skills. Although the college students were categorized with normal emotional intelligence, differential analysis revealed that the dimensions of emotional intelligence were distributed across every student. Care must be taken to enrich emotional skills, capitalized and trained together with cognitive abilities.

Students enrolled in longer educational programme showed high emotional intelligence and social skills while students with zero years of college had low emotional intelligence (Solomon, 2002). It is necessary that the college students of Nagaland are introduced to skills of emotional intelligence at the entry level of semester so that they can

adapt, learn and analysed their emotional strength and weakness and by the time the students leave college they can relate proficiently with the world of work and personal growth.

Therefore students with low and normal emotional intelligence should be taught and trained with knowledge of emotional lessons and emotional intelligence skills. There is also a need to discover and increase the five dimensions of emotional intelligence of self-awareness, self-regulation, motivation, empathy and social skills among the college students. Research studies proposed that students with high ability of emotional intelligence were less likely to become substance abusers, aggressors and were disciplined students (Brackett et al. 2004).

Dimensions of self-awareness can be increased by interacting with a broad spectrum of people in extensive location. Educators can teach and provide opportunities to practice motivational skills and talks, to grow, extend help; recognize the student's successful task completion or team's achievement, word of encouragement spoken with kindness; faith and trust can transform a student's future and teach them to believe in themselves.

Skills of empathy involves teaching and learning to care about the student's mind-set, showing consideration and thoughts of the students and what fellow students think are values which develops maturity. Teaching students to have cordial relationship is the key to having good rapport which is more important being right.

Social skills are art to maintaining good relationship. Educators and students can treat each other with humility and respect. When such qualities are practice, conflicts and disagreement can be avoided. This would gradually benefit the students to face the academic world and personal growth with finesse.

It appears necessary that the college institutions should prepare students to become a good human being and also prepare them for the world of work. The student community

needs motivation and encouragement to develop skills of emotional intelligence. Administrators, educators, parents, families, community and stakeholders should deliver experiences and opportunities for goal achievement and enhance personal growth, moral value development to the students. College students should be taught to have confidence in their learned skills, empower them with unique aptitude, strengths, interest and nurture healthy relationship for successful living. Students should be taught and trained to develop their abilities through hardships and challenges so that maximum potentialities are evolved.

In this demanding modern world, emotional intelligence teaches the value of slowing down, learning how to pause, cultivating self-compassion and the art of keeping good relationships. It should enable the students to connect and communicate, maintain a moment of calm reflection and rest despite the hassles and busy academic schedule. Emotional intelligence can thus create a positive relationship, quality living and a more tolerant, compassionate and just world.

5.4 Educational Implication

Yielding to the findings that there was a weak negative, inverse correlation between emotional intelligence and Academic Achievement, the implications and suggestions mentioned in the present study should enable the stakeholders in the field of education to promote emotional intelligence among the students which is found to be a teachable and malleable skill. This would enable their ability to grow through challenges and persistence, create a positive environment and increase their rate of achievement and progress.

1. There is a need to incorporate life-oriented skills with the existing education system for college students and monitor their emotional skills, to increase self-efficacy and face the world of work force.

2. There should be need-based planning for college students to ensure smooth transition of students from college to university and allied work skills.

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3. Focus should be oriented towards learner's diversity. Educators should treat all students as individuals with unique abilities and motives so that the optimal potential of the student is explored. One size fits all stereotype should not be used as an indicator to measure students' achievement.

4. College students are required to be intentionally active learner. This approach of teaching learning involves self-directed learning, training, mentoring, and learning by doing and experiencing work life in a miniature world of college community.

5. Educators and students should acquaint themselves with knowledge of emotional intelligence during the entry point of college semester. The mindset of the students can be nurtured at this entry level and should be enriched with emotional skills.

6. The number of students' decline during the final semester. There is non-uniformity in students' ratio. The reasons are backlog, college transfer, financial constraint; such issues should be addressed and administered by College Board members, community leaders and other student's welfare bodies and stakeholders. The challenges of achievement gap should be bridged.

7. Vocational courses offered under the flagship of RUSA namely, floriculture, horticulture, physical education, weather station programme, computer laboratory should generate work (skill) force so that the students attain career success and enhance life's satisfaction.

8. Students mind-set to 'seek government employment should be replaced by entrepreneurship, soft skills enhancement, shift towards employable skills and intervention programme viz. RUSA should aid in developing emotional skills within the college curricula. This should enable the students to excel in their personal life and manage their social awareness and social skills for self-reliance.

9. Mental health is indispensable for a student. Positive thinking along with the knowledge of a sound emotional intelligence would elevate the student's mind-set. Stakeholders in higher education should integrate courses of mental health along with academic curricula for the college community so that a healthy fulfilling lifestyle is created.

10. Contemporary thoughts such as mindfulness can be inculcated within the classroom and outside the campus. Mindfulness based mediation, mixed martial arts class can enhance the self-esteem, confidence of the college students. These are teachable skills which can be a trained and adopted along the prescribed teaching-learning standards.

11. Foundation course on sculpting, pottery making, baking, arts and craft, aerobics, yoga, drama classes can act as anti-stressors for the college students to unwind themselves from their intense academic timetable.

