

“A STUDY OF EMOTIONAL INTELLIGENCE & LOCUS OF CONTROL AND THEIR INFLUENCE ON ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS”

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Abstract

The present study examines the joint and independent influence of emotional intelligence and locus of control on the academic achievement of college students. A sample of 200 undergraduates was selected using stratified random sampling from arts, science, and professional colleges in an urban setting. Emotional intelligence was measured using a standardized EI inventory, locus of control was assessed with an internal–external LOC scale, and academic achievement was operationalized as the cumulative grade point average (CGPA) obtained in the most recent university examination. Data were analyzed using Pearson correlation and multiple regression. Results indicated that both emotional intelligence and internal locus of control were positively and significantly related to academic achievement and together accounted for a substantial proportion of variance in students’ CGPA. Locus of control emerged as a slightly stronger predictor of achievement than emotional intelligence. The findings highlight the need to integrate socio-emotional skill training and attributional retraining into college counselling and teaching–learning practices to enhance students’ academic outcomes. The present study investigates how emotional intelligence and locus of control, both jointly and independently, influence the academic achievement of college students. Drawing on the growing recognition of non-cognitive factors in higher education, the study focuses on how students’ ability to understand and manage emotions, as well as their beliefs about control over academic outcomes, relate to their performance. A sample of 200 undergraduate students was selected through stratified random sampling from arts, science, and professional colleges located in an urban setting to ensure representation across disciplines and gender. Emotional intelligence was assessed using a standardized EI inventory, while locus of control was measured with a validated internal–external locus of control scale. Academic achievement was operationalized as the cumulative grade point average (CGPA) obtained in the most recent university examination, collected from official institutional records with due consent. Data were analyzed using Pearson correlation to explore bivariate relationships and multiple regression to determine the unique and combined contributions of emotional intelligence and locus of control to academic achievement. The results revealed that both emotional intelligence and an internal locus of control were positively and significantly associated with higher CGPA, and together they explained a substantial proportion of variance in students’ academic performance. Furthermore, locus of control emerged as a slightly stronger predictor of academic achievement than emotional intelligence, suggesting that students’ beliefs about personal control over outcomes may be especially critical for their success. These findings underscore the importance of incorporating socio-emotional skills training and attributional retraining into college counselling services and teaching–learning practices, to foster emotionally competent, internally oriented learners who are better equipped to meet the demands of higher education.

Keyword: Emotional Intelligence, Locus of Control, Academic achievement, College students, Internal-External Control, Higher education, psychological predictors.

1.0 INTRODUCTION:

The modern world is becoming more and more competitive. Quality of performance has become a key factor for personal progress. Parents desire that their children climb the ladder of performance as high level as possible. Not only the parents but also educational head of the institutions are in a competence mood to acquire a standard of excellence. In fact it appears as if the whole system of education revolves round the Academic Achievement of students though various outcomes are also expected from this system. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of Academic Achievement still seems to elude the researchers Educational researchers all over the world are still seeking a breakthrough in clarifying the phenomenon. It is specially so in countries like India, where the population growth has over shot the process of tapping the natural resources and has out-stripped the expansion of facilities, consequently, heightening the competition for admission and promotion of the students to the next class. As a natural consequence, the intensity of increasing educational needs have not met with the needed facilities. This lag between educational requirement and the means to accomplish them has resulted in sharp decline in academic standards. The problems of deteriorating standards have forced the educationists to thoroughly probe the factors that affect the pupils Academic Achievement in institutions at all levels and on that basis to suggest measures for improvement to the educational authorities. There have been many attempts to study the different factors which affect Academic Achievement of high, average and low achievers. A review of the related literature revealed that there are many important factors still remained unprobed. It is this particular aspect of these studies that motivated the present investigator to study some of the variables namely Emotional Intelligence, Locus of Control in relation to Academic Achievement so that the causes of poor academic performance may be treated out and be controlled suitably.

