

A Study of Relationship between Students' Academic Achievement and Teachers' Emotional Intelligence



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Abstract

Academic achievement is commonly measured through examinations or continuous assessments. Most of them are with inconclusive results, though many individual factors affect academic performance. Objectives of the study: 1.To analyze the Emotional Intelligence of teachers. 2. To study the relationship between teachers' Emotional Intelligence and Student's Academic Achievement. Research methodology: In the present study Ex post facto research method has been used. Tools for data collection: Emotional Intelligence Inventory by S.K. Mangal has been used to assess Emotional Intelligence. Student's report cards were used for Student's Academic Achievement. Statistical analysis: The data analysis was done using parametric methods of statistical analysis ('F' test and post ANOVA't). Results reveal that teachers' emotional intelligence and dimensions of emotional intelligence affect students' academic achievement. Therefore Skills related to Emotional Intelligence should find place in teacher education curriculum.

Keywords: Students' Academic Achievement, Teachers' Emotional Intelligence.

Introduction

Academic Achievement

Academic achievement or (academic) performance indicates extent of accomplishment of short or long-term educational goals achieved by a teacher, student or institution. Cumulative GPA and completion of educational level/ standard/ grade represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments. Most of them are with inconclusive results, though many individual factors affect academic performance. Elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Emotional Intelligence

In a 1994 report on the current state of emotional literacy in the U.S., author Daniel Goleman stated: "...in navigating our lives, it is our fears and envies, our rages and depressions, our worries and anxieties that steer us day to day. Even the most academically brilliant among us are vulnerable to being undone by unruly emotions. The price we pay for emotional literacy is in failed marriages and troubled families, in stunted social and work lives, in deteriorating physical health and mental anguish and, as a society, in tragedies such as killings..."we need to place as much importance on teaching our children the essential skills of Emotional Intelligence as we do on more traditional measures like IQ and GPA.

The term includes following five abilities:

1. Self-awareness—knowing your emotions, recognizing feelings as they occur, and discriminating between them.
2. Mood management—handling feelings so they're relevant to the current situation and you react appropriately.
3. Self-motivation— "gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness.
4. Empathy—recognizing feelings in others and tuning into their verbal and nonverbal cues.
5. Managing relationships—handling interpersonal interaction, conflict resolution, and negotiations.

**Operational Definition of the Terms Used
Students' Academic Achievement**

Student's Academic Achievement in the present study is their scores obtained in achievement test (examinations) conducted by the school.

Emotional Intelligence

Emotional Intelligence of the teachers in the present study is mainly related to skills in four dimensions namely Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and Inter-personal Management and has been assessed by using S.K. Mangal and Shubhra Mangal Emotional Intelligence Inventory.

Objectives of the Study

1. To analyze the Emotional Intelligence of teachers.
2. To study the relationship between teachers' Emotional Intelligence and Student's Academic Achievement.

Hypothesis

In the present study researcher has formulated null hypotheses.

H₀₁

There will be no significant difference in Student's Academic Achievement from the classes of teachers having poor, average and good Emotional Intelligence.

H_{0 2}

There will be no significant difference in Student's Academic Achievement from the class of teachers having poor, average and good intra-personal awareness dimension of Emotional Intelligence.

H_{0 3}

There will be no significant difference in Student's Academic Achievement from the class of teachers having poor, average and good inter-personal awareness dimension of Emotional Intelligence.

H_{0 4}

There will be no significant difference in Student's Academic Achievement from the class of teachers having poor, average and good intra-personal management dimension of Emotional Intelligence.

H₀₅

There will be no significant difference in the Student's Academic Achievement from the class of teachers having poor, average and good inter-personal management dimension of Emotional Intelligence.

Review of Literature

Jindal (2014) studied the relationship between Emotional Intelligence, classroom environment and scientific attitude. For this, the data was collected by administering Scientific Attitude Scale, Emotional Intelligence Scale and Classroom environment Scale. A sample of 78 students was taken from Carmel Convent School, Chandigarh. Pearson's Product moment correlation and multiple Regression were applied to analyze the data. The results of the study show a significant positive correlation between Emotional Intelligence and scientific attitude; classroom environment and

scientific attitude & Emotional Intelligence and classroom environment. The results also indicated a significant joint contribution of Emotional Intelligence and classroom environment to predict scientific attitude of students. Emotional Intelligence showed a significant individual contribution to predict scientific attitude of students. Thus Emotional Intelligence is a better predictor of scientific attitude of class X students.

