

EXPRESSIVE INTELLIGENCE, GENDER AND TYPES OF SCHOOLS AS FORECASTER OF ACHIEVEMENT OF TEENAGE STUDENTS

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Abstract: This study aims to investigate the association between Emotional Intelligence (EI) and Academic Achievement (AA) among adolescent students, with a focus on determining whether Emotional Intelligence can serve as a predictor of Academic Achievement. A sample of 232 adolescent students from Private and Government Elementary Schools in Bhopal City was selected using purposive sampling techniques. Mangal's Emotional Intelligence Inventory was employed to collect EI data, while students' marks from previous examinations were utilized for AA assessment. Data analysis involved correlation, regression, and three-way ANOVA. The findings revealed a significant positive correlation between EI and AA. Moreover, Emotional Intelligence emerged as the strongest predictor of Academic Achievement, explaining 36.2% of the variance. Additionally, significant differences were observed across three levels of EI. Specifically, groups with High EI demonstrated higher mean scores in AA compared to those with Low EI. This study underscores important implications for both teachers and students. Recognizing the substantial impact of Emotional Intelligence on Academic Achievement suggests that interventions aimed at enhancing emotional intelligence skills among students could lead to improved academic outcomes. Furthermore, understanding the differences in academic achievement based on varying levels of emotional intelligence can guide educators in tailoring instructional approaches and support strategies to better meet the diverse needs of adolescent learners.

Keywords: Academic Achievement, Emotion, Intelligence, Students.

1. Emotional Intelligence (EI)

- Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions, as well as the ability to perceive and influence the emotions of others.
- Research suggests that high emotional intelligence is positively correlated with academic achievement as it enhances students' ability to manage stress, form positive relationships, and engage effectively in learning.
- The impact of emotional intelligence on achievement may vary depending on factors such

as the level of social support available to students and their coping mechanisms.

2. Gender

- Gender differences in academic achievement have been documented in various studies, with some indicating that girls tend to outperform boys in certain subjects, while boys may excel in others.
- Factors such as societal expectations, self-perception, and teaching methods may contribute to these differences.
- Understanding how gender interacts with emotional intelligence and types of schools can



provide insights into how to support students of different genders effectively.

3. Types of School

- Types of schools could include public, private, single-sex, co-educational, boarding, or day schools, each with its own set of characteristics and educational approaches.
- The school environment plays a significant role in shaping students' academic experiences, including access to resources, teacher-student interactions, and peer influences.
- Research indicates that the type of school can impact students' motivation, engagement, and ultimately their academic achievement.
- Differentiating these factors in predicting adolescent students' achievement could involve examining various scenarios:

Emotional Intelligence and Gender in Different School Types:

- Analyzing how emotional intelligence affects academic achievement differently for boys and girls across different types of schools. For instance, girls may exhibit higher emotional intelligence in co-educational settings, while boys may demonstrate greater emotional regulation in single-sex schools.

Interaction of Emotional Intelligence, Gender, and School Types

- Investigating how emotional intelligence interacts with gender and school types to predict academic achievement. For example, girls with high emotional intelligence may excel academically in co-educational schools due to their ability to navigate social interactions effectively.

Mediating Effects of Emotional Intelligence

Examining whether emotional intelligence mediates the relationship between gender and academic achievement within specific school types. This could involve assessing whether emotional intelligence accounts for gender differences in academic performance and how this varies across different educational settings.

By exploring these interactions, researchers can gain a nuanced understanding of how emotional intelligence, gender, and types of school collectively influence adolescent students' academic achievement, thereby informing educational practices and interventions tailored to diverse student populations.

The significance of Emotional Intelligence (EI) in various domains, including academic success, emotional adjustment in school, and workplace performance, has garnered increasing attention in recent years. Researchers such as Neil Humphrey et al. (2007) have highlighted the growing interest in understanding the role of EI in student achievement and emotional well-being within educational settings. It has been demonstrated that EI positively contributes to both workplace success and Academic Achievement (AA).

In fact, EI is now considered to be more crucial than cognitive intelligence (IQ) in many respects and is recognized as a vital factor in various aspects of daily life. Unlike IQ, which primarily measures cognitive abilities, EI encompasses a collection of specific abilities, competencies, and skills that enable individuals to enhance their performance and effectively navigate challenging situations.