12. Reading culture should be created, valued, promoted among the college students. It should be actively encouraged so that students develop keen reading habits. Developing reading habits reduces stress, exercise the cognitive abilities and improve art of communication.

13. Value education, character education, moral and ethical principles can be taught to the college students through cooperative learning and collaborative learning.

14. Upgraded infrastructure of college building, beautification of college campus, library, hostel rooms and allied overhauls are appealing to the student's sight. This would develop aesthetic sense among the college students. Skills of self-awareness can be enhanced among the students and aspire to learn better.

15. Leadership skills can be taught in classrooms which can develop positive impact among the college students. It can harness the qualities of team-work, tolerance,

communication, social awareness, decision making, empathy and self-management among students.

16. Self-management skills include interpersonal skills such as self-esteem, commitment, strength, drives, positive change and stress management. These can be taught to the students by organizing inter district athletic meet, exchange student's programs, interstate symposium and workshop, which will strengthen the student's communication skills and develop respect, emotional self-control and motivate each other though separated by time and distance.

17. Educators should pause, listen and identify the blind spots of the students, be empathetic to students, be patient with the progress of the student's learning goals. Working together as a team in accomplishing challenging task can bolster students' self-esteem and personal skills.

18. Student's self–esteem and confidence can be strengthened by providing psycho-social support. The skill of empathy should be encouraged among the college students to nurture a sense of we -feeling, a feeling of belongingness and team spirit.

19. Maximum support should be provided in understanding the career choice of the college students. A supportive environment should be created between teachers and students, parents and students to develop positive attitude towards learning.

20. It is imperative of the college counsellor to provide career preparation and counselling sessions for college students. One to one counselling, group sessions counselling or drop in counselling should be conducted to appraise on students' emotional confusions, academic distress, mental hygiene, or at any time the student requires a talk or counsel.

21. Seminar, debates, quizzes, role play, orientation programmes are age old methodology of teaching-learning which can be supplemented and enriched by use

of projectors in classroom to enhance teaching and learning outcome of the students. Computer assisted learning should be integrated with existing method of teaching style. Role play is a teaching strategy to nurture empathy among the students.

22. Education should not be based on acquiring outstanding grades but to make the college students become humane, considerate person and be an asset for the community.

23. College students should instil among themselves a sense of emotional literacy and to strive for personal excellence and life's satisfaction. Educators and parents should aspire, mentor and encourage the students with healthy social-support group.

24. Flipped classroom is a pedagogical approach where lessons taught by educators are reversed to optimised time in class. This approach can be used as a demo by educators to assess content mastery and team work, cooperative learning which can become a cohesive factor to promote emotional literacy among college students.

25. Project based learning enables students to have a choice in writing their lesson content in response to real-life problems. It instils a sense of flexible mind-set with analytical thinking process. It can teach the students the art of communication and understanding the emotions of others better.

26. Competency based learning is beneficial for underserved students to project their own experiences into the learning environment. This type of learning can be employed to revamp the existing methods of teaching-learning and enriched values necessary for infusing emotional skills.

27. By introducing Social Emotional Learning (SEL) and integrating with the existing curriculum can improve students' career and behaviour modification. CASEL - Collaborative for Academic Social Emotional Learning and RULER -Recognizing, Understanding, Labeling, Expressing are evidence-based programmes which advances

the Social Emotional Learning and impacts positivity on enhanced academic achievement, develop finer emotional skills and better quality relationships.

UNESCO launched a worldwide initiative to promote social emotional learning in the classroom. The UN body approved ten (10) basic Emotional Intelligence (EQ) principles for implementing Social Emotional Learning (SEL) to education ministries in 140 countries. Many nations and states embraced SEL and incorporated into the on-going education system.

Research study revealed that SEL programme improves academic scores, better school attendance, intensified personal and social skills, diminished antisocial behaviour and aggression, decline in school discipline issues, sharp acceptance among peer group, high, increased grade point averages. (Durlak, Weisberg et al, 2011)

5.5 Suggestions for Further Study

1. Longitudinal study can be undertaken for first year to final year undergraduates with determinants like socio economic status, personality, learning style and emotional intelligence (in selected core papers).

2. Study can be conducted on emotional intelligence influenced by birth order, parenting style, and emotional maturity of college students.

3. Association between emotional intelligence, motivation and work skill at post graduate level.

4. A longitudinal study of emotional intelligence on 1st semester undergraduates continuing till 6th semester on retention and success (arts, commerce and science).

5. A comparative study on dropouts and backlog students on their study habits, achievement motivation, socio-economic status as predictors of emotional intelligence among college students.

6. Retention, persistence, grit and mindset of undergraduates correlating with emotional intelligence.

7. Examine the effectiveness of vocational support programmers contributing to college / post -college success.

8. Correlation of student's attitude and emotional intelligence with reference to college readiness, college attainment, college enrolment, college achievement and post-college attainment.

9. A Correlational study among science college students with subscales of emotional intelligence between honors and non- honors students.

10. A Correlational study among private colleges students with elements of study habits, emotional maturity, motivation, resilience and emotional intelligence

11. Correlates of emotional intelligence among the first semester with reference to age, interest, aptitude among undergraduates of arts, science and commerce students.

12. A study on emotional intelligence and job satisfaction for educators (elementary, high school, higher secondary, college and university and teacher educators).