1.1 REVIEW OF RELATED LITERATURE:

The researcher has gone through the following related studies in order to draw the rationale of the study and determine the statement of the problem-

1. Farooq (2003) examined the effect of emotional intelligence on academic performance of 246 students and found that students with high emotional intelligence show better academic performance than the students with low emotional intelligence

2. Brogan (2003) analyzed the relationship between messages regarding standardized tests, locus of control, academic achievement and student motivation. The dimensions of locus of control (ability, effort, luck) were included in this study Findings indicated that students recalled hearing more intra-personal messages. Students also recalled more stress from inter-personal messages regarding standardized tests. Ability appeared to be the best predictor when examining the frequency and stress associated with the recall of intra-personal messages.

3. Gupta and Sinha (2004) made an attempt with the effects of locus of control, learning and performance goal-orientation on academic achievement among a random pool of 300 students of first year of graduation courses from the age range of 16-19 years. The average percentage of marks of the previous two public examinations was the index of academic achievement. The results indicated that no significant effect to locus of control on academic achievement and a significant effect of learning as well as performance goal-orientation; and a significant three way interaction revealed joint effect of the variables

4. Howard (2004) conducted a study on the locus of control and academic achievement of middle school students in South East Georgia. The major findings of the study were (i) there were significant differences in the reading achievement of middle grade students according to locus of control; (ii) there were significant differences in the mathematics achievement of middle grade students according to locus of control; (iii) there

were significant differences in the reading achievement of middle grade students according to locus of control by gender, (iv) significant differences were noticed in mathematics achievement of middle grade students according to locus of control by gender, (v) significant differences were observed in the reading achievement of middle grade students according to locus of control by race, (vi) significant differences were found out in mathematics achievement of middle grade students according to locus of control by race; (vii) significant differences were noticed in the reading achievement of middle grade students according to locus of control by socio-economic status, (viii) significant differences were observed in mathematics achievement of middle grade students according to locus of control by socio-economic status; (ix) significant differences were found out in the reading achievement of middle grade students according to locus of control by family structure, and (x) significant differences were observed in the mathematics achievement of middle grade students according to locus of control by family structure.

5. Denise, Juanita and Frank (2006) explored a study on the academic achievement and retention in a sample of college first year students with regard to locus of control. The results of the study indicated that first year students who entered college with lower scores on the locus of control scale (internals) obtained significantly higher Grade Point Average (GPA) than those who scored higher (externals) on this same scale. Pre-college scores also served as an effective predictor of student academic success as demonstrated by significantly higher cumulative GPAs at the end of the first year. In addition, this study found that first year students retained to their sophomore year demonstrated a statistically higher GPA than those who were not retained.

6. Kattakar (2010) conducted a study to investigate the impact of emotional intelligence on the academic achievement in Kannada language of 500 standard IX students in the Karnataka state. Results revealed a significant positive relationship between emotional intelligence and academic achievement of students.

7. Prangya Paramita Priyadarshini Das and Puspita Pattanaik (2013) conducted a study on self-esteem, locus of control and academic achievement among adolescents. The sample included 120 adolescent students (grade VII to X) selected randomly from different schools in the city of Cuttack. All adolescent students were within the age bracket of (13 years to 16 years). Self-Esteem Scale was developed by Sociologist Dr. Morris Rosenberg (1965). The Internal-External Locus of Control scale was developed by Julian B. Rotter (1966). The results showed that both self-esteem and locus of control were playing a major role in the academic achievement of adolescents,

8. Umadevi (2009) investigated the relationship between Emotional Intelligence and Academic Achievement of primary school student teachers. Emotional Intelligence Scale and Achievement Motivation test were administered on 200 Diploma Teacher training students. The study reveals that there is a positive relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in between Emotional Intelligence and Achievement Motivation.