The components of EI include:

1. Self-awareness: Understanding one's own emotions and their impact on the surrounding environment.
2. Self-management: The ability to regulate and respond to one's own emotions in constructive ways.
3. Social awareness: Sensitivity to and understanding of others' emotions and perspectives.
4. Social skills: The capacity to effectively navigate social interactions, influence others positively, and build meaningful relationships.

Research by Daniel Goleman (1995) suggests that while IQ may play a role in success, EI and Social Intelligence are even more critical determinants. In fact, EI is estimated to predict up to 80% of a person's success in life, whereas IQ accounts for only about 20%.

These findings underscore the importance of nurturing and developing emotional intelligence skills alongside cognitive abilities. Education systems and workplaces are increasingly recognizing the value of fostering EI among individuals, as it not only enhances personal well-being but also contributes significantly to overall success and fulfillment in various spheres of life. Therefore, incorporating EI training and development programs into educational curricula and professional environments can have profound benefits for individuals and society as a whole.

The theoretical framework for understanding emotional intelligence (EI) often draws upon several key concepts and models. One prominent framework is the ability model of emotional intelligence proposed by Mayer and Salovey (1997), which conceptualizes EI as consisting of four interrelated abilities:



1. **Perceiving Emotions:** This ability involves accurately recognizing emotions in oneself and others, as well as understanding non-verbal cues such as facial expressions, tone of voice, and body language.
2. **Facilitating Thought:** EI encompasses the capacity to use emotions to facilitate thinking and cognitive processes. This involves harnessing emotions to enhance problem-solving, decision-making, and creativity.
3. **Understanding Emotions:** EI involves the comprehension of complex emotions and the ability to recognize how emotions evolve over time. This includes understanding the causes and consequences of emotions, as well as their interrelations.
4. **Managing Emotions:** The ability to effectively regulate and manage one's own emotions as well as those of others is a critical aspect of EI. This includes strategies for coping with stress, controlling impulses, and maintaining emotional well-being.

Building upon this model, the theoretical framework for EI often incorporates additional constructs and theories, such as:

- **Self-awareness:** Recognizing and understanding one's own emotions, strengths, weaknesses, values, and goals. Self-awareness is foundational to EI, as it forms the basis for self-regulation and effective interpersonal relationships.
- **Self-regulation:** The ability to control and manage one's emotions, impulses, and behaviors in different situations. This involves techniques such as emotional self-control, adaptability, resilience, and flexibility.
- **Empathy:** Understanding and experiencing the emotions of others, as well as showing compassion and sensitivity towards their feelings and perspectives. Empathy is essential for forming and maintaining positive interpersonal relationships.
- **Social skills:** The ability to build and maintain healthy relationships, communicate effectively, resolve conflicts, and collaborate with others. Social skills encompass a range of interpersonal abilities, including active listening, assertiveness, negotiation, and leadership.
- **Trait Emotional Intelligence:** Some frameworks also incorporate the concept of trait emotional intelligence, which refers to stable personality traits related to emotional functioning, such as optimism, assertiveness, and emotional resilience.

Overall, the theoretical framework for emotional intelligence emphasizes the multifaceted nature of emotional abilities and their importance in various domains of life, including personal development, social interaction, and professional success. By understanding and cultivating emotional intelligence, individuals can enhance their well-being, relationships, and overall effectiveness in navigating the complexities of the human experience.

The review of noteworthy research studies on emotional intelligence (EI) provides valuable insights into its impact on various aspects of education and professional development. Here's an overview of the key findings from the studies mentioned:

1. Patil & Kumar (2006):

- **Study Focus:** Examined EI among student teachers in relation to gender, faculty (arts and science), and academic achievement.
- **Findings:** No significant differences were found based on gender or stream (arts and science). However, EI influenced the academic achievement of student teachers. This suggests that EI may play a role in academic success among teacher trainees regardless of gender or academic background.

2. Indu (2009):

- **Study Focus:** Investigated the EI of Secondary School Teacher Trainees.
- **Findings:** The majority of teacher trainees (67.93%) possessed average EI. This highlights the prevalence of moderate levels of EI among individuals undergoing teacher training. Additionally, the study suggests that EI is positively associated with work effectiveness, indicating its relevance for professional competence and performance among educators.