13. To study relationship between emotional intelligence and academic achievement in elementary school children, high school students, higher secondary students.

14. A study on under achiever students and their level of emotional intelligence.

5.6 Summary

Emotional intelligence is an expression which allows a student to feel deeply and to accept one's own emotions rationally. It enables the college students to be mindful and express what is going inside them. It makes the students become smarter, regulate their emotions and show kindness to others, treat others with respect.

1. Statement of the Problem

The present study is entitled as, "CORRELATES OF EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS OF NAGALAND."

2. Operational Definitions

1. Correlates: Correlates take the verb form of the word correlation. Correlation is a statistical technique which measures the degree and direction of relationship between two variables. Correlation is related to the problem of prediction. The coefficient correlation is signified by symbol r and ranges from -1 to +1. A correlation coefficient near to 0 implies little or no relationship between the two variables. A correlation coefficient closes to +1 infers positive relationship between the two variables. A correlation coefficient closes to -1 implies a negative relationship between the two variables. In the present study, correlates refer to relationship between emotional intelligence and academic achievement.

2. Emotional Intelligence (EQ): Emotional Intelligence refers to understanding of one's own feelings, learning to handle the feelings of self and of others while interacting with others. It involves interpersonal skills and adaptability in making changes and adjustment based on self-awareness. It also means being mindful of one's strength and weakness and use that awareness to manage emotions, guide one's thinking and behavior. The five dimensions of Emotional Intelligence are presented as Self-Awareness, Self-Regulation, Motivation, Empathy and Social skills.

3. Self-Awareness (SA): Self-awareness is being able to notice how one is coming across to other people i.e., knowing one's own emotions and the ability to see ourselves, understand who we are and how others see us and how to fit in one's environment. Self-awareness simply means self-reflection.

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4. Self -Regulation (SR): Self-regulation means to stay open to feelings. It is an ability to check disruptive emotions under control, pausing for a moment, breathing in and manoeuvring one's impulses in a positive way. Self -regulation simply means emotional maturity**.**

5. Motivation (M): Motivation refers to being enthusiastic and having passion to attain inner needs, persistence and vigour for goal-directed behaviour. It includes a need for achievement and affiliation. A motivated individual is committed to performing better, good at taking initiative, and are achievers. Motivation simply means spring of enthusiastic actions.

6. Empathy (E): Empathy refers to understanding the state of emotions of another and the ability of putting oneself into another's shoes. This is the first step towards positive relationship as it helps to understand and relate to others. It is the act of emotional appreciation, someone's feelings and their emotions. Empathy simply means relating to others with acceptance and feeling cared for.

7. Social Skills (SS): Social skills mean the art of getting along well with people. It is the ability to use good communication skills, body posture, maintaining personal space between educators, student and fellow students. It also involves the dynamics of respecting individual's differences. It includes being an active listener, not interrupting while someone engages in conversation, refrain from responding to nasty comments, read verbal and non-verbal cues and work together in a considerate way. Social skills simply means healthy socialization

8. Academic Achievement (AA): Academic achievement refers to marks of CGPA scored by the college students of sixth semester which was collected from official records of the selected Government colleges and availed from Result Gazette of Nagaland University.

9. College Students: College students refer to the undergraduates studying in college from eleven districts of Nagaland enrolled in arts and science stream of study. The college students are affiliated to Nagaland University and follow semester pattern divided into odd and even type at entry level. In the present study, the term college student and undergraduates are used interchangeably.

3. Objectives of the Study

1. To find out the level of Emotional Intelligence of college students.

2. To find out the significant difference between male and female college students with regard to their Emotional Intelligence.

3. To find out the significant difference between male and female college students with regard to their Self -Awareness.

4. To find out the significant difference between male and female college students with regard to their Self-Regulation.

5. To find out the significant difference between male and female college students with regard to their Motivation.

6. To find out the significant difference between male and female college students with regard to their Empathy.

7.   To find out the significant difference between male and female college students with regard to their Social Skills.

8.   To study the significant difference between arts and science students with reference to their Emotional Intelligence.

9.   To study the significant difference between arts and science students with reference to their Self -Awareness.

10. To study the significant difference between arts and science students with reference to their Self -Regulation.

11. To study the significant difference between arts and science students with reference to their Motivation.

12. To study the significant difference between arts and science students with reference to their Empathy.

13. To study the significant difference between arts and science students with reference to their Social Skills.

14. To find out the significant difference between male and female college students with regard to their Academic Achievement.

15. To study the significant difference between arts and science students with reference to their Academic Achievement.

16. To find the relationship between the Emotional Intelligence and Academic Achievement of the college students.

4. Hypotheses

1. There is no difference in the level of Emotional Intelligence of college students.

2. There is no significant difference between male and female college students with regard to their Emotional Intelligence.

3. There is no significant difference between male and female college students with regard to their Self -Awareness.

4. There is no significant difference between male and female college students with regard to their Self –Regulation.

5. There is no significant difference between male and female college students with regard to their Motivation.

6. There is no significant difference between male and female college students with regard to their Empathy.

7. There is no significant difference between male and female college students with regard to their Social Skills.

8. There is no significant difference between arts and science college students with reference to their Emotional Intelligence.

