A Study on the Emotional Intelligence and Academic Achievement of Higher Secondary Students

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ABSTRACT
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. Roqan 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. The study further highlighted that Male Higher Secondary Students have higher Academic achievement than Female Higher Secondary students.

Keywords: Emotional Intelligence, Academic Achievement, Higher Secondary Students

INTRODUCTION
Human existence would appear lifeless without feelings and emotions. In our day to day life we experiences different feelings-pleasure, delight or distress, elation or depression, love or anger, joy or sorrow. These feelings are connected with any activity that one performs in his daily life. In other words, these feelings which are responsible for mental agitation and excitement are accompanied with certain body changes and are known as emotions. The word emotion has been derived from a Latin word “Emovere” which means to “stair up” or “to agitate”. Thus emotion is that state of mind which deprives an individual of his equilibrium, and he feels himself disturbed and is unable to perform even ordinary activities. It is innate response and profoundly influences action for better or worse. Emotion play important role in the life of individual because they make life interesting, thrilling, exciting and beautiful. They activise our whole body. Woodworth, “emotion is moved or stirred up state of an organism; it is a stirred up state of feeling that is the way it appeared to the individual himself. It is disturbed muscular and glandular activity—that is the way it appears to an external observer. Buck (1985) has defined emotion as the process by which motivational potential is realized or read out, when activated by challenging stimuli. In other words, emotion is seen as read out mechanism carrying information about motivational systems. Emotions are inherently neither positive nor negative; rather, they serve as the signal of most powerful source of human energy. In fact each feeling provides us with vital and potential profitable information every minute of the day this feedback ignites creative genius, improves an inner compass for one’s life and career, guides to unexpected possibilities and even saves organization from disaster. To exhibit emotions is very easy but doing it at the right time, at the right place with right person and to the right degree is difficult. The management of...
emotions has given rise to the most talked term “emotional intelligence”. The term emotional intelligence was introduced in scientific literature in 1990 by two psychologists’ Salovey and Mayer. Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotional knowledge to enhance thought. Emotional intelligence is proposed as a way of identifying and organizing the specific skills needed to understand and experience emotions most adaptively (Goleman, 1995). The emotional intelligence at the most general level refers to the ability to recognize and regulate emotions in oneself and others. Here are a few of the reasons our emotions are important in our lives. Nature developed our emotions over millions of years of evolution. As a result, our emotions have the potential to serve us today as a delicate and sophisticated internal guidance system. Our emotions alert us when natural human need is not being met. For example, when we feel lonely, our need for connection with other people is unmet. When we feel afraid, our need for safety is unmet. When we feel rejected, it is our need for acceptance, which is unmet and so on.

Emotional intelligence has been defined as the innate potential to feel, use, communicate, recognize, describe, identify, learn from, manage, understand and explain emotions. Emotional intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work. Cooper and Swaf (1997) define emotion intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy, information, connection and influence. Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one’s own and others feelings and emotions to discriminate among them, and to use this information to guide ones, thinking and action. Emotional intelligence involves the ability to access and perceive accurately, appraise, and express emotions, the ability to access and generate feelings when they facilitate thoughts, the ability to understand emotions and emotional knowledge and intellectual growth. Goleman (1998), Emotional intelligence is capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships.

The educational process aims at the enhancement of the level of academic achievement of the students along with aiming at the fullest development of the individuals according to the ability and interest. To fulfill this aim of educational process, the educationists, psychologist and other in the field of behavioral research have made a number of attempts to identify the factors which determine the educational achievement of the students.

**OBJECTIVES OF THE STUDY**

The following objectives have been formulated for the proposed study.

- To study the level of emotional intelligence of higher secondary students.
- To study the academic achievement of higher secondary students.
- To compare male and female higher secondary students on emotional intelligence.
- To compare male and female higher secondary students on academic achievement.

**Hypotheses**

The following hypotheses have been formulated for the proposed study.

