LITERATURE REVIEW

DAVID AKINLOLUADEYEMO (2005) The purpose of this study was to investigate the relationship between emotional intelligence and adjustment of students transitioning from primary school to secondary school. The study is a descriptive survey research in which emotional intelligence stands as the independent variable and adjustment as the dependent variable. Two validated instrument measuring emotional intelligence and adjustment respectively were used to collect data from the participants. The outcome of this study has strengthened the need to mount an emotional intelligence based counseling intervention programmer to mitigate the transition trauma of pupils moving from primary to secondary school.

POONAM MISHRA (2012) The present study aims to investigate the effect of Emotional Intelligence on Academic Achievement of senior secondary students. A sample of 1000 students was drawn adopting random-cum cluster sampling technique from Government senior secondary schools of Jaipur district, Rajasthan. Survey method was used to collect the data. The study revealed that there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students.

HEEYOUNG HAN AND SCOTT D. JOHNSON (2012) The purpose of the study was to investigate the relationship between students’ emotional intelligence, social bond, and their interactions in an online learning environment. The research setting in this study was a 100% online master’s degree program within a university located in the Midwest of the United States. Eighty-four students participated in the study. Using canonical correlation analysis, statistically significant relationships were found between students’ emotional intelligence, social bond, and the interactions that occurred naturally in the educational setting. The results showed that students’ ability to perceive emotion by facial expression was negatively related to the number of text and audio messages sent during synchronous interaction. Additionally, the ability of students to perceive emotion was positively related to peer bonding.

MR. SHIV KANT AND MR. YOGESH SHARMA (2012) The purpose of this study is to see whether there is any relationship between emotional intelligence and stress on the working of teachers working in various management institutes in Jakarta. Do the lower stressed people have a high emotional intelligence level? Do the high emotional intelligence
intelligence level persons have stress problem or not? Does any effect of emotional intelligence on stress, and achievement level of people in teaching field exist or not? The purpose of this study is to see whether there is a relationship between emotional intelligence and stress. The present study was very much important for those who easily dragged themselves into the ocean of stress. Stress is a phenomenon which causes physiological as well as psychological problems. Sometime it leads to job dissatisfaction, high employee turnover rate and suicides etc. It is important to study the emotional intelligence level of the individual and how this emotional intelligence can play a significant role to overcome the stress.

AZUKABENARD FESTUS (2012) The purpose of this research was to determine whether there is a significant relationship between emotional intelligence and academic achievement of students in mathematics. To guide the study some research questions and hypotheses were generated. The research design for the study was correlation survey design. The instruments used for the study were the Emotional Intelligence Inventory and Mathematics Achievement Test. It was therefore concluded that apart from cognitive factors, emotional intelligence of students also affects their academic achievement in mathematics. It is recommended that there is need to include emotional intelligence curriculum in schools.

SHIKHADHALL (2012) The present investigation intended to find out the relationship of creativity, reactions to frustration and academic achievement of secondary school students (separately for boys and girls), if the effect of intelligence is taken out. A sample of 220 students (110 boys and 110 girls) of IX class was drawn randomly from different government aided schools of Amritsar city. The findings of the study revealed that reactions to frustration is related positively with creativity for secondary school students, such relationship does not exist in case of boys and girls taken separately. Further no significant relationship between creativity and academic achievement was investigated, if the effect of intelligence is taken out.

AZIZIYAHAYA ET AL (2012) The purpose of this study is to examine the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self-motivation, empathy, interpersonal skills towards secondary school students’ academic achievement. This study also aims to identify whether the five elements of emotional intelligence have been able to contribute to academic achievement. These studies imply that the level of emotional intelligence contributes to
and enhances the cognitive abilities in student. Thus, to produce a competent generation and successful country in line with the philosophy of education, persistence of the emotional intelligence in student is essential.

MINA RASTEGAR ET AL (2013) The present study attempted to investigate any significant relationships among Iranian EFL learners' emotional intelligence (EI), their affective and social strategy use, and their academic achievement. 106 Iranian junior and senior EFL students at Kerman University participated in this study. To obtain the required data, the following questionnaires were utilized: Emotional Intelligence Scale (EIS) developed by Schulte et al. (1998) to measure EI, and the Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) to determine the frequency of affective and social strategy use. The participants' GPAs were also used as a measure of their academic achievement.

PETRO ERASMUS (2013) Poor scholastic achievement in mathematics is a worldwide concern. Emotional intelligence can be linked to children’s academic success – yet no study has focused on the role those facets of emotional intelligence and dimensions of study orientation play in math’s achievement. Emotional intelligence is one of the missing elements that can contribute to the effective functioning of learners in general, as well as to enhance math’s achievement. Emotional intelligence can be developed through practice and therapeutic intervention and the findings of this study support the inclusion of emotional intelligence as part of programmers aimed at improving adolescents’ math’s achievement.