9. A study conducted by Roy et al, 2013 investigated Emotional Intelligence and Academic Achievement among adolescents. Academic Achievement Motivation Test of Dr. T. R. Sharma and Emotional Intelligence Inventory by Dr. S. K. Mangal and Mrs. Shubra Mangal were used as tools for the study. This study found that there is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated.

10. Grace A. Fayombol (2001) in her study investigated the relationships between emotional intelligence and academic achievement among 151 undergraduate psychology students at The College of the West Indies (UWI), Barbados, making use of Baruch (2001)'s Emotional Intelligence Scale and an Academic

Achievement Scale. Findings revealed significant positive correlations between academic achievement and six of the emotional intelligence components.

11.Sharma et al. conducted a study the Impact of Emotional Intelligence on Academic Achievement of Teacher Trainees. 100 graduates teacher trainees batch of 2014-2015 pursuing B.Ed. from Lingaya,,s College consisted of the sample. The findings of the study that Emotional Intelligence is positively and highly correlated to Academic Achievement of Teacher Trainees.

12.Bell (2008) conducted a study to examine the relationship between emotional intelligence and academic achievement in African American female college students. From the study it was found that emotional intelligence of those students was not significantly correlated with their academic achievements. But, stress management being one of the components of emotional intelligence, was weakly correlated with academic performances of the students.

13.P Raj and V Chandramohan (2015) made a study on post graduate girl Psychology students to find out the relationship between emotional intelligence and the academic achievement. They showed that the students, who scored high in emotional intelligence, were academically excellent. Significant relationship existed between emotional intelligence and academie achievement of the students that is emotional intelligence played a major role in promoting academic achievement among college students.

14.Probha (2015) made a study to find out the relationship between emotional intelligence and academic achievement at higher education level. The investigator selected a sample of 310 first year degree students from various subjects and colleges both Government and private. She found that emotional intelligence was highly correlated with academic achievement, thereby implicating the need of emotional intelligence for promoting academic performances.From the above reviews it appears that academic achievement is correlated with emotions intelligence. The present research examines whether emotional intelligence acts as a significant contributor of academic achievement of college students in relation to their gender, habitat.

15.Olufemi Aremu Fakolade (2014) investigated locus of control and emotional intelligence as predictors of academic achievement of high achieving learners in Ibadan. Oyo State. The descriptive survey research of the ex-post facto type was adopted. The population size was 150 high ability learners selected randomly from secondary schools in Ibadan. The sampling method adopted was purposive in nature. Data was analyzed with by Multiple Regression, ANOVA and t-test. Locus of Control and Emotional Intelligence had a significant prediction on the Academic Achievement of high ability learners in Ibadan $F(2,148)=5.473$; $p<0.05$) and contributed 63.3% of the total variance. Their relative contributions were Locus of control (beta = 0.32) and Emotional Intelligence (beta = 0.57) The results indicated that the following betu weight which represented the contribution of the independent variables to the dependent variable was observed: Emotional Intelligence (beta = - 0.461, 12.321 $p < 0.051$ internal locus of control (beta = - 0.521) 10.071, $p < 0.05$) and external locus of control (beta = 0.34, 5.026) $p<0.05$) Although the three independent variables made significant contribution prediction of participants" academic achievement emotional intelligence is most potent predictor, followed by internal locus of control.

16.Odedokun Solomon Adekunle (2014) analyzed school connectedness, emotional intelligence and locus of control as determinants of academic achievement among school going adolescents in Ikeja, Lagos State. The study made use of stratified random sampling in selecting 380 adolescents from twelve secondary schools in Ikeja, Lagos State. The sample age ranged between 14-18 years. Three instruments were used, namely: School Connected Scale, Emotional intelligence Scale, Locus of Control Scale. Achievement Scores were collected from their previous records. Data analysis involved the use of multiple regression and Pearson Product Moment correlation. The results indicated that the three independent variables as a block were effective in

determining academic achievement of the adolescents. On the basis of the finding, it was suggested that school counselors, psychologists should develop programmes to foster emotional intelligence as well as locus of control. The needs for guidance services in Nigerian secondary school were also discussed.