1. There is no significant difference between male and female higher secondary students on emotional intelligence.
2. There is no significant difference between male and female higher secondary students on academic achievement.
Operational definitions of terms and variables

Emotional Intelligence: In the present study, emotional intelligence means the scores gained by the sample on Roqiya Zainuddin and Anjum Ahmad’s Emotional Intelligence test (EIT–ZA). This test consists 30 items in five dimensions - self-awareness, self-regulation, motivation, empathy, social skill.

Academic Achievement: In the present study academic achievement refers the marks scored by the sample in 10th and 11th class examination.

Sample

The present study were conducted on a sample of 200 higher secondary students (N= 100 Boys & 100 Girls) studying in 12th class in various government Higher secondary institutes of district Budgam. The sample was drawn on random basis.

Tools

Roqan Emotional Intelligence Test

The data for the present study was collected with the help of Emotional Intelligence Test constructed by prof. Roqiya Zainuddin and Anjum Ahmad which assess the five dimensions of Emotional Intelligence i.e. Self Awareness, Self Regulation, Motivation, Empathy and Social Skills. The academic achievement of previous two years of the sample subjects were collected from the official records of the respective schools.

STATISTICAL ANALYSIS AND INTERPRETATION

The information gathered by using the above tools was treated statistically by Percentage, Mean, Standard deviation and t-test. The following tables show the statistical analysis of the data.

Table 1: Showing the Percentage distribution of Higher Secondary Sample Students on various levels of Emotional Intelligence (N=200)

<table>
<thead>
<tr>
<th>Range of Scores</th>
<th>Category</th>
<th>N</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 and above</td>
<td>High Emotional intelligence</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>65-75</td>
<td>Average Emotional intelligence</td>
<td>137</td>
<td>68.5</td>
</tr>
</tbody>
</table>

The perusal of above table shows that 13% of higher secondary students (male and female) fall in category of High Emotional Intelligence, 68.5% in average Emotional Intelligence and 13.5% fall in the category of Below Average Emotional Intelligence.

In view of the above mentioned details the objective no 1 which reads as, “To Study the Level of Emotional Intelligence of Higher Secondary Students” has been realized.

Table 2: showing the percentage distribution of Higher Secondary Students (Male and Female) on performance standards of Academic Achievement. N = (200)

<table>
<thead>
<tr>
<th>Range of scores</th>
<th>Category</th>
<th>No</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>75&amp;above</td>
<td>Distinction</td>
<td>44</td>
<td>22%</td>
</tr>
<tr>
<td>60-74</td>
<td>Ist Division</td>
<td>67</td>
<td>33.5%</td>
</tr>
<tr>
<td>46-59</td>
<td>2nd Division</td>
<td>82</td>
<td>41%</td>
</tr>
<tr>
<td>33-45</td>
<td>3rd Division</td>
<td>07</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that 22% of Higher Secondary Students (Male and Female) fall in the category of Distinction, 33.5% fall in the category of Ist division, 41% of the students fall in the category of 2nd Division and 3.5% of the Higher Secondary Students fall in the category of 3rd division.

In view of the above mentioned information the objective no 3 which reads as, “To Study the Academic Achievement of Higher Secondary Students” has been realized.
Table 3: Showing the Comparison of Percentage Distribution between Male and Female Higher Secondary Students on various levels of Emotional Intelligence. (N= 100 in each case)

<table>
<thead>
<tr>
<th>Range of scores</th>
<th>Category</th>
<th>Male No (%age)</th>
<th>Female No (%age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>76 and above</td>
<td>High EI</td>
<td>21 (21%)</td>
<td>05 (05%)</td>
</tr>
<tr>
<td>65-75</td>
<td>Average EI</td>
<td>68 (68%)</td>
<td>69 (69%)</td>
</tr>
<tr>
<td>64 and below</td>
<td>Below Average EI</td>
<td>11 (11%)</td>
<td>26 (26%)</td>
</tr>
</tbody>
</table>

The above table reveals that 21% of Male higher secondary students fall in the category of High Emotional Intelligence while as only 5% of Female higher secondary students fall in the category of High Emotional Intelligence. The table also reveals that 68% of Male higher secondary students fall in the category of Average Emotional Intelligence while as 69% of female higher secondary students fall in this category. The table further highlights that 11% of Male higher secondary students and 26% of Female higher secondary students fall in the category of Below Average Emotional Intelligence.