ANUPAMAKATOCH (2013) This paper aims to study the emotional intelligence of adolescent students in relation to the type of school. The study was conducted on three hundred adolescents (152 boys148 girls) studying in senior secondary schools selected purposively from Shimla district of Himachal Pradesh. Intact classes of XI and XII were taken from the two schools. For the collection of necessary information investigator used Emotional Intelligence Inventory-MEII (2004) by Dr. S.K. Mangle and Mrs. Shubra Mangle. To find the significance of difference between the various groups-test was applied. Results indicated that Government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

ARCHANAKUMARI AND DR. S. CHAMUNDESWARI (2013) Self-concept is the cognitive aspect of self and generally refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be
true about his or her personal existence. Self-concept and achievement are dynamically interactive and reciprocal. It is found that certain psychological factors like self-concept plays a major role in determining the academic achievement of students. Hence the need for this study. A sample of 321 students in different categories of schools following different systems of education at the higher secondary level was chosen. The findings of the study conducted revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

**NAZANYELKIKALAN ET AL** This research studied the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. For this purpose, a questionnaire was filled in by students studying at five different faculties of ÇanakkaleOnsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is a significant relationship between the emotional intelligence and academic achievements and that almost 11 % of change in academic achievements can be explained by emotional intelligence.

**BABLI ROY ET AL (2013)** The present paper is an attempt to examine relationship between emotional intelligence and academic achievement motivation. It also studies the emotional intelligence of students with high, average and low academic achievement motivation. Sample for the study includes 105 students (48 boys and 57 girls) of class XII of Patna. The data were analyzed with the help of product moment coefficients of correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

**YUSFARINAMOHDYUSSOF ET AL (2013)** An effective reading comprehension process demands a strategy to enhance the cognitive ability to digest text information in the effort to elicit meaning contextually. In addition, the role of emotions also influences the efficacy of this process, especially in narrative text comprehension. This quasi-experimental study aims to observe students’ performance in the Reading
Comprehension Test resulting from Emotional Literacy-Based Reading Comprehension Strategy (ELBRCs), which is a combination of cognitive and affective strategies. This study involved 90 students, whereby 45 students were clustered in the Experimental Group and received the ELBRCs intervention. The remaining 45 students were placed in the Control Group and underwent the conventional strategy (prevalent classroom method). The students’ reading comprehension performance was measured using the Reading Comprehension Test (RCT). The findings show that the experimental group received a higher score than the control group for RCT.

**V. D. SUVARNA (2014)** The present study is concerned with the stress management and Emotional intelligence of 378 students studying B Ed in Mandya district. A two point’s scale to assess Stress management and five points scale to assess Emotional intelligence was used. The results revealed that 8.20% of B Ed students showed high level of stress management. And 25.66% of B Ed students showed high level of emotional intelligence. There is negligible negative correlation between Stress management and Emotional intelligence of B.Ed. students.

**ABHISHEK KANHAI (2014)** In spite of great recognition of emotional intelligence till now some researcher and educationist says that emotional intelligence affect only success in business and corporate world but it seems that emotions affect all our performance and abilities. Analysis of studies indicates that several important variables, e.g. creativity, academic achievement, achievement in mathematics and socio-demographical and environmental variables are significantly related with Emotional Intelligence. There is a need to researcher and educationist to give more attention on emotional intelligence to link with student learning outcomes. And some more studies could be done with variables like curiosity, values, culture, achievement motivation etc. This paper will provide researchers, educationist, policy makers, school administrators, teachers and counselors a better view about the process and application of Emotional Intelligence.

**FARZANEH KHORDZANGANEH ET AL (2014)** The aim of the present study was to check the relationship between Emotional intelligence, happiness and resiliency with mental health in male and female high school students. From this actuarial population a sample consisted of 365 students (223 girls and 142 boys) were selected by multistage cluster sampling method. No doubt that more attention is needed to the education but we should also focus on issues such as social and psychological development of students, as
an important output for any institution. It plays a major role in cultural, social and economic development of any society.

IGNATIUS ISAAC DAMBUDZO (2014) The subject of low academic achievement appears to gain center stage. Literature has documented the importance placed by society on high academic achievement. Various reasons have been advanced for the causes of low academic achievement. The list is endless. The study sought to investigate the relationship between school location, type and type of attendance and self-concept and academic achievement. Pearson’s Correlation Coefficient was used to compute the results of a 1281 sample of secondary school learners in different school types and of varying academic ability. Results showed that there was a positive and significant correlation between school type, location and type of attendance with self-concept and academic achievement. The study concluded that school location and type were important considerations whenever placing a child.