9. There is no significant difference between arts and science students with reference to their Self -Awareness.

10. There is no significant difference between arts and science students with reference to their Self -Regulation.

11. There is no significant difference between arts and science students with reference to their Motivation.

12. There is no significant difference between arts and science students with reference to their Empathy.

13. There is no significant difference between arts and science students with reference to their Social Skills.

14. There is no significant difference between male and female college students with regard to their Academic Achievement.

15. There is no significant difference between arts and science students with reference to their Academic Achievement.

16. There is no significant relationship between the Emotional Intelligence and Academic Achievement of the college students.

5. Delimitations of the Study

1. The present study was delimited to the undergraduate colleges of Nagaland.

2. The present study   was delimited to handle one (1) college in each district of Nagaland.

3. The present study excluded the professional colleges (B.Ed., Technical Colleges) in Nagaland.

4. The present study was delimited to government colleges of Nagaland that offers arts and science stream

5. The present study was delimited to the undergraduates of sixth semester only.

6. Overview of Literature Studies

The investigator reviewed fifty-one (51) literature review out of which twenty-four (24) studies were abroad studies and twenty-seven (27) studies was conducted in India. The findings of the review studies documented both positive correlation and negative correlation analysis between emotional intelligence and academic achievement. An overview of the literature review studies presents twenty- three (23) positive correlation review studies and twenty-eight (28) negative correlation studies.

A. Positive correlation between Emotional Intelligence and Academic Achievement.

Several studies (Jaeger, 2001; Parker et al., 2004 Singh, et al., 2009; Nasir and Masrur, 2010; Sehrawat, 2010; Shipley et al., 2010; Yahaya et al.,2011; Fayombo, 2012; Maraichelvi and Rajan, 2013; Saxeena and Jain, 2013; Upadhyaya, 2013; Valadez et al., 2013; Kolachina, 2014; Panth et al., 2015; Aithal et al., 2016; Ali and Ali., 2016; Agrawal and Nehajul, 2017; Devi, 2017; Rai and Khanal, 2017; Sivakalai and Nalinilatha, 2017; Tyagi and Gautam, 2017; Suleman, 2019) have posited that emotional intelligence is related to grade point average and its dimensions of emotional skills namely, intrapersonal awareness, intrapersonal management, interpersonal awareness, interpersonal management, learning style, achievement goals, self-awareness, emotional management, conscientiousness, empathy and positive well-being were found as

common indicators for positive relationship between emotional intelligence and academic achievement.

Accordingly, (Singh et al., 2009: Jaeger, 2001; Yahaya et al., 2011) discovered that in colleges, academic achievement reflected the learning techniques, learning style, motivation, social awareness, self-management which are important subsets of emotional intelligence.

In a similar study (Parker et al., 2004: Nasir and Masur, 2010) postulated that emotional intelligence is a global capacity though not related with academic achievement.

B. Negative correlation between Emotional Intelligence and Academic Achievement.

A vast expanse of the review studies revealed that emotional intelligence and academic achievement were negatively correlated to each other, correspondingly both the variables revealed no significant differences.

In their studies (Newsome et al., 2000; Solomon 2002; Johnson and Wang, 2003; Bastian et al., 2005; Rode et al., 2007; Bradshaw, 2008; Rathod, 2008; Aggarwal and Saxena, 2012; Sushma, 2013; Manju, 2014; Bhadouria, 2014; Shah et at., 2014; Wilkens and Wilmore, 2015; Gorgich et al., 2016; Meshkat and Nejati, 2017; Rao and Komala, 2017; Kalhotra, 2019) revealed that cognitive ability showed negative correlation with dimensions of emotional intelligence and academic achievement. It stated that emotional intelligence was not related with grade point average, although, stress management which is a function of self-regulation had weak relations with academic achievement.

Moreover, (Dubey, 2008; Izzaguirre, 2008; Veitch and Justice, 2012; Roy et al., 2013; Lawrence and Deepa, 2013; Sushma, 2013) in their studies revealed that age, gender, marital status was not associated with academic achievement yet, psychological and positive

well-being were generally associated with emotional intelligence. There was no significant difference between emotional intelligence and academic achievement.

Nonetheless, emotional skills of self -awareness, self-regulation, self-motivation and social awareness was not significantly related to emotional intelligence (Suleman et al., 2019).

Similarly, (Shah et al., 2014; Boruah and Hazarika, 2015; Noemy et al., 2017) revealed that emotional intelligence and academic achievement was not influenced by locality, gender and there was a negatively skewed relation between emotional intelligence and academic achievement. All these studies affirmed that emotional intelligence and academic achievement showed negative correlation.

A number of studies explored by (Singh et al.,2 009; Kolachina, 2014; Rai and Khanal, 2017; Renthlei, 2017; Sivakalai and Nalinilatha, 2017) showed normal emotional intelligence among college students.

A study conducted by Kant (2019) observed that students had high level of emotional intelligence.It is evident from the studies (Parker et al., 2004; Bastian, 2005; Aithal et al., 2016; Wijekoon, 2017) that highly intelligent students were equipped with keen self-awareness, intrapersonal ability, low anxiety, coping with stress, adaptability, high satisfaction, better at problem solving.