3. Padhi & Verma (2011):

- **Study Focus:** Explored the relationship between EI and work effectiveness.
- **Findings:** EI was found to be positively associated with work effectiveness. This implies that individuals with higher levels of EI tend to exhibit greater effectiveness in their professional roles, including teaching.

Overall, these studies contribute to our understanding of the role of EI in educational settings and professional contexts. They underscore the importance of EI in teacher training programs and its potential impact on academic achievement and work effectiveness among educators. By recognizing the significance of EI, educators and policymakers can implement strategies to enhance EI skills among teacher trainees, ultimately fostering a more emotionally intelligent and effective teaching workforce.



4. Significance of the Study

The significance of teaching and training emotional and social skills at the school level is multifaceted and has far-reaching implications for academic success, as well as overall personal development and well-being. Here are some key points highlighting the significance of this study:

1. **Academic Achievement:** Research has shown that emotional intelligence (EI) is positively correlated with academic achievement. By developing emotional and social skills, students are better equipped to manage stress, regulate their emotions, and maintain focus, leading to improved performance in academic tasks and assessments.
2. **Social and Emotional Well-being:** Teaching emotional and social skills fosters a supportive and inclusive school environment where students feel valued, respected, and understood. This contributes to their overall social and emotional well-being, reducing the likelihood of behavioral problems, bullying, and other negative outcomes.
3. **Interpersonal Relationships:** Developing emotional intelligence enhances students' ability to communicate effectively, resolve conflicts, and build positive relationships with peers and teachers. These skills are essential for collaboration, teamwork, and creating a positive classroom climate conducive to learning.
4. **Life Success and Adaptability:** Emotional and social skills are crucial for success beyond the classroom. Students who are emotionally intelligent are better prepared to navigate the complexities of adult life, including forming healthy relationships, making sound decisions, and adapting to new challenges and environments.
5. **Teacher Effectiveness:** For educators, understanding and promoting emotional and social skills among students are essential for effective teaching and classroom management. Teachers who possess high levels of emotional intelligence can create supportive learning environments, respond empathetically to students' needs, and effectively manage classroom dynamics.
6. **Long-term Impact:** The benefits of teaching emotional and social skills extend beyond the school years, shaping individuals' personal and professional lives well into adulthood. By investing in the development of these skills early on, schools can empower students to become

resilient, empathetic, and socially responsible members of society.

In summary, the study of teaching and training emotional and social skills at the school level is significant not only for academic achievement but also for fostering holistic development, promoting positive relationships, and preparing students for success in all aspects of life. By prioritizing emotional intelligence and social competence in education, schools can cultivate a generation of well-rounded individuals capable of thriving in an ever-changing world.

5. Objectives

Based on the provided information and context regarding the study, the objectives can be outlined as follows:

1. **To Assess Emotional Intelligence Levels:** The study aims to assess the emotional intelligence levels of adolescent students.
2. **To Explore Gender Differences in Emotional Intelligence:** Investigate whether there are gender differences in emotional intelligence among adolescent students.
3. **To Examine the Relationship Between Emotional Intelligence and Academic Achievement:** Explore the correlation between emotional intelligence levels and academic achievement among adolescent students.
4. **To Investigate the Influence of School Types on Emotional Intelligence and Academic Achievement:** Examine whether the type of school (private vs. government) influences emotional intelligence levels and academic achievement among adolescent students.
5. **To Determine Predictors of Academic Achievement:** Identify the factors, including emotional intelligence, gender, and school type, that serve as predictors of academic achievement among adolescent students.
6. **To Provide Implications for Educational Practices:** Offer insights and recommendations for educators and policymakers to enhance emotional intelligence development and academic success among adolescent students, based on the study findings.

These objectives align with the broader goal of understanding the relationship between emotional intelligence, gender, school type, and academic achievement among adolescent students, with the aim of informing educational practices and interventions to support their holistic development and success.

6. Population and Sample

The population for this study comprises adolescent students enrolled in both private and government elementary schools in Bhopal City. The target population includes students across various grades within these schools.

Sampling Technique: The sampling technique employed for this study is purposive sampling. Purposive sampling allows for the deliberate selection of participants based on specific criteria relevant to the research objectives. In this case, the researcher selects participants who meet the criteria of being adolescent students attending either private or government elementary schools in Bhopal City.