VAIBHAV P. BIRWATKAR (2014) The concept of emotional intelligence has grown in popularity over the last two decades, generating interest both at a social and a professional level. Student achievement, teacher effectiveness and school improvement are the critical components of an educational system and are interdependent. In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of teachers performance. One of the factors that may affect the teachers’ performance is emotional stability. Emotional stability is crucial in facing challenges in the school environment. This article provides a critical review of emotional intelligence skills in teacher’s success. The learned ability of emotional intelligence integrates well with the student development model of education and the historical values of the student personnel point of view.

DR. SUNIL TRIVEDI AND ARTISHAKYA (2014) The present research was conducted on prospective teachers to analyze their Emotional Intelligence in relation to Gender, Caste and SES. For the purpose a sample prospective teachers was selected from the B.Ed. Colleges affiliated to Bundelkhand University, Jhansi by using semi-probability sampling techniques. Emotional Intelligence Test constructed by K.S. Mishra and self-made General Information sheet were used to collect the data. Results revealed that the there is a significant difference in the mean of emotional intelligence scores of the male and female prospective teachers. The prospective teachers belong to
GEN category scored high on emotional intelligence scale as compared to the OBC & SC prospective teachers. The levels of SES of prospective teachers do not cause significant variation in emotional intelligence.

**DR. S.K. YADAV AND GURDEEPKAUR (2015)** The aim of present study is to assess emotional intelligence and academic achievement of medical students in pune city. To assess the emotional intelligence of the students, the Emotional Intelligence Inventory by Dr. S.K. Mangle and Mrs. Shubhra Mangle has been used. A sample of 50 medical students will be selected at random and the marks-sheets of these students will be collected to analyze the relation of their performance during first year and their emotional intelligence.

**SUMAIRAKAYANI ET AL (2015)** Emotional Intelligence is a key factor which affect Academic Achievement of the students. This study intended to analyze the relationship between Emotional Intelligence (EI) and Academic Achievement (AA) of students at postgraduate level in Public Sector Universities of Rawalpindi Pakistan. Information about the research participants was taken through questionnaires. Pearson Correlation was applied. Data was analyzed statistically and interpreted in the form of tables and charts. The results showed that there was significant relationship between emotional intelligence and academic achievement of postgraduate students. The studies have far-reaching implications for teachers, students, administrators, policy makers and curriculum planners.

**MRS. SARLA RANI ET AL (2015)** The present study was conducted to find out the Relationship between emotional Intelligence and academic anxiety among secondary school students. It was found that there is found no significant correlation between Emotional intelligence and Academic Anxiety of the students of secondary level. There is found no significant correlation between Emotional intelligence and Academic Anxiety of the boys and also girls students of secondary level. There is found no significant difference between Emotional intelligence of the boys and girls students of secondary level. There is found no significant difference between Academic Anxiety of the boys and girls students of secondary level. The major findings of the study were there was found to be if the findings are truly and sincerely followed, it can have tremendous impact on education.

**EVANS ATSIAYA SIAHI1 AND JULIUS K. MAIYO (2015)** The studies on the correlation of academic achievement have paved way for control and manipulation of related variables for quality results in schools. In spite of the facts that schools impart
uniform classroom instructions to all students, wide range of difference is observed in their academic achievement. The study sought to determine the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive correlation study. The target population included the 9th standard students at Spicer Higher Secondary School. Stratified random sampling was used to select the respondents, study habits inventory by N.M. Pal sane and school examinations records was the main instrument for data collection. Quantitative method was used to analyze field data collected. Interpretation and recommendations of the findings was made accordingly as per computed Pearson’s product moment coefficient of correlation. Results of this study revealed a positive relationship of 0.66 between study habits and academic achievement. The results implied that the study habits need a significant attention if we are to improve performance.

YOKE THEING CHEN AND CHOOISEONG LAI (2015) This research investigated the relationships between personality traits, emotional intelligence and academic achievements among 160 university students in Malaysia. Big Five Inventory (BFI) was used to measure the five dimensions of personality traits - extraversion, agreeableness, conscientiousness, neuroticism, openness; Schulte Emotional Intelligence Scale (SEIS) was used to measure emotional intelligence and students’ academic achievement was measured by Cumulative Grade Point Average (CGPA). Future researches are recommended to employ Structural Equation Modeling analysis to determine how both personality traits and emotional intelligence have an impact on academic achievements. The relationship between personality traits and emotional intelligence has been widely investigated, and the findings of the current study confirmed the association between the five dimensions of personality traits and emotional intelligence and is consistent with most of the past studies.