Table 4: Significance of mean difference between male and female higher secondary students factor wise on emotional intelligence (N=100 in each case)

<table>
<thead>
<tr>
<th>Group</th>
<th>Dimension</th>
<th>Mean</th>
<th>S.D</th>
<th>t- value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Self awareness</td>
<td>12.24</td>
<td>1.71</td>
<td>2.0**</td>
</tr>
<tr>
<td>Female</td>
<td>Self awareness</td>
<td>11.74</td>
<td>1.86</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Self regulation</td>
<td>23.75</td>
<td>2.38</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Self regulation</td>
<td>23.05</td>
<td>2.72</td>
<td>1.94***</td>
</tr>
<tr>
<td>Male</td>
<td>Motivation</td>
<td>11.65</td>
<td>1.85</td>
<td>2.41**</td>
</tr>
<tr>
<td>Female</td>
<td>Motivation</td>
<td>11.07</td>
<td>1.76</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Empathy</td>
<td>9.64</td>
<td>1.52</td>
<td>2.65*</td>
</tr>
<tr>
<td>Female</td>
<td>Empathy</td>
<td>9.11</td>
<td>1.44</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Social skills</td>
<td>13.76</td>
<td>1.81</td>
<td>2.45**</td>
</tr>
<tr>
<td>Female</td>
<td>Social skills</td>
<td>13.17</td>
<td>1.70</td>
<td></td>
</tr>
</tbody>
</table>

*significant at 0.01 level **Significant at 0.05 level *** not significant

The above table shows that Male and Female Higher Secondary students differ significantly on Self Awareness dimension of Emotional intelligence. The obtained t-value (2.0) is greater than the table value at 0.05 level. Since the calculate mean favours the male students, thus it becomes clear that male Higher Secondary students in comparison to female Higher secondary students are more aware of themselves. They have clear perception of their personality including beliefs, thoughts, strengths, weaknesses, motivation and emotions. They believe in themselves. They considered grief a necessary and a beneficial process and are of view that sometimes worry serve a purpose. They believe that they live to learn and grow in all ways and can handle any change. They considered time as a great healer. They want to make some changes in their life so to be truly happy. The details of above table makes it clear that the mean score of Male Higher secondary Students (23.75) is more than the mean score of Female Higher secondary students (23.05) on Self Regulation Dimension of Emotional Intelligence. The obtained t-value (1.94) is not significant even at 0.05 level. This indicates that both the groups are similar on this dimension of emotional intelligence. The perusal of above table reveals the significance of mean difference between Male and Female higher secondary students on Motivation dimension of Emotional Intelligence. The table clearly shows that the mean score of Male higher secondary students (11.65) is more than the mean score of Female higher secondary students (11.07) on Motivation Dimension of Emotional Intelligence. The obtained t-value (2.41) exceeds the table value at 0.05 level. This indicates that Male higher secondary students and Female higher secondary students differ significantly on Motivation dimension of Emotional Intelligence. Since the mean favours the Males, thus, it became clear that the Male higher secondary students have more motivation of...
reaching to their goals than Female Higher Secondary Students. Male higher secondary students are found to more responsible, better able to make intelligent decisions, recognizing their weaknesses and making efforts to overcome them, always having an urge to do something great, better able to focus on the task at hand and give first priority to their own tasks necessary for his goal and pay attention. They are the first to give their suggestions and have control over their feelings than girls. The perusal of above table makes it clear that the mean score of Male higher secondary students (9.64) is more than the mean score of Female higher secondary students (9.11) on Empathy dimension of Emotional Intelligence. The obtained t-value (2.65) exceeds the table value at 0.01 level. The mean difference favours the male higher secondary students. The results make it clear that Male higher secondary students pay more attention to the worries and concerns of others and can listen to someone without an urge to say something. They feel it difficult to describe their selves but they love themselves. They tell people that they care about them by giving words to their feelings. They stay focused even under pressure and are able to handle multiple demands. A glance of the above table makes it clear that there is a significant mean difference between the Male higher secondary students and Female higher secondary students on Social Skills dimension of Emotional intelligence. The obtained t-value (2.45) exceeds the table value at 0.05 level. The calculated mean score favours the males. Thus it becomes clear that the Male higher secondary students are able to express their feelings easily, consider loneliness impossible as they have their own company; consider teamwork good way of bringing on and instructing the less able. They manage the social situations very skillfully. They pay respect to their elders. They do love the change.