Sandhu (2014) conducted study to find the relation of academic achievement of adolescents with Emotional Intelligence and study habits. The sample comprised of 200, adolescents (100 boys and 100 girls) of 9th class from Government Secondary Schools of Ludhiana City. The data was obtained by using Emotional Intelligence scale 'KAS Sevenfold Emotional Intelligence Scale developed by Khera, Ahuja and Sarabjit, Study Habit Inventory by Mukhopadhyay and Sansanwal and detailed marks of matriculation. The result of the study showed significant positive relation between academic achievement and Emotional Intelligence and also between academic achievement and study habits of adolescents.

Abdolvahabi (2012) found the relationship between Emotional Intelligence and job self efficacy in research courses among 200 Tehran physical education teachers. Bar-On, Emotional and Self efficacy job questionnaires were used to evaluate the teacher's attitudes. The results demonstrated a significant relationship between emotional awareness, empathy and self efficacy.

Ekeh and Oladayo (2011) found that principals of high Emotional Intelligence demonstrate greater leadership success than their counterpart of low Emotional Intelligence. It was also found that gender and age are not significant factors of leadership success among principals of low Emotional Intelligence.

Puri (2010) in her study of Emotional Intelligence of business executives in the Indian corporate sector found that high Emotional Intelligence group exhibited higher performance assessment score. The results showed a positive impact of Emotional Intelligence on performance of the executives. Emotional Intelligence enhanced the performance of the business executives in the areas of conflict resolution, interpersonal skills, initiative, customer service/cooperation, communication and ethics.

Jaiswal and Shukla (2009) studied impact of Emotional Intelligence on scientific creativity among senior secondary students and found that Emotional Intelligence awakes intuition and curiosity and assert in anticipating an indefinite future and planning the actions according to one's needs, found that Emotional Intelligence and all its dimensions affect scientific creativity.

Kauts and Saroj (2009) studied on 600 secondary school teachers to identify the relationship among Emotional Intelligence, teacher effectiveness and occupational stress. The result indicated that teachers with high Emotional Intelligence were having less occupational stress and more teachers'

effectiveness, whereas teachers with low Emotional Intelligence were having more occupational stress and less teacher effectiveness. Thus, Emotional Intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Upadhyay (2006) studied the personality of emotionally intelligent student teachers. It was found as compared to low emotionally intelligent student teachers, high emotionally intelligent teachers are more confident, persistent, supportive, enthusiastic and divergent.

Research Methodology

In the present study Ex post facto research method has been used. The population for the study constitutes secondary school teachers of Kanpur city. Sampling was done at two stages: selection of school and selection of teacher. Schools were selected by using stratified random sampling. Where as, teachers were selected on the basis of availability, through incidental random sampling. Ten students were randomly selected from the classes of each selected teacher.

The sample of the study consists of 100 secondary school teachers and 1000 students from Kanpur city.

Tools for Data Collection

Emotional Intelligence Inventory by S.K. Mangal has been used to assess Emotional Intelligence. Student's report cards were used for Student's Academic Achievement.

Statistical Analysis

The data analysis was done using parametric methods of statistical analysis ('F' test and post ANOVA').

Data Analysis and Result

Percentage Wise Distribution Of Teachers With Poor, Average And Good Emotional Intelligence

On the basis of Emotional Intelligence Quotient three groups of teachers have been formed namely teachers with Poor Emotional Intelligence, teachers with Average Emotional Intelligence and teachers with Good Emotional Intelligence.

Percentage wise distribution of teachers belonging to different groups of Emotional Intelligence is given in table 1

Table 1
Percentage of Teachers Belonging to Different Groups of Emotional Intelligence and Its Dimensions

Emotional Intelligence/ Dimension of EI	Poor		Average		Good		Total N
	N	%	N	%	N	%	
Emotional Intelligence	35	35%	35	35%	30	30%	100
Intra-personal Awareness	31	31%	40	40%	29	29%	100
Inter-personal Awareness	32	32%	38	38%	30	30%	100
Intra-personal Management	28	28%	39	39%	33	33%	100
Inter-personal Management	36	36%	34	34%	30	30%	100

Table 1 show that 35 % of the teachers have Poor Emotional Intelligence, 35 % have Average and only 30 % of them have Good Emotional Intelligence. 31 % teachers have Poor and 40 % have Average whereas only 29 % teachers have Good Intra-personal Awareness dimension of Emotional Intelligence.