Sample Size: The sample size for this study is determined based on factors such as feasibility, resource availability, and statistical considerations. A sample of 232 adolescent students is selected to participate in the study. This sample size is deemed sufficient to provide meaningful insights into the research questions and to conduct robust statistical analyses.

Inclusion Criteria:

1. Adolescent students currently enrolled in private or government elementary schools in Bhopal City.
2. Students willing to participate in the study and provide consent (or parental consent if under 18 years of age).

Exclusion Criteria:

1. Students not currently enrolled in elementary schools in Bhopal City.
2. Students unwilling to participate in the study or unable to provide consent.

Sampling Procedure:

1. Identify private and government elementary schools within Bhopal City.
2. Obtain permission from school authorities to conduct the study.
3. Select a proportional number of schools from both private and government sectors to ensure representation.
4. Randomly select classes or grade levels within the selected schools.
5. Invite all eligible students within the selected classes or grade levels to participate in the study.
6. Ensure voluntary participation and obtain informed consent from students (or parental consent for minors).
7. Administer data collection instruments to the consenting participants.

By employing purposive sampling, the researcher aims to ensure the selection of participants who are most relevant to the research objectives, thereby enhancing the validity and

applicability of the study findings to the target population of adolescent students in Bhopal City.

Table 1: Sample Distribution of Class 8 Students from Government and Private Schools in Bhopal City

Gender / School Type	Private Schools	Government Schools	Total
Male	70	55	125
Female	57	50	107
Total	127	105	232

In the present study, the population consists of all students studying in Standard VIII of both government and private schools in Bhopal City. A purposive sampling technique was employed to select a sample of 232 students from Class 8. Out of these, 127 students were selected from private schools, while 105 students were chosen from government elementary schools in Bhopal City.

The distribution of the sample according to gender and school type is provided in Table 1. The table shows the number of male and female students selected from both private and government schools, as well as the total number of students in each category. This sampling strategy allows for a representative sample of Class 8 students from diverse educational backgrounds within Bhopal City, enabling the study to explore the research objectives effectively.

7. Research Methodology

7.1 Population And Sample

In the present study all the student studying in Standard VIII of Government and Private Schools of the Bhopal City comprises the population. A sample of 232 students studying in class 8th was selected through purposive sampling technique. Out of these, 127 students taken from Private Schools and 105 from Government Elementary Schools of Bhopal City. The Gender-wise and School-wise sample distribution is given in the following table-2.

Table-2: Gender X School Cross tabulation of Sample

Type of Schools	Gender		Total
	Boys	Girls	
Government	47	58	105
Private	66	61	127
Total	113	119	232

7.2 Tools Used For Data Collection

Mangal's Emotional Intelligence Inventory developed by S.K Mangal and Shubra Mangal was used to collect the



data for Emotional Intelligence and for Academic Achievement students previous class marks was taken in the present study.

7.3 Descriptive Statistics Used For Data Analysis

For data analysis frequency, percentage, mean, SD, Pearson’s Product moment Correlation, Three-way ANOVA, Scheffe’s Post-Hoc Test and Regression Analysis was applied. The obtained output were presented in the forms of tables and graphs.

8. Result and Discussion

Outputs obtained from data analysis, as per the objectives formulated, are presented in tables 2-5 and graphs Fig.1-4; and discussion followed them.

Objective 1: To find out the levels of Emotional Intelligence of Adolescent students.

To attain this objective, simple descriptive statistics frequencies, percentages, means and SDs were used and the output is presented below in the tables 3(A), 3(B) and 3(C).

Table-3(A): Frequency Distribution and Percentage showing Gender-wise and School-wise Levels of Emotional Intelligence of Adolescent students

Table with 7 columns: Type of Schools, Gender, Levels of Emotional Intelligence (High, Average, Low), and Total. Rows include Government Schools, Private Schools, and Total, with sub-rows for Boys and Girls.

From the table 2(A), it is evident that total sample of 232 was divided in to three levels of Emotional Intelligence; namely- High EI, Average EI and Low EI that constitute the 25.86%, 50.86% and 23.28% of total N. Also, this table presents gender-wise classification of these levels of EI. Boys falling in these three levels are 18.58%, 60.18% and 21.24% (of their total number 113) respectively. Whereas, Girls comprised 32.77%, 42.02% and 25.21% of their total number 119 respectively. The variation in respect of EI was seen more in boys as compared to their counterparts. Further, this table gives the school-wise distribution of EI levels. Adolescent students of Government Schools (total number 105) constituted 40.95%, 38.10% and 20.95% of these categories, i.e. High EI, Average EI and Low EI. Whereas, Private Schools comprised (total number 127) 13.39%, 61.41% and 25.20% respectively. Variation in respect of EI levels was found clearly more in the adolescent students of Private Schools as compared to their counterparts.