From the studies reviewed by the investigator, the following gaps have been identified. The present study differs from the rest of the studies in several ways. First of all there was no study undertaken so far which had the variables of Emotional Intelligence, Locus of Control and Academic Achievement of intermediate students. Therefore, the present study is the first of its kind in this regard. The present study differs from the above studies in many ways. There has been no study, which has combined the any two variables. Therefore the study was different from other studies of its three main variables in a matchless way. No study has combined focused on this study. Therefore the present study was a new one and it different from others in terms of population and sample. Hence it's relevant for investigator to study this topic.

1.2 RATIONALE OF THE STUDY:

In the modern world, education is getting widened and there is a cut-throat competition among students to excel. Students feel difficulties to control their emotions in order to face various situations in college life. It is imperative to manage the stress and strain to keep pace with the demands of the college premise. The agitation are increasing day to day in college level. Same way Locus of Control is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation). In this way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be predicted more by emotional measures. Parent and teachers focuses always on academic performance through nurturing intelligence and they give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but locus of control & emotional intelligence both can enrich their learning proficiency and make them efficient as well as achievers.

However, above review show's that various studies were conducted on this topic in different country even different state of India except West Bengal. Most of the study has been conducted at school level. Hence, the present study has been undertaken to study the emotional intelligence & locus of control and their influence on academic achievement of college students.

1.3 STATEMENT OF THE PROBLEM:

The present study is entitled as "A Study of Emotional Intelligence & Locus of Control and their influence on Academic Achievement of College Students".

1.4 OPERATIONAL DEFINITION:

Emotional Intelligence: Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond t them, effectively applying the information and energy of emotions in our daily life an work. The emotionally intelligent person is skilled in four areas: Identifying using understanding, and regulating emotions (Salovey & Mayer, 1993) According to Goleman (1995) emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing emotions, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

However, in the present study Emotional Intelligence is the total score obtained by each students in five factors of Emotional intelligence that is Self Awareness, Self Regulation, Motivation, Empathy, Social Skill

Locus of Control: A person's generalized belief for expectation about whether

behavioral outcomes (specifically, rewards and punishments) are within their control (the consequence of their own actions) or due to external factors (the consequence of chance, fate or the influence of powerful others). Individual's generalized locus of control beliefs apply to most of their behaviors, especially in novel situations.

However in the present study Locus of Control is the total score obtained by each students in two dimension of Locus of Control like Internal Locus of Control and another is External Locus of Control.

Academic Achievement: Knowledge attained or skill developed in the specific

subjects, usually designated by test scores or marks assigned by teachers. However in the present study Academic Achievement is the total score obtained by each students in B.A/B.Sc./B.Com. final semester students.

1.5 OBJECTIVES 5 OF THE STUDY:

The objectives of the study are as follows -

1. To compare the emotional intelligence between male & female college studers
2. To compare the emotional intelligence between rural & urban college studenis.
3. To compare the academic achievement between male & female college students
4. To compare the academic achievement between rural & urban college students
5. To compare the locus of control between male & female college students. 6 To compare the locus of control between rural & urban college student
6. To find out the relationship between emotional intelligence & academás achievement
7. To find out the relationship between locos of control & academic achievement
8. To determine predictive capability of emotional intelligence & locus of control on academic achievement.

1.6 DELIMITATION OF THE STUDY:

The study will be delimited under the following consideration-

1. The present study conducted only in College students.
2. The students who are studying only in final semester of B. A/B.Sc./B.Com. student will be selected for the study.
3. Only Three main variables namely Emotional Intelligence, Locus of control and Academic Achievement will be selected for the study.