32 % teachers have Poor Inter-personal Awareness dimension of Emotional Intelligence, 38 % teachers have Average whereas only 30 % teachers have Good Inter-personal Awareness dimension of Emotional Intelligence.

28 % teachers have Poor Intra-personal Management dimension of Emotional Intelligence, 39 % have Average but 33 % teachers have Good Intra-personal Management dimension of Emotional Intelligence.

36 % teachers have Poor Inter-personal Management dimension, 34 % have Average whereas

30 % have Good Inter-personal Management dimension of Emotional Intelligence.

Majority of teachers have Average Emotional Intelligence, Average Intra-personal Awareness, Average Inter-personal Awareness and Average Intra-personal Management dimensions of Emotional Intelligence.

Whereas teachers having Good Emotional Intelligence, Inter-personal Awareness and Good Intra-personal Management dimensions of Emotional Intelligence are few.

More teachers are Poor in Inter-personal Management dimension of Emotional Intelligence as compare to teachers Average and Good in Inter-personal Management dimension of Emotional Intelligence.

Graphical presentation of percentage wise distribution of teachers with Poor, Average and Good Emotional Intelligence and its dimensions is given in Figure 1, 2, 3, 4 and 5.

Figure 1 Graphical Presentation of Percentage Wise Distribution of Teachers With Poor, Average and Good Emotional Intelligence

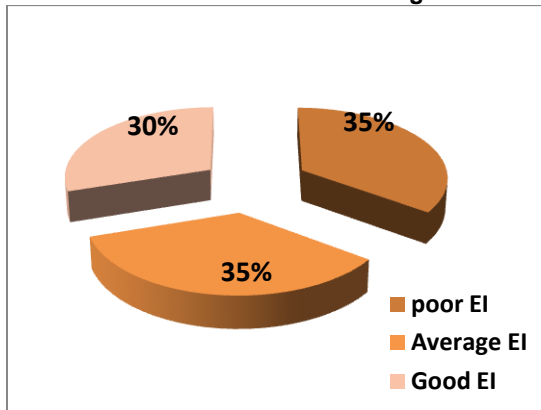


Figure 2 Graphical Presentation of Percentage Wise Distribution of Teachers With Poor, Average and Good Intra-Personal Awareness Dimension of Emotional Intelligence

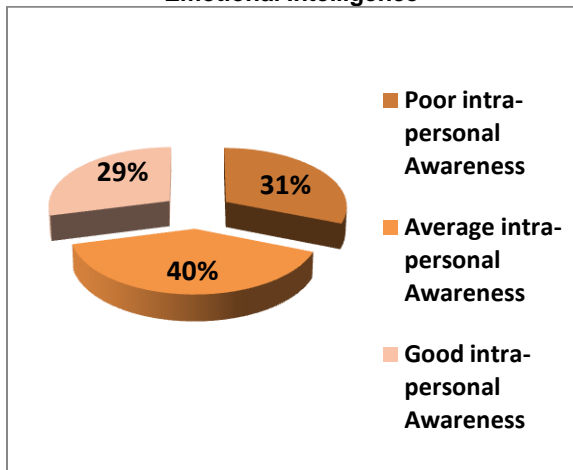


Figure 3 Graphical Presentation of Percentage Wise Distribution of Teachers With Poor, Average and Good Intra-Personal Awareness Dimension of Emotional Intelligence

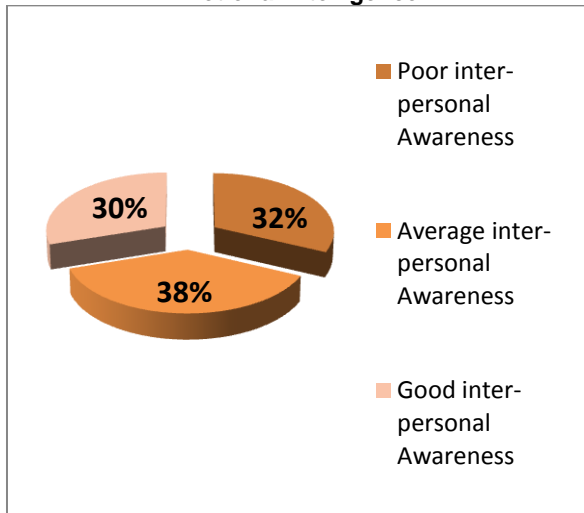


Figure 4 Graphical Presentation of Percentage Wise Distribution of Teachers With Poor, Average and Good Intra-Personal Management Dimension of Emotional Intelligence