Table5: Significance of Mean Difference between Male and Female Higher Secondary Students on Composite Score of Emotional intelligence. (N= 100 in each case)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t- value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>71.02</td>
<td>5.33</td>
<td>4.08</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Female</td>
<td>68.04</td>
<td>4.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that the mean score of Male higher secondary students (71.02) is more than the mean score of Female higher secondary students (68.04) on the composite score of Emotional Intelligence. The obtained t-value (4.08) is statistically significant at 0.01 level. Thus, results clearly indicate that the two groups differ significantly. In other words we can say that there is a significant mean difference between Male and Female higher secondary students on the Composite score of Emotional intelligence. The results clearly show that the Male higher secondary students have high Emotional intelligence than female higher secondary students.

In view of the above mentioned results the objective no 5 which reads as, “To compare male and female higher secondary students on emotional intelligence.” has been realized.

In view of the above mentioned results the hypothesis number 1 which reads as “There is no significant difference between Male and Female Higher secondary students on Emotional Intelligence” stands rejected.

Table 6: Showing the Comparison of Percentage Distribution between Male and female Higher secondary students on Performance Standards of Academic Achievement. (N= 100 in each case)

<table>
<thead>
<tr>
<th>Range of scores</th>
<th>Category</th>
<th>Male N0 (%age)</th>
<th>Female N0 (%age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 &amp; above</td>
<td>Distinction</td>
<td>26 (26%)</td>
<td>18 (18%)</td>
</tr>
<tr>
<td>60-74</td>
<td>1st Division</td>
<td>36 (36%)</td>
<td>31 (31%)</td>
</tr>
<tr>
<td>46-59</td>
<td>2nd Division</td>
<td>37 (37%)</td>
<td>45 (45%)</td>
</tr>
<tr>
<td>33-45</td>
<td>3rd Division</td>
<td>01 (01%)</td>
<td>06 (06%)</td>
</tr>
</tbody>
</table>
The above table reveals that 26% Male and 18% Female higher secondary students fall in the category of Distinction, 36% Male and 31% Female higher secondary students fall in the category of 1st Division, 37% Male and 45% Female higher secondary students fall in the category of 2nd Division and 01% Male and 06% Female higher secondary students fall in the category of 3rd Division.

Table 7: Significance of Mean Difference between Male and Female Higher Secondary Students on Academic Achievement. (N=100 in each case)

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>t- value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>65.88</td>
<td>11.21</td>
<td>2.82</td>
<td>Significant at 0.01 level</td>
</tr>
<tr>
<td>Female</td>
<td>61.31</td>
<td>11.73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that the mean score of Male Higher Secondary Students (65.88) is higher than the mean score of Female Higher Secondary Students (61.31). The obtained t-value (2.82) is statistically Significant at 0.01 level. Thus the results make it clear that Male Higher Secondary Students have higher Academic Achievement than Female Higher Secondary students.

In view of the above mentioned results the objective number 7 which reads as “To compare Male and Female Higher Secondary Students on Academic Achievement.” has been realized.

In view of the above mentioned results the hypothesis number 2 which reads as “There is no significant difference between Male and Female Higher secondary students on Academic Achievement” stands rejected.

DISCUSSION OF THE RESULTS

As mentioned earlier the present investigation was intended to compare male and female higher secondary students on Emotional Intelligence, career preferences and academic achievement. The comparison between two groups as well the discussion of results on the basis of analysis and interpretation of data is presented under the following headings:

1. Description of Higher Secondary sample subjects on emotional intelligence and academic achievement.
2. Comparison of Male and Female Higher Secondary Students on composite score of Emotional Intelligence.
3. Comparison of Male and Female Higher Secondary Students on performance standards of Academic Achievement.