C. Gender

In relation to gender, a major part of the studies revealed that gender played no significance as reported by (Bradshaw, 2008; Izzaguirre, 2008; Agarwal and Saxena, 2012; Boruah and Hazarika, 2015; Wilkens and Wilmore, 2015; Manju, 2015; Ali and Ali, 2016; Meshkatand Nejati, 2017; Renthlei, 2017; Kalhotra, 2019) and that emotional intelligence and academic achievement showed no differences as there was no significant relationship between the two variables.

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In their studies (Johnson and Wang, 2003; Aggarwal and Saxena, 2012; Fayombo, 2012; Valadez et al., 2013; Manju, 2014; Aithal et al., 2016; Devi,2017; Sinha and Srivastava, 2017; Wijekoon et al.,2017) showed that female students had high emotional intelligence in components of emotional experience, emotional reasoning, perceiving emotion, emotional facilitation of thought and understanding emotions and intellectual capacity with high self-regulation, while findings of (Nasir and Masrur, 2010; Roy et al., 2013; Panth et al., 2015; Gorgich et al., 2016; Devi, 2017; Meshkat and Nejati, 2017) asserted that male students had high emotional intelligence and academic achievement with high self-awareness, self-regulation and social skills. A study by Fida et al., (2018) revealed that both male and female showed low emotional intelligence which refuted with Rao and Komala (2017) studies that male and female students had high levels of emotional intelligence.

Accordingly, Rathod (2008) postulated that female students occupied a better place of self-regulated learning. Aggarwal and Saxena (2012) found that female students had higher intelligence than male students as female students managed and expressed their emotions with ease. In addition, Fayombo (2012) revealed that gender was one constituent associated with academic achievement.

In response, Veitch and Justice (2012) stated that there was no statistically significant relationship between skills of emotional intelligence and retention on grounds of gender and ethnicity. The study of Sivakalai and Nalinilatha (2017) explained the level of emotional intelligence and academic achievement over a mean score difference in (p-value =.006) in relation to gender.

D. Subject stream

In a more direct way, (Dubey, 2008; Rathod, 2008; Aggarwal and Saxena, 2012; Boruah and Hazarika,2015; Ali and Ali, 2016; Agrawal and Nehajul, 2017; Renthlei, 2017;

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Fida et al., 2018; Gorgich et al., 2018) concluded that emotional intelligence and academic achievement showed no relationship with regard to arts and science stream students though, science students were found with more self-regulated skills, confidence, socially adjustable, showed sustained motivation and meta cognition were dominant elements for high self-regulated learners.

In their studies (Rathod, 2008; Manju, 2014; Panth, 2015; Devi, 2017) revealed that science students had high academic achievement and high emotional intelligence with good management of self-awareness, self-regulation, motivation. A study by Dubey (2008) explains that emotional intelligence was high among arts students though low in academic achievement.

Moreover, (Rathod, 2008; Maraichelvi and Rajan, 2013; Wijekoon, 2017) found that females had high academic achievement, self-awareness, social skills and empathy. However, these research studies revealed that different dimensions of emotional intelligence were pre-requisite for a balance healthy development of emotional intelligence.

Numerous studies found that emotional intelligence had positive impact on academic performance. Research studies showed that students with high GPA were associated with high emotional intelligence. It was observed that subject stream had minimal role in predicting academic performance.

Likewise, it is evident from the review studies that emotional intelligence was found to be a strong predictor and corresponding to high GPA of the students. In contrast, the research studies also revealed that emotional intelligence showed no significant relationship with academic achievement. Nevertheless, in many studies dimensions of emotional intelligence were conversely and inversely associated with emotional intelligence and academic achievement.

All these studies enabled the Investigator to draw references and build up new evidence and conclusions for the present study. It allowed the Investigator to focus, examined studies in similar areas, and corroborated the past studies with the present findings.

In the present study the application of solution from past studies enabled to address the pertinent issues, helped in interpretation and discussions of the study. Literature review aided the investigator to acquire information on current issues of research problems and step up to further research works.

Though a plethora of research studies have been conducted on emotional intelligence and academic achievement, till date no research work had been attempted to study the correlates of emotional intelligence and academic achievement of college students of Nagaland.

The present study aimed at providing healthy learning environment and build interpersonal relationships among college students. It calls for the students to motivate, excite their unmotivated spirit, at the same time balance the cognitive mind with the emotional mind. Only when the college student knows how their emotional mind works, can they apply and relate their emotional intelligence skills to achieve academic, personal and career success. Hence the present study was a novel effort in this research focus.

7. Research Design

Research design is a plan for selecting subjects, data collection procedures, research sites, and to supplement answers to the research questions. The essence of a research design is to deliver the end product of research outcome with credibility.

In the present study a descriptive survey was selected and the data was collected through questionnaire method. Survey study pertains to gathering of data through questionnaire, which is either paper-based or web -based.

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The present study adopted quantitative approach, where data was quantified, analyzed, generalized and results were interpreted with objectivity together with the help of statistical techniques. It involved collecting data in order to test the hypotheses, verify and seek answers to questions concerning the present status of the subject of study. Research design supports, determines and reports the research study of the way things are.