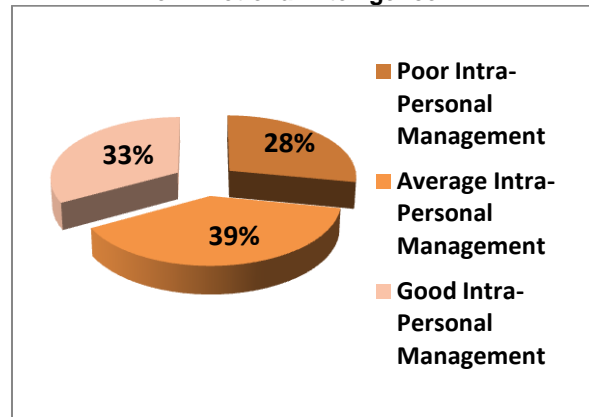
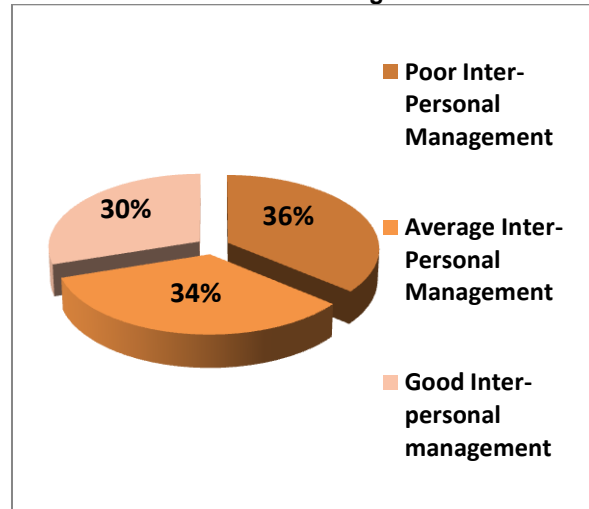


Figure 5 Graphical Presentation of Percentage Wise Distribution of Teachers With Poor, Average and Good Inter-Personal Management Dimension of Emotional Intelligence



Relationship between Emotional Intelligence and Student's Academic Achievement

Second objective of the study is to study the relationship between teachers' Emotional Intelligence and Student's Academic Achievement. In order to study significance of difference of means of Student's Academic Achievement in the classes of teachers belonging to different groups of Emotional Intelligence / dimensions of Emotional Intelligence single factor ANOVA has been applied.

Table 2
Means Of Student's Academic Achievement in the Classes of Teachers Belonging To Different Groups of Emotional Intelligence / Dimensions of Emotional Intelligence

El/Dimension of EI	Group	N	M	F Value	Test of Significance at .05 level
Emotional Intelligence	Good	35	61.1714	15.1325	Significant
	Average	35	48.2857		
	Poor	30	41.4667		
Intra personal Awareness	Good	31	56.4839	3.4159	Significant
	Average	40	46.225		
	Poor	29	49.8966		
Inter personal Awareness	Good	35	57.8	5.2715	Significant
	Average	35	46.9142		
	Poor	30	46.9		
Intra personal Management	Good	35	59.8857	12.1854	Significant
	Average	35	49.6		
	Poor	30	41.4333		
Inter personal Management	Good	35	59.1428	10.2982	Significant
	Average	35	49.9714		
	Poor	30	41.8		

Table 2 shows that obtained F ratio for Student's Academic Achievement in the classes of the teachers with Poor, Average and Good Emotional Intelligence is significant. Therefore the null hypothesis $H_0 1$, that 'There will be no significant difference in the Student's Academic Achievement in the classes of the teachers having Poor, Average and Good Emotional Intelligence' is rejected.

Table 2 shows that obtained F ratio for Student's Academic Achievement in the classes of the teachers with Poor, Average and Good Intra-personal awareness dimension of Emotional Intelligence is significant. Therefore the null hypothesis $H_0 2$, that 'There will be no significant difference in the Student's Academic Achievement in the classes of the teachers having Poor, Average and Good Inter-personal Awareness dimension of Emotional Intelligence' is rejected and its alternative hypothesis is accepted.