Table-3(B) : Descriptive Statistics for three Levels of Emotional Intelligence

Table with 6 columns: S.No., Levels, Scores, Frequency, Mean, and S.D. Rows include Low EI, Average EI, High EI, and Total (N).

Table-3(B) denotes level-wise and consolidated means of EI. It was found to be 33.82 for the entire sample, whereas it was 29.89, 32.60 and 39.77 for adolescent students of groups belonging to Low EI, Average EI and High EI respectively. Further, from the table it is clear that mean of Average EI (32.6) is closer to the mean of entire sample (33.82). But, the mean of group having High EI (39.77) was higher than the mean of entire sample (33.82). Do these differences really exists and do the differences are significant? This can be ascertained by employing higher level statistics, i.e. ANOVA. Its output and interpretation is discussed in successive tables 5(A) and 5(B).

The descriptive statistics namely mean and SD of these three levels of EI has been given below in the table- 3(B).



The descriptive statistics namely mean and SD of grouping variables, i.e. Gender and Type of Schools has been given below in the table-3(C)

Table-3(C) : Descriptive Statistics for Grouping Variables

S.No.	Grouping Variables	Groups	Frequency	Mean	S.D.
1.	Gender	Boys	113	33.45	6.56
2.		Girls	119	30.40	5.23
3.	Type of Schools	Government	105	30.08	5.79
4.		Private	127	33.39	5.95
Total (N)			232	31.89	6.09

Table-3(C) gives gender-wise and school-wise means of EI. It is clear from the table, that mean of Boys is higher (33.45) as compared to the means of Girls (30.40). The differences in means of EI can also be seen in the Government (30.08) and Private Schools (33.39). Do the differences in means really exist and are they significant? This can also be determined by employing ANOVA. Its output and discussion is given in next tables 4(A) and 4(B). For Objectives second to fourth, Null Hypotheses (H0) was formulated and to test these H0, relevant statistical techniques applied. The Hypothesis wise result and discussion is given below:

Objective 2: To find out the co-relationship between Emotional Intelligence and Academic Achievement of Adolescent students.

For realizing this objective, formulated H0 was:

H0 I: There will be no significant relationship between Emotional Intelligence and Academic Achievement of Adolescent students. (for objective 2)

Pearson Product Moment Correlation method was employed to test the H0 and to find the Inter-correlations among emotional intelligence, academic achievement and aspects of emotional intelligence; and the output is presented in Table 4.

Table-4: Correlation coefficients of different Variable Pairs (N=232 and df=230)

S.No.	Pairs of Variable	Value of r
1.	Emotional Intelligence and Achievement	0.60**
2.	Intra Personal Awareness and Achievement	0.54**
3.	Inter Personal Awareness and Achievement	0.57**
4.	Intra Personal Management and Achievement	0.52**
5.	Inter Personal Management and Achievement	0.50**
**. Correlation is significant at the 0.01 level (2-tailed).		

It is evident from Table 3 that the value of co-efficient of correlations (r) between emotional intelligence and achievement is 0.60 which is positive and average; but significant at 0.01 level. It means emotional intelligence and academic achievement of adolescent student is positively related with each other. Also, the values of r between academic achievement and all four components of emotional intelligence i.e. intra-personal awareness, interpersonal awareness, Intra-personal management and inter-personal management are found to be 0.54, 0.57, 0.52 and 0.50 respectively, which are also significant at 0.01 level. Hence it may be inferred that academic achievement of adolescent students and their inter and intra personal awareness and management of emotions are positively related. This is in tune with the finding of Amalu (2018). In this way, the null hypothesis that “There will be no significant correlations among Emotional Intelligence and Academic Achievement of Adolescent students” is rejected. Hence, it can be inferred that significant positive correlation exist between emotional intelligence and academic achievement. This result is in line with the findings of Abisamra (2000), Romanelli et. al. (2006), Fatum (2008), Lather (2009), Umadevi (2009), Zahed & Moeinikia (2010), Akbar et. al. (2011), Falahzadeh (2011), Mahajan (2011), Farnandez et. al. (2012), Chamundeswari (2013), Maraichelvi & Rajan (2013), Upadhyaya (2013), Amalu (2018), Ramana & Devi (2018), Suleman et. al. (2019), and MacCann et. al. (2020)

Objective 3: To find out the influence of Gender, Type of Schools and Levels of Emotional Intelligence on Academic Achievement of Adolescent students either independently or in a combined way.