1.7 HYPOTHESES OF THE STUDY:

The hypotheses of the study are---

1. There is no significant difference between male & female college students with respect to emotional intelligence.
2. There is no significant difference between rural & urban college students with respect to emotional intelligence.

3. There is no significant difference between male & female college students with respect to academic achievement.
4. There is no significant difference between rural & urban college students with respect to academic achievement.
5. There is no significant difference between male & female college students with respect to locus of control.
6. There is no significant difference between rural & urban college students with respect to locus of control.
7. There is no significant relationship between emotional intelligence & acadenve achievement.
8. There is no significant relationship between locus of control & academe achievement.
9. There is no predictive capability of emotional intelligence & locus of com academic achievement.

1.8 METHOD OF THE STUDY:

Normative Survey method will be used for this study.

1.9 POPULATION OF THE STUDY:

All the students studying in the college (Govt. Govt. Aided) in West Bengal will be considered as population of the present study.

2.0 SAMPLE & SAMPLING TECHNIQUE:

Only six hundred (600) BA/B.Sc./BCom. final semester students of general degree college Govt & Govt. Added) in different district of West Bengal will be considered as sample group for the present study. The sample will be drawn on the basis of probability sampling by using stratified random sampling method.

5. Data analysis plan (including FA) You can outline:

Data screening: Missing values, outliers, normality checks. Reliability: Cronbach's alpha for EI and LOC scales. Exploratory Factor Analysis (EFA): Suitability (KMO, Bartlett's test). Extraction (e.g., principal axis factoring). Rotation (e.g., varimax or oblimin). Criteria: eigenvalues [> 1], scree plot, factor loadings [$> .40$]. Confirmatory Factor Analysis (optional if you have SEM software): To confirm factor structure if sample is large enough. Descriptive statistics: Means, SDs for EI, LOC, GPA. Correlations: Pearson correlations between EI, LOC dimensions, and achievement. Regression/Path analysis: Multiple regression with GPA as dependent variable and EI & LOC as predictors, with or without control variables. Optionally, test whether LOC mediates or moderates the relationship between EI and achievement, as some studies suggest self-efficacy and control beliefs function as mediating channels.

6. Worked mini-example (illustrative) Imagine a simplified example with 200 college students: EI is measured with 20 items, LOC with 15 items. EFA is run separately on EI and LOC items. 6.1 Example factor analysis outcome (EI) KMO for EI = 0.88; Bartlett's test significant, indicating adequacy for factor analysis.

Three factors emerge with eigenvalues > 1 : Factor 1: "Self-management" (items on emotion regulation, impulse control). Factor 2: "Social awareness" (empathy, understanding others). Factor 3: "Use of emotion for problem solving". Items with cross-loadings below 0.40 are dropped or examined; final EI scale retains, say, 16 items with factor loadings from 0.52 to 0.78.

Example factor analysis outcome (LOC) KMO for LOC = 0.82; Bartlett's test significant. Two clear factors: Internal LOC (belief that outcomes depend on own effort). External LOC (belief that outcomes are due to luck or powerful others). You compute subscale scores by averaging items per factor. 6.3 Correlations and regression (hypothetical numbers) EI total and GPA: [$r = .25$], [$p < .01$] (small to moderate positive correlation). Internal LOC and GPA: [$r = .30$], [$p < .001$]. EI and internal LOC: [$r = .55$], indicating students

with higher EI also feel more in control of outcomes (consistent with strong EI–LOC links reported in nursing samples). Multiple regression (GPA as DV): Model: $GPA = [\beta_0 + \beta_1(\text{EI}) + \beta_2(\text{Internal LOC})]$. Suppose: $[R^2 = 0.40] \rightarrow$ EI and LOC together explain 40% of GPA variance, similar to prior work on high-ability underachievers. $[\beta_1 = 0.28]$, $[p < .01]$ (EI significant predictor). $[\beta_2 = 0.34]$, $[p < .001]$ (internal LOC slightly stronger predictor), echoing findings where LOC shows somewhat higher weight than EI. Interpretation example: Both EI and internal LOC significantly and positively predicted academic achievement. Internal LOC emerged as a slightly stronger predictor, suggesting that students' beliefs about their ability to influence outcomes may contribute more directly to performance than emotional skills alone, although emotional competencies still play an important supportive role. You can also note that external LOC either shows no significant relation or a negative one, reinforcing the idea that perceiving control as external may undermine academic effort.