Table 2 shows that obtained F ratio for Student's Academic Achievement in the classes of the teachers with Poor, Average and Good Inter-personal Awareness dimension of Emotional Intelligence is significant. Therefore the null hypothesis $H_0 3$, that 'There will be no significant difference in the Student's Academic Achievement in the classes of the teachers having Poor, Average and Good Inter-personal awareness dimension

of Emotional Intelligence' is rejected and its alternative hypothesis is accepted.

Table 2 shows that obtained F ratio for Student's Academic Achievement in the classes of teachers with Poor, Average and Good Intra-personal Management dimension of Emotional Intelligence is significant. Therefore the null hypothesis $H_0 4$, that 'There will be no significant difference in the Student's Academic Achievement in the classes of the teachers having Poor, Average and Good Intra-personal Management dimension of Emotional Intelligence' is rejected and its alternative hypothesis is accepted.

Table 2 shows that obtained F ratio for Student's Academic Achievement in the classes of the teachers with Poor, Average and Good Inter-personal Management dimension of Emotional Intelligence is significant. Therefore the null hypothesis $H_0 5$, that 'There will be no significant difference in the Student's Academic Achievement in the classes of the teachers having Poor, Average and Good Inter-personal Management dimension of Emotional Intelligence' is rejected and its alternative hypothesis is accepted. Since 'F' value for Students' Academic Achievement with respect to teachers' good, average and poor emotional intelligence and all its dimensions are significant, post ANOVA't' has been applied. Obtained values of post ANOVA't' are given below in table 3.

Table 3
Values of post ANOVA't'

Emotional Intelligence/Its Dimensions	Groups	't' Value	Test of significance at .05 level
Emotional Intelligence	Good-Average	3.2381	Significant
	Average-Poor	2.1366	Significant
	Good-Poor	5.4954	Significant
Intra- personal awareness	Good-Average	2.5669	Significant
	Average-Poor	0.9985	Insignificant
	Good-Poor	1.441	Insignificant
Inter- personal awareness	Good-Average	2.7887	Significant
	Average-Poor	0.004	Insignificant
	Good-Poor	2.553	Significant
Intra- personal Management	Good-Average	2.529	Significant
	Average-Poor	2.376	Significant
	Good-Poor	5.2331	Significant
Inter personal Management	Good-Average	2.2002	Significant
	Average-Poor	2.304	Significant
	Good-Poor	4.9329	Significant

Table 2, Shows that mean of Student's Academic Achievement of teachers with Good Emotional Intelligence is higher than the mean of Student's Academic Achievement in the classes of the teachers with Average and Poor Emotional Intelligence. Mean of Student's Academic Achievement in the classes of the teachers with Average Emotional Intelligence are higher than mean of Student's Academic Achievement in the classes of the teachers with Poor Emotional Intelligence.

Mean values for Student's Academic Achievement indicates that teachers with Good Emotional Intelligence have better ability to ensure higher Student's Academic Achievement than teachers with Average and Poor Emotional Intelligence. Teachers with Average Emotional Intelligence have better ability to ensure better Student' Academic Achievement as compare to teachers with Poor Emotional Intelligence. This can be concluded that Student's Academic Achievement is affected by teachers' Emotional Intelligence.

Teachers with Poor and Average Intra-personal Awareness dimension of Emotional Intelligence differ significantly in their Student's Academic Achievement. Table also shows that there is a significant difference between Student's Academic Achievement of teachers with Average and Good Intra-personal Awareness dimension of Emotional Intelligence. Teachers with Good and poor Intra-personal Awareness dimension of Emotional Intelligence differ significantly in their Student's Academic Achievement.

Table 2 indicates that mean of Student's Academic Achievement from the classes of teachers with Good Inter-personal Awareness dimension of Emotional Intelligence are higher than the mean of Student's Academic Achievement from the classes of the teachers with Average and Poor Inter-personal Awareness dimension of Emotional Intelligence.

Mean of Student's Academic Achievement indicate that teachers with Good Intra-personal Management dimension of Emotional Intelligence have better ability to ensure better Student's Academic Achievement than teachers with Average and Poor Intra-personal Management dimension of Emotional Intelligence. Teachers with Average Intra-personal Management dimension of Emotional Intelligence have better ability to ensure better Students' Academic achievement as compare to teachers with Poor Intra-personal Management dimension of Emotional Intelligence.