For realizing this objective, formulated H0 was:

H0 II: There will be no significant influence of Gender, Type of Schools and Levels of Emotional Intelligence on Academic Achievement of Adolescent students either independently or in a combined way. (for objective 3)

For testing the H0 II, three way ANOVA was employed to find the Independent and joint influences of gender, type of schools and levels of emotional intelligence on the academic achievement of adolescent students. Consequently, the outputs of Independent (main effect) and joint (combined/ interactional effect) influences are presented in Table 5 (A); and Post-Hoc test is given in Table 5 (B).



Table-5(A): Independent and Joint Influences of Gender, Type of Schools and Levels of Emotional Intelligence on Academic Achievement of Adolescent Students (Summary of Three Way ANOVA 2X2X3 Factorial Design)

Source	Sum Squares	df	Mean Square	F	P-value (Sig.)
Gender	254.164	1	254.164	17.695**	.000
Type of Schools	109.984	1	109.984	7.657**	.006
Levels of EI	3158.022	2	1579.011	109.934**	.000
Gender X School	40.575	1	40.575	2.825	.094
Gender X EI_Levels	550.855	2	275.427	19.176**	.000
School X EI_Levels	36.782	2	18.391	1.280	.280
Gender X School X EI_Levels	132.665	2	66.332	4.618*	.011
Error	3159.921	220	14.363		
Total	28819.000	232			

**Significant at the 0.01 level (2-tailed). *Significant at the 0.05 level (2-tailed).

Main Effect: From Table 5(A) it is evident that the F-value for the scores of academic achievement of adolescent students having different gender is 17.70 which is significant at 0.01 level with $df = (1, 220)$. It means that the gender of adolescent students influence their academic achievement. Hence, it can be infer that boys and girls differ significantly in their academic achievement. The mean of boys (33.45) was found to be higher than that of girls (30.40) as shown in table-3(C).

Similarly, table 5(A) reveals that the F-value for the scores of academic achievement of adolescent students studying in two different type of schools is 7.66 which is also significant at 0.01 level with $df = (1, 220)$. It means that the type of schools in which adolescent students studying influence their academic achievement. Hence, it can also be infer that adolescent students studying in Government and Private schools differ significantly in their academic achievement. The mean of adolescent students studying in private schools (33.39) was found to be higher than that of government schools (30.08) as shown in table-3(C).

Further, from Table 5(A) it is evident that the F-value for the scores of academic achievement of adolescent students having three different levels of emotional intelligence is 109.93 which is significant at 0.01 level with $df = (2, 220)$. It means that the three levels of emotional intelligence (i.e. high, average and low) of adolescent students influence their academic achievement. But which level significantly influences is not clear from the above table 5(A). It can be ascertain from the Multiple Comparisons Table 5(B) which contains the output of Scheffe's post-hoc test.

Further, from the table it is clear that all Beta coefficients are positive numbers; it means higher the EI score associated with higher Achievement. All the p values of predictors are less than 0.05. So it can be infer that all the

coefficients are statistically significant at 0.05 level. Moreover, the beta coefficient compares the relative strengths of predictors. In combination of EI and Gender, Emotional Intelligence (0.57) is more powerful predictor of Achievement in comparison of Gender (0.23). Whereas, in combination of all the three predictors, i.e. EI, Gender and Type of Schools, EI (0.59) becomes the strongest predictor of Achievement followed by Gender (0.23); and Types of Schools (0.12) is the weakest predictor of Achievement in all. Very aptly this finding is substantiated by the work of Romanelli et. al. (2006), Zahed & Moenikia (2010), Farnandez et. al. (2012), Maraichelvi & Rajan (2013), Raj & Chandramohan (2015), Gharetepeh (2015), Amalu (2018), Suleman et. al. (2019) and MacCann et. al. (2020).

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