PRIYANKADATTA ET AL (2015) The researchers attempted to find out the relationship between Emotional Intelligence and Academic Achievement of the Higher Secondary students of Kolkata. Descriptive Survey research method and Correlational research design was used to collect data for the present study. The findings of the study revealed that there exists positive but not significant relationship between Emotional Intelligence and Academic Achievement of Higher Secondary students to a slight extent. The researchers concluded from the findings of the study that considering the cultural perspective of West Bengal, Emotional Intelligence is a necessary but not a very influential factor of Academic Achievement of the Higher Secondary students.
MRS. REETAARORA (2016) The purpose of the study was to find out the relationship between emotional intelligence and creativity of adolescents. A representative sample of 200 students studying in 10+2 class was randomly selected from senior secondary schools of Ludhiana district. Mangle Emotional Intelligence Inventory by Dr. S.K. Mangle and Mrs. Shubhra Mangle and Verbal Test of Creative Thinking (TCW 2006) by Baser Mehdi have been used for data collection. Data was analyzed by using t-test and coefficient of correlation. The result indicates that there is a strong positive correlation between emotional intelligence and creativity.

PROF. N.A. NADEEM AND ISHFAQ AHMAD (2016) The study was undertaken to study Emotional Intelligence and Academic Achievement of Higher Secondary Students. The sample of the study compromised of 200 higher secondary students (N=100 Boys and 100 Girls) of 12th grade selected randomly from various higher secondary schools of district Budgam. Emotional intelligence test was used to collect data from the selected sample. The aggregate marks of previous two classes were taken as their academic achievement. Percentage, mean, standard deviation and t test were used for the analysis of data. The findings of the study revealed that Male and Female Higher Secondary Students differ significantly on the Composite Score of Emotional intelligence.

DR. JAYASHREE P. SONTAKKE (2016) Achievement Motivation test by Baraga and emotional intelligence scale by Hyde, Pithed and Dhār were administered on 56 Ss’ of Jargon (India). It was hypothesized that emotional intelligence as well as components of emotional intelligence are positively and significantly related with achievement motivation. Product moment correlations were computed to test the hypothesis. Except empathy and emotional stability all the remaining eight components showed strong and positive relationships. Emotional intelligence and achievement motivation were positively and significantly related.

JANET NGOZI IGBO ET AL (2016) The ability of passing through secondary school to the university level can be a stressful experience for many new undergraduate students. One of the challenges that they are confronted with is the need to develop their emotional intelligence and to adjust to the new environment. The present study was carried out to find out how emotional intelligence correlates with social and academic adjustment of first-year university students. A total of 200 first-year students from four functional faculties of education in federal universities in South-east geo-political zone of Nigeria with an objective to find out how emotional intelligence correlates with
social and academic adjustment of first-year university students. The researchers applied Pearson product moment correlation in analyzing the data and for answering the research questions and Regression analysis for testing the two research hypotheses at 0.05 level of significance. Results of the study showed that emotional intelligence correlated positively with social and academic adjustment of first-year students and that emotional intelligence significantly predicted first-year students’ social and academic adjustment in school.

**DR IBRAHIM RAGAB ABBAS IBRAHIM (2016)** The study population consisted of the students of Najran University who are enrolled in the University academic year 2015/2016, during the first semester in the various colleges. The study sample consisted of (423) male and female students; and the study instruments included the emotional IQ which consisted and the academic intrinsic motivation questionnaire, which consisted to identify the overall emotional intelligence degree and the motivation with the students. The results showed that the academic intrinsic motivation and emotional intelligence degrees were high with the university students. Furthermore, the results showed a direct correlational, statistically significant relationship between the academic intrinsic motivation and the emotional intelligence; and there are statistically significant differences between the motivation and emotional intelligence among the academically outstanding and non-outstanding students.

**RAJIBCHAKRABORTY (2016)** The present study is an attempt to examine the relationship between academic volition and emotional intelligence in student teachers. Sample for the study includes 40 urban student teachers of B.Ed. and M.Ed. classes of an education college in Banjara Hills, Hyderabad, and Telangana, India. The significance of the test is calculated using critical value table for Pearson’s Product-Moment Correlation for the level of significance $\alpha$ at 0.01. The findings of the study reveal that academic volition is positively and moderately related to emotional intelligence in students teachers. No role of course was found in the variables studied.