Means of Student's Academic Achievement from the classes of teachers with Poor, Average and Good Emotional Intelligence and its dimensions have been presented graphically in Figure 6, 7, 8, 9 and 10.

Figure 6: Showing Mean of Students' Academic Achievement from the classes of teachers with Good (1), Average (2) and Poor (3) Emotional Intelligence.

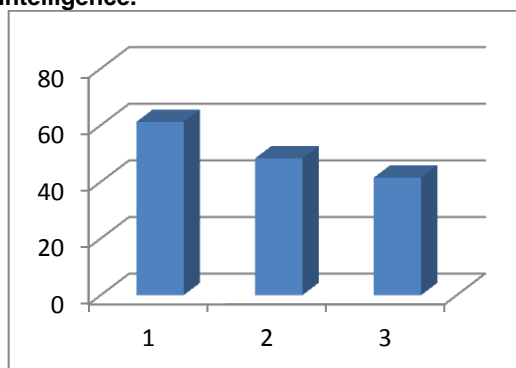


Figure 7: Showing Mean of Students' Academic Achievement from the classes of teachers with Good (1), Average (2) and Poor (3) Intra personal Awareness of Emotional Intelligence.

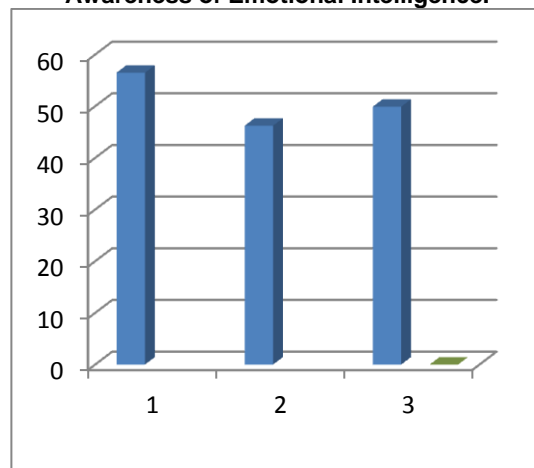


Figure 8: Showing Mean of Students' Academic Achievement from the Classes of Teachers With Good (1), Average (2) and Poor (3) Inter Personal Awareness of Emotional Intelligence.

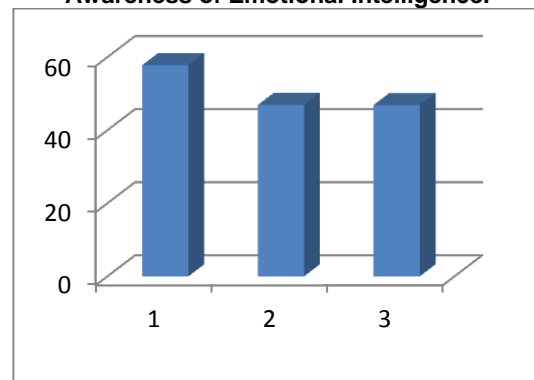


Figure 9: Showing Mean of Students' Academic Achievement from the Classes of Teachers With Good (1), Average (2) and Poor (3) Intra Personal Management Dimension of Emotional Intelligence

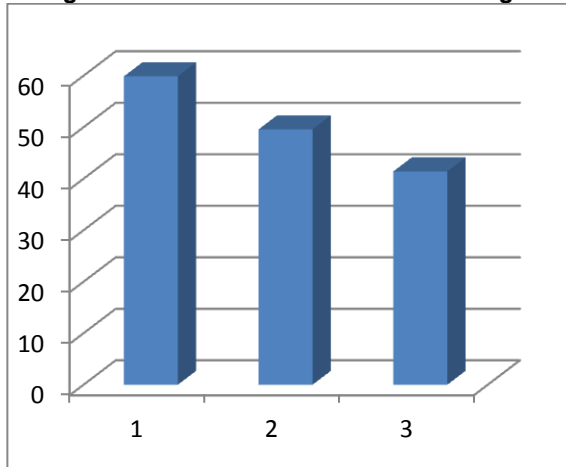
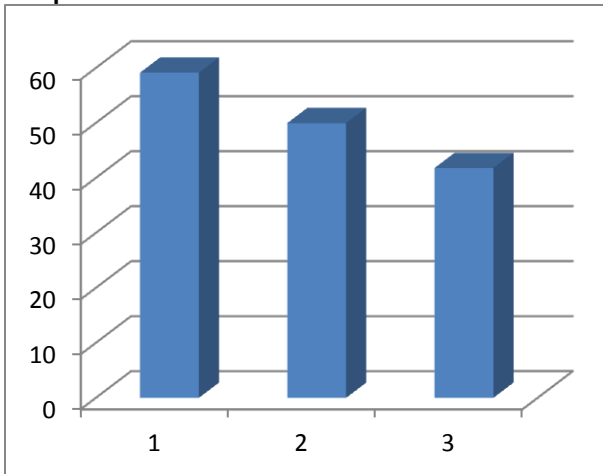