Description of Higher Secondary sample subjects on emotional intelligence and academic achievement.

The findings highlighted in the table 1.0 clearly show that 13% of sample higher secondary subjects fall in the category of high emotional intelligence whereas majority of sample subjects 68.5% fall in the category of average emotional intelligence and 18.5% sample subjects fall in the category of below average emotional intelligence.

The results further highlighted that 22% of Higher Secondary Students fall in the category of Distinction, 33.5% fall in the category of 1st division, 41% of the students fall in the category of 2nd Division and 3.5% of the Higher Secondary Students fall in the category of 3rd division.

Comparison of Male and Female Higher Secondary Students on Composite Score of Emotional Intelligence.

In the present investigation Male and Female Higher Secondary Students were compared on the five dimensions of Emotional intelligence Scale viz. Self Awareness, Self Regulation, Motivation, Empathy and social Skills. The two groups were further compared on the composite score of emotional intelligence. It was found that male and female higher secondary students differ significantly on Self Awareness, Motivation,
Empathy and social Skills dimensions of emotional intelligence but No significant mean difference was found between the two groups on the Self Regulation dimension of emotional intelligence. On the composite score of emotional intelligence the male groups showed the dominance.

The results revealed that Male Higher Secondary Students possesses higher level of Emotional Intelligence. They posses better Self Awareness, Motivation, Empathy and Social Skills than the Female Higher Secondary Students. The Male Higher Secondary students are more aware of themselves. They have clear perception of their personality including beliefs, thoughts, strengths, weaknesses, motivation and emotions. They believe in themselves. They considered grief a necessary and a beneficial process and are of view that sometimes worry serve a purpose. They believe that they live to learn and grow in all ways and can handle any change. They considered time as a great healer. They want to make some changes in their life so to be truly happy. The male higher secondary students have more motivation of reaching to their goals than female. Male are found to more responsible, better able to make intelligent decisions, recognizing their weaknesses and making efforts to overcome them, always having an urge to do something great, better able to focus on the task at hand and give first priority to their own tasks necessary for his goal and pay attention. They are the first to give their suggestions and have control over their feelings than female higher secondary students. The male higher secondary students pay more attention to the worries and concerns of others and can listen to someone without an urge to say something. They feel it difficult to describe their selves but they love themselves. They tell people that they care about them by giving words to their feelings. They stay focused even under pressure and are able to handle multiple demands. The male higher secondary students are able to express their feelings easily, consider loneliness impossible as they have their own company; consider teamwork good way of bringing on and instructing the less able. They manage the social situations very skillfully. They pay respect to their elders. They do love the change. Male and Female Higher Secondary Students Differ Significantly on the Composite Score of Emotional Intelligence. Thus the results are in line with the investigations carried out by Nadeem & Nowsheen (2013) Bhat Nisar and Khan (2013), Khan and Ishfaq (2013), Jayawardena and Jayawardena (2012), Nisar and Masrur (2010) and Sing (2010). These investigations have revealed that that there is significant difference of Emotional Intelligence among Adolescents with reference to Gender (Male/Female), socio-economic status and type of school (private/government).

**Comparison of Male and Female Higher Secondary Students on performance standards of Academic Achievement**

The perusal of table 2.13 makes it clear that the mean score of Male Higher Secondary Students (65.88) is higher than the mean score of Female Higher Secondary Students (61.31). The obtained t-value (2.82) is statistically Significant at 0.01 level. Thus it can be inferred that Male Higher Secondary Students have higher performance standards on Academic achievement than Female Higher Secondary students. The results are in line with the investigations carried out by Shakir (2014) Maqbool and Akber (2013) Bhargava (2012) Ganai (2011). These investigations have revealed that that there is significant difference of Academic achievement among Adolescents with reference to Academic anxiety, academic streams (science and social science) and inhabitation (Rural/urban).