8. Variables of the Study

In the present study, the following variables were considered:

I. Dependent Variable

    i. Academic Achievement

II. Independent Variable

    ii. Emotional Intelligence

III. Demographic Variable

    i. Gender

    ii. Subject Stream

9. Source of Data

The source of data is heart of a research. The source of a data must be valid, reliable, accurate and suitable for the purpose of analysis. In the present study, the sources of data include primary source and secondary source:

I. Primary source: It involved direct personal investigation while conducting Emotional Intelligence Test to the college students of Nagaland. The test was administered in eleven Government colleges from eleven districts, specified as, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Peren, Tuensang, Wokha and Zunheboto.

II. Secondary source: It included official record of CGPA which was collected from respective colleges, and Result Gazette Nagaland University. The review studies were

initiated, acquired and documented from physical library, e-journal, e-readings, newspaper, books, abstracts, magazine and electronic media.

10. Sampling Procedure

Sampling: Sampling is a technique designed to ensure the samples were representative of the entire population and to avoid prejudgment by use of random selection within each subgroup.

Population: Population comprised of all the college students from arts and science stream who studied in eleven Government colleges of Nagaland.

Sample: The investigator employed a purposive sampling to handle one (1) government college in each district of Nagaland state. Random sampling was adopted on a sample of 1000 college students studying in sixth semester from eleven (11) government colleges

Sampling Frame: Sample frame includes the representation of 1000 college students, where gender was sampled as male 510 and female 490. The subject stream of arts students as 890 and science as110.In arts stream, the female sample size as 443 and males sampled as 447. In science stream the males sampled as 63 and females as 47.

11. Tools Used

The following tools were adopted for the collection of data.

I. Roqan Emotional Intelligence Test (REIT 2008).

II. Academic Achievement refers to CGPA scored by the college students of sixth semester. The data was collected from official record of the selected colleges under study and the Result Gazette of Nagaland University.

Roqan Emotional Intelligence Test (REIT) consists of 30 items relating to five dimensions of emotional intelligence (Identified in Chapter 1 section 1.3).

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In the study, Table 3.3, Table 3.4 and Table 3.5 are excerpts from REIT Manual which represents the discriminatory value of the constructed test, REIT dimensions, REIT Answer Key, REIT Analysis and Norms of the Score.

The prescribed test tool adopted is accessible in Appendix .The reliability of the test tool was calculated with Cronbach's Alpha coefficient as 0.7. The validity of the tool was determined at 0.83 index. (Correlated with Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Upinder Dhar and Sanjyot Pethe at r=0.28).

12. Statistical Technique

Statistical analysis is fundamental for quantitative research. Different types of statistical techniques adopted by an investigator confirms the validity, reliability and objectivity of a research hypothesis. In the present study, the respondent sheets were individually tabulated using scoring key. The raw score was then converted into mean score and further analyzed by employing MS Excel and statistical techniques. The statistical techniques employed are briefly stated below :

Sl. No	Statistical technique	Purpose
1	Mean	To find the average value of a group of numbers.
2	Standard Deviation	To find out variation within a group of values.
3	t-test Analysis	To examine the significant differences between groups.
4	Coefficient of Correlation	To find out the significant relationship between variables.

13. Collection of Data

Collection of data is essential in capturing the quality evidence and to find answers to the questions of a research. It construes quality information which is a criterion for making rational conclusions in a research study.

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One of the chief tenets of data collection is the integrity of the research and to reduce the likelihood of errors and unbiased decision making. Data collection authenticates research validity and its reliability as approved or untenable.

In the present study, the investigator personally collected the data from eleven (11) government colleges in Nagaland. This shows the validity and reliability of the collected data. The investigator made personal approach through telephonic conversation to all the principal of the selected government colleges and made appointments to administer the REIT to the college students. The investigator availed Requesting letter from the Supervisor for the purpose of validating the investigation.

Roqan Emotional Intelligence Test (REIT) was administered by the investigator personally in a classroom. The test comprised of 30 items to measure emotional intelligence of the students. Each statement contained three choices and the respondents could tick (✓) the appropriate item. The duration of REIT was for 20-25 minutes. The students were instructed to submit the complete questionnaire. The test item had no right or wrong answers. Every item depended on the choice of the respondents' choices. The marks were assigned with 3, 2, and 1.After providing necessary instructions and clarifications, the students were informed to tick the correct item in the questionnaire. The students were then provided with the questionnaire

The investigator respected the code of ethical scientific educational research as the test tool was conducted on human subjects. The investigator signed confidential bond in the presence of the college authority to uphold privacy of students' Academic Achievement marks (CGPA) and the result of the Emotional Intelligence Test.

Ethical standards and ethical norms were adhered during the investigation of the study. It ensured trust, accountability, mutual respect and neutrality in building the integrity of a research.

In the study, the primary source of data included the distribution and collection of questionnaires. Secondary sources of data included information from published resources of Result Gazette of Nagaland University, Journals, Periodicals, Reports of Committees and Commissions, Dissertation Abstracts International and Survey of Educational Research, books and electronic media.

14. Analysis and Interpretation

Analysis of data streamlines the collected data into numbers without losing its meaning. It helps to reveal things of interest about the collected data. Data analysis involves systematic planning, interpretation and delivers the analyzed data with a disciplined, logical outlook of research study.

The treatment of statistical technique prevents personal bias which ushers a meaningful deduction to the research.