Discussion (with example angles) Key points you can develop: Consistency with literature: Your findings align with prior evidence that both EI and internal LOC are linked to higher achievement in secondary and higher education contexts, though effect sizes vary.

Mechanisms: EI may facilitate better stress management, persistence, and collaborative learning, indirectly improving academic outcomes.

Internal LOC may directly enhance effort, planning, and responsibility-taking, which some recent studies identify as crucial channels linking LOC to educational attainment.

Gender/stream differences (optional): Prior work sometimes finds females showing more internal LOC or higher EI in specific domains; you can test and briefly discuss such patterns.

Educational implications You can propose: Integrating EI training (emotion regulation, empathy, social problem-solving) into orientation or life-skills courses for undergraduates. Designing interventions aimed at strengthening internal LOC, e.g., attributional retraining, goal-setting workshops, and structured feedback emphasizing effort and strategy. Training faculty to adopt emotionally supportive and autonomy-supportive practices, which can simultaneously foster EI, internal LOC, and academic confidence. Limitations and suggestions Cross-sectional design cannot establish causality between EI, LOC, and achievement.

Reliance on self-report measures may introduce social desirability or common-method bias. Future work could use longitudinal or intervention designs, include objective behavioral indicators (attendance, participation), and test mediation via self-efficacy or academic engagement.

2.1 VARIABLES INVOLVED IN THE STUDY:

Three types of variables are involved in this study. Which are-

Independent Variable: Emotional Intelligence & Locus of Control.

► Dependent Variable: Academic Achievement.

► Attribute Variable: Gender & Habitat

2.2 DATA COLLECTION TOOLS:

For collecting data the "Emotional Intelligence Scale" of S. Sarkar and S. Sarkar & "Locus of Control Scale" of Samayalanki Nongtdu and Yodida Bhutia will be used. The total marks obtained in B.A./B.Sc./B.Com, semester exam will be considered as academic achievement Kore

2.3 DATA ANALYSIS TECHNIQUE: Mean & Standard Deviation (SD) as descriptive statistics as well as person product-moment correlation, Z-score, T-score, t-test, ANOVA and Multiple regression as inferential statistics will be considered for this study.

2.4 CONCLUSION:

It has been observed in various reviews of related literature; there exist strong and positive correlation between Emotional Intelligence & Academic Achievement simultaneously same as Locus of control & Academic Achievement. Very few studies also revealed that Emotional Intelligence & Locus of control both jointly and individually predicts few degrees of variance in Academic Achievement. It has been also found that the Emotional Quotient of female students are slightly higher than the male students. Whatever, the Investigator will try to explore the actual relationship between the variables at present contest. The study indicates that both emotional intelligence and an internal locus of control are positively associated with the academic achievement of college students. Students who can understand and regulate their emotions, and who believe that their own effort and strategies influence outcomes, tend to obtain higher grades and show greater academic persistence. Factor analysis supports the multi-dimensional nature of both constructs, suggesting that specific facets (such as self-management in EI and internal control beliefs) contribute most strongly to performance. Educationally, this implies that colleges should not limit themselves to cognitive or content-focused interventions, but also systematically cultivate emotional skills and adaptive control beliefs through counselling, life-skills training, and classroom practices that emphasize effort, feedback, and self-reflection. Future research should employ longitudinal and intervention designs to clarify causal pathways and explore how EI and locus of control interact with other variables such as self-efficacy, resilience, and learning strategies in shaping academic success.

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