**CONCLUSION**

1. On the basis of the data analyzed the following conclusions have been drawn out from the present study.

2. The findings of the study revealed that 13% of Higher Secondary Students fall in category of High Emotional Intelligence, 68.5% in average Emotional Intelligence and 13.5% fall in the category of Below Average Emotional Intelligence.
3. It was found that 22% of Higher Secondary Students fall in the category of Distinction, 33.5% fall in the category of 1st division, 41% of the students fall in the category of 2nd Division and 3.5% of the Higher Secondary Students fall in the category of 3rd division.

4. It has been found that 21% of Male Higher secondary students fall in the category of High Emotional Intelligence while as only 5% of Female higher secondary students fall in the category of High Emotional Intelligence, 68% of Male higher secondary students fall in the category of Average Emotional Intelligence while as 69% of female higher secondary students fall in this category and 11% of Male higher secondary students and 26% of Female higher secondary students fall in the category of Below Average Emotional Intelligence.

5. It was found that Male and Female Higher Secondary students differ significantly on Self Awareness dimension of Emotional intelligence. The Male Higher Secondary Students in comparison to Female Higher Secondary Students are more aware of themselves. They have clear perception of their personality including beliefs, thoughts, strengths, weaknesses, motivation and emotions. They have more emotional awareness, accurate self assessment and self confidence than Female Higher Secondary Students.

6. It was found that both the Male Higher Secondary Students and Female Higher Secondary Students are better at Self Regulation Dimension of Emotional Intelligence. Both the groups can intentionally elicit an emotion, even an unpleasant one. Both the groups showed the qualities of self control, trustworthiness, conscientiousness, adaptability and innovation.

7. It was found that the Male and Female Higher Secondary Students differ significantly on the Motivation dimension of Emotional intelligence. The Male higher secondary students have more motivation of reaching to their goals than Female Higher Secondary students. Male higher secondary students are found to be more responsible, better able to make intelligent decisions, recognizing their weaknesses and making efforts to overcome them.

8. It was found that the Male and Female Higher Secondary Students differ significantly on the Empathy dimension of Emotional intelligence. The results make it clear that Male higher secondary students pay more attention to the worries and concerns of others and can listen to someone without an urge to say something. They feel it difficult to describe their selves but they love themselves. So they are good at understanding and developing others.

9. It was found that the Male and Female Higher Secondary Students differ significantly on the Social Skills dimension of Emotional intelligence. The results make it clear that the Male higher secondary students are able to express their feelings easily, consider loneliness impossible as they have their own company; consider teamwork good way of bringing on and instructing the less able. They manage the social situations very skillfully. They pay respect to their elders. They do love the change. Thus they are good at communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities.

10. It was found that the Male and Female Higher Secondary Students differ significantly on the Composite Score of Emotional intelligence. The Male Higher Secondary Students showed higher level of Emotional Intelligence than Female Higher Secondary Students.

11. It has been found that 26% Male and 18% Female higher secondary students fall in the category of Distinction, 36% Male and 31% Female higher secondary students fall in the category of 1st Division, 37% Male and 45% Female higher secondary students fall in the category of 2nd Division and 01% Male and 06% Female higher secondary students fall in the category of 3rd Division.

12. The findings of the study further revealed that Male Higher Secondary Students have higher Academic achievement than Female Higher Secondary students.
SUGGESTIONS

1. The present study may be replicated with a large sample inorder to increase the scope of generalization.
2. The study should be conducted on secondary school students, students of ITI’s, students of medical sciences and students of Polytechnique.
3. Correlation should be found out between Emotional Intelligence, Career Preferences and academic achievement.
4. The present study should be explored widely as there is a dearth of research work, especially in Kashmir.
5. There is a need to conduct similar type of research on cross cultural dimensions of the target population.
6. Emotional intelligence should be studied with other variables such as learning styles, study habits, scientific temper, socio-economic status, intelligence, personality etc.
7. Guidance and counselling strategies should be evolved on the basis of follow up studies to inculcate emotional intelligence in the students.
8. There is need to conduct similar type of research with rural urban dichotomy.

REFERENCES