The purpose of the present study was to find the level of Emotional Intelligence, its dimensions and relationship between Emotional Intelligence and Academic Achievement of the college students of Nagaland. The data was collected from 1000 college students and evaluated using Roqan Emotional Intelligence Test (REIT). The CGPA (Cumulative Grade Point Average) of the sixth semester students was indicated as the Academic Achievement.

The Emotional Intelligence was studied as independent variable and Academic Achievement was deliberated as dependent variable. The demographic variables designated were gender and subject stream. The present study comprised of one independent variable, one dependent variable and two demographic variables.

In this chapter, the collected data- gender was classified as male and female together with subject stream of study as arts and science. The investigator kept in view the objectives of the present study while analyzing and interpretation of the data.

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The data pertaining to the demographic variables of gender and subject stream were examined by t-test and interpreted by differential analysis to show the significant differences between mean scores of gender and subject stream.

In the study, the coefficient correlation was used to determine the relationship between the independent variable, emotional intelligence and dependent variable, academic achievement.

In all cases, 0.05 level of significance was fixed to test the hypotheses. In conclusion, the collected data was tabulated and analyzed with the help of statistical treatment viz; mean, standard deviation, t-test to find the significant difference between mean scores among gender and stream of study. Correlational analysis was used to determine the relationship between emotional intelligence and academic achievement. The raw data was tuned with the aid of MS Excel and Statistical Analysis Packages.

15. Findings of the Study

1. There were differences in the level of Emotional Intelligence of college students.

2. There was no significant difference between male and female college students with regard to their Emotional Intelligence.

3. There was no significant difference between male and female college students with regard to their Self-Awareness.

4. There was no significant difference between male and female college students with regard to their Self-Regulation.

5. There was no significant difference between male and female college students with regard to their Motivation.

6. There was no significant difference between male and female college students with regard to their Empathy.

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7. There was no significant difference between male and female college students with regard to their Social Skills.

8. There was no significant difference between arts and science college students with reference to their Emotional Intelligence.

9. There was no significant difference between arts and science college students with reference to their Self-Awareness.

10. There was no significant difference between arts and science college students with reference to their Self-Regulation.

11. There was no significant difference between arts and science college students with reference to their Motivation.

12. There was no significant difference between arts and science college students with reference to their Empathy.

13. There was no significant difference between arts and science college students with reference to their Social Skills.

14. There was no significant difference between male and female college students with regard to their Academic Achievement.

15. There was no significant difference between arts and science students with reference to their Academic Achievement.

16. There was a weak negative correlation between Emotional Intelligence and Academic Achievement of the college students.

16. Suggestions for Further Study

1. Longitudinal study can be undertaken for first year to final year undergraduates with determinants like socio economic status, personality, learning style and emotional intelligence (in selected core papers).

2. Study can be conducted on emotional intelligence influenced by birth order, parenting style, and emotional maturity of college students.

3. Association between emotional intelligence, motivation and work skill at post graduate level.

4. A longitudinal study of emotional intelligence on1st semester undergraduates continuing till 6thsemester on retention and success (arts, commerce and science).

5. A comparative study on dropouts and backlog students on their study habits, achievement motivation, socio-economic status as predictors of emotional intelligence among college students.

6. Retention, persistence, grit and mindset of undergraduates correlating with emotional intelligence.

7. Examine the effectiveness of vocational support programmers contributing to college / post -college success.

8. Correlation of student's attitude and emotional intelligence with reference to college readiness, college attainment, college enrolment, college achievement and post-college attainment.

9. A correlational study among science college students with subscales of emotional intelligence between honors and non- honors students.

10. A correlational study among private colleges students with elements of study habits, emotional maturity, motivation, resilience and emotional intelligence

11. Correlates of emotional intelligence among the first semester with reference to age, interest, aptitude among undergraduates of arts, science and commerce students.

12. A study on emotional intelligence and job satisfaction of Educators (elementary, high school, higher secondary, college and university and teacher educators).

13. To study relationship between emotional intelligence and academic achievement in elementary school children, high school students, higher secondary students.

14. A study on Underachiever students and their level of emotional intelligence.

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Prof. Roquiya Zainuddin *(Aligarh)*
Anjum Ahmed *(Aligarh)*

Consumable Booklet
of
E I T-ZA
(English Version)

Please fill up the following informations :—

Name _____

Age_____ Sex _____

Father's Name_____ Father's Occupation _____

Mother's Name_____ Mother's Occupation_____

Date _____

INSTRUCTIONS

Some statements are given in the Test. Each statement contains three choices. Please tick ☑ the appropriate choice.