Figure 10: Showing Mean of Students' Academic Achievement from the classes of teachers with Good (1), Average (2) and Poor (3) Inter personal Management dimension of Emotional Intelligence



Emotional Intelligence of teachers has been studied on four dimensions namely Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and Inter-personal Management dimension of Emotional Intelligence. On the basis of obtained score on above dimensions as well as total score of Emotional Intelligence, three groups of teachers were formed. It has been found that more teachers were poor in their Inter-personal Management skills rather than being good.

Results show that teachers' emotional intelligence and its all four dimensions affect students' academic achievement, which are in agreement of findings of Puri (2010). Puri in her study of Emotional Intelligence of business executives in the Indian corporate sector found that high Emotional Intelligence group exhibited higher performance assessment score. The results showed a Positive impact of Emotional Intelligence on performance of the executives. Emotional Intelligence enhanced the performance of the business executives in the areas

of conflict resolution, interpersonal skills, initiative, customer service/ cooperation of targets, communication and ethics.

Intra-personal intelligence, the key to self-knowledge, it is access to one's own feelings and the ability to discriminate among them and draw upon them to guide behavior. Teachers who are better at these skills and are able to understand cause of feelings, recognize the difference between feelings and actions, have been found to ensure better Student's Academic Achievement.

Teachers' Inter-personal Awareness dimension of Emotional Intelligence affects Student's Academic Achievement as it has been found that teachers with Good, Average and Poor Inter-personal Awareness dimension of Emotional Intelligence differ significantly in their ability to ensure better Student's Academic Achievement.

Inter-personal intelligence is the ability to understand other people: what motivates them, how they work, how to work cooperatively with them. Successful teachers are likely to be individuals with high degrees of interpersonal intelligence. People who are empathetic are more attuned to the social signals that indicate what others need. That makes them better at caring professions like teaching.

Teachers' Intra-personal Management dimension of Emotional Intelligence affects Student's Academic Achievement. People who excel in this ability Poor can recover more quickly from life's setbacks and upsets.

Teachers' inter-personal management dimension of Emotional Intelligence affects their ability to create Positive Student's Academic Achievement. For teachers these are some very essential skills to maintain a Positive interchange in the classroom.

They should have control over situation, be aware of interest, strength and weakness of others. They listen carefully to others. On the other hand teachers who are not able to ensure good Student's Academic Achievement have admitted in their response to Emotional Intelligence inventory that, 'they get irritated when work pressure is high' and 'they lose their courage in adverse situation.

To conclude, the essential traits of emotionally intelligent teacher are emotional self awareness, adaptability, self control, empathy. These traits make him able to ensure good Student's Academic Achievement.

All useful feedback, should point to a way to fix the problem. Otherwise it leaves the recipient demoralized or de-motivated. Teacher has to become sensitive or empathetic for being aware to impact of what he say and how he say on the person receiving it. He has to develop social skill that means ability to calm distressing emotions in others and handling someone in need.

Fortunately, skills on Emotional Intelligence can be learned. Individually we can add these skills to our tool kit.

NCF (2009, p. 24), emphasizes that teacher education program should provide opportunity to student teachers to understand self and other, one's

beliefs, assumptions, emotions and aspirations; develop the capacity for self analysis, self evaluation, adaptability, flexibility, creativity and innovations.

Educational Implications of the Findings

Teachers with Good, Average and Poor Emotional Intelligence differ significantly in their Student's Academic Achievement. All the four dimensions (Intra-personal Awareness, Inter-personal Awareness, Intra-personal Management and Inter-personal Management) of Emotional Intelligence affect Student's Academic Achievement. So the skills of Emotional Intelligence should be inculcated essentially in teachers. Skills related to Emotional Intelligence should find place in teacher education curriculum, Integration of theory and practice is necessary, In-service programs for teachers should be organized, Effective arrangement of feedback and motivation is necessary.

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