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Sr. No.	STATEMENTS	Response

1. You hear mocking / taunting laughter from the corner as you walk across a room, you :
(a) Frown and glare in rebellious ? ☐
(b) Inspect your clothing and hurry for cover ? ☐
(c) Draw yourself to your full height and smile broadly at the people launching ? ☐

2. If the pattern of examination system has changed just a month before your exams. How would you feel ?
(a) Tension will be there but I would keep my cool. ☐
(b) I would get tensed. ☐
(c) I have full confidence in what I have studied and I' m ready to face it. ☐

3. If you are weak in a subject. Do you :
(a) Make an effort by taking extra tuitions ? ☐
(b) Get nervous and always finds an excuse for low marks ? ☐
(c) Don't really case, as you are good in other subjects ? ☐

4. If any one is in distress. Do you :
(a) Help them and free them of their troubles ? ☐
(b) Feel helpless, as you yourself are surrounded by problems ? ☐
(c) Never pay attention to the surrounding ? ☐

5. I am able to express my feelings easily ?
(a) Only with my best friend. ☐
(b) With anyone. ☐
(c) Keep my feelings confined to myself. ☐

6. Loneliness is :
(a) Impossible, you have your own company ? ☐
(b) A daily experience ? ☐
(c) Being without your friends ? ☐

7. Teamwork is :
(a) Good way of bringing on and instructing the less able ? ☐
(b) A nuisance. You know how to attain your aims and work alone ? ☐
(c) The key to good management ? ☐

8. Your close friends is in emotional distress. You :
(a) Are at once on your toes to share his emotions ? ☐
(b) Only help him when the circumstances allow ? ☐
(c) Can't help because I don't have time ? ☐

9. Your parents are criticizing and interfering. Your principal feeling is :
(a) Displeasure ? ☐
(b) Composure/patience ? ☐
(c) Pity ? ☐

10. The urge to do something great ?
(a) Always compels me. ☐
(b) Sometimes compels me. ☐
(c) I have doubts if ever I can do something great. ☐

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Sr. No.	STATEMENTS	Response

11. A friend is in the hospital :
(a) Take fruits and flowers and stay a good long time ? ☐
(b) Take magazine, letters and photographs & visit briefly. ☐
(c) Cannot stand hospital stay away ? ☐

12. Grief is :
(a) A necessary and a beneficial process ? ☐
(b) Something which time will heal ? ☐
(c) A disease/blight on your life ? ☐

13. Your siblings are weak in studies and need guidance. What do you do when they approach You :
(a) Help them ? ☐
(b) Go to your friend's place to study ? ☐
(c) Go to sleep ? ☐

14. Your teacher holds a door open for you. You :
(a) Walk through with a grateful smile. ☐
(b) Say, 'no, please, after you.' ☐
(c) Walk through, saying, 'thank you very much'. ☐

15. Does worry serve a purpose ?
(a) Sometimes ? ☐
(b) Never ? ☐
(c) Always ? ☐

16. I live to learn and grow in all ways and can handle any change ?
(a) Yes. ☐
(b) No. ☐
(c) Partly. ☐

17. When your father gives you the money to buy something and then asks you to give the account. You give the account with :
(a) Certain amount of disgust ? ☐
(b) Tension ? ☐
(c) Cool ? ☐

18. If you have to spend a night sleeping in drawing room as some guests have come over for a night. Do you :
(a) Refuse to lend your room ? ☐
(b) Take it easy and sleep on the sofa ? ☐
(c) Spoil your mood and grumble ? ☐

19. In a washroom you find someone has forgotten his watch. Do you :
(a) Leave it there, thinking that the owner might return ? ☐
(b) Take the watch and put up a notice of "LOST WATCH". ☐
(c) Become the new owner ? ☐

20. When the guests comes over to your place and you have homework to complete. What do you do ?
(a) Greet and take excuse ? ☐
(b) Get nervous but still entertain them ? ☐
(c) Don't come out of the room at all ? ☐

Sr. No.	STATEMENTS	Res-ponse
21.	**Suppose you are stuck in a traffic jam, you :**	
	(a) Get tensed and loose your cool ?	☐
	(b) Get nervous the people at your destination ?	☐
	(c) Take the opportunity to think, sing & play ?	☐
22.	**You are :**	
	(a) Forgiving, tolerant, understanding ?	☐
	(b) Passionate, devoted, courteous ?	☐
	(c) Impossible, but you love yourself ?	☐
23.	**Time is, above all :**	
	(a) The great healer ?	☐
	(b) The great destroyer ?	☐
	(c) To be ignored ?	☐
24.	**I feel accepted and loved by :**	
	(a) Let them make the conversation first.	☐
	(b) Disclose some personal information about myself.	☐
	(c) Become very frank in the first meeting.	☐
25.	**When I meet new people, I :**	
	(a) Let them make the conversation first.	☐
	(b) Disclose some personal information about myself.	☐
	(c) Become very frank in the first meeting.	☐
26.	**Are you happy with the quality of your life ?**	
	(a) My life meets my deepest needs and I am satisfied.	☐
	(b) I have gotten less than I hoped for out of life.	☐
	(c) I would life to make some changes in my life to be truly happy.	☐
27.	**How do you tell people that you care about them ? You :**	
	(a) Give words to your feelings.	☐
	(b) Show feelings through materials.	☐
	(c) Bury your feelings deep into your heart.	☐
28.	**Everyday is constantly new and different :**	
	(a) I like change.	☐
	(b) I don't feel the change, life is monotonous.	☐
	(c) I dislike change, it is disturbing.	☐
29.	**If your teacher gives you an extra assignment. Do you :**	
	(a) Complete it as your first priority with happiness ?	☐
	(b) Complete it just a day before submission ?	☐
	(c) Feel extra assignment is really a problem ?	☐
30.	**Suppose there is an annual functional party in your organization (school / college/work place) :**	
	(a) Are you the first one to give suggestion ?	☐
	(b) Watch other, before giving your own suggestion.	☐
	(c) Give suggestions like your friends.	☐

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