

**ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS;
INFLUENCE OF EMOTIONAL INTELLIGENCE OF TEACHERS.**

A Dissertation submitted to

School of education

In partial fulfillment of requirements for the award of the degree of

Master of Education

Bhavana Sharma

M.Ed. Student

Regd. No. 11509721

Lovely professional University

Phagwara (Punjab)

2017

CHAPTER 1

INTRODUCTION OF THE PROBLEM

1.1 THEORETICAL ORIENTATION OF THE PROBLEM

Human being is the noblest creation of God, which has two aspects one is biological and another is sociological. Biological aspect is that which is maintain and transmitted by food and reproduction and sociological aspect is preserved and transmitted by education. Education is the means through which every child promotes his intelligence and adds his knowledge and understanding with which he can do better. Education is the major life processes of human being. Education is a process of human enlightenment and empowerment for achievement of a better Quality of life. Education plays important role for the improvement in the society. Learning of the child starts from the family it is the family which first give education to their children. Parents play important task in the process of giving education to their children. When the parents play important role to increase the level of academic achievement of their students, children show progress in the level of academic achievement (Bryan, 2005). Suleman and Hussai (2012) said that the academic achievement of student is directly proportional to the parental income, education and occupation. Thus socioeconomic status of parent plays important role in enrichment of their children academic achievement The school and teacher impart education to the children. In the school it is the responsibility of the teachers that they help the student in their academic carrier, so that the student can progress in their studies and show his contribution in the society. The learning environment in secondary school is more complex then elementary school and academic expectation of parents from their children also increases. Skills are there is every individual, it depend on the person how to use their skill in better way. Students use the different kinds of skills according to their mental abilities and achieve success in their academic concern. The role of the teacher in the school is to teach the students in such a way that the students get better understanding of the concepts. By giving the task to the students the teacher can measure the marks of the students in all subjects. Those students who progress in their studies can attain success in their academic work. The achievement of the students is seen by the scores that student gain in their academic work. from the academic achievement the student come to know about themselves that where they stand in their studies. Higher the

achievement more is the openings of students for better job in all fields. The average students in the class are always doing their work with stress and don't take interest in the studies. This effects on the academic achievement of the students and the students show average or poor result in academic performance. Their concentration never works properly in educational field (Singal, 1998). Academic achievement undertakes primary importance in the context of education system aimed at the progressive scholastic achievement of the students and human resource development at macro level. Academic achievement is important term for the educational growth. We cannot neglect the term academic achievement in one's life. Academic achievement is important for the student progress. It is the academic achievement on which the student entire future depends. Many times the research has been conducted on academic achievement. The education help the child in achieving the academic achievement Academic achievement can be described as successful accomplishments in a particular subject's area usually by hard work. The purpose of all academic and non-academic activities of school is to enhance the academic achievement of students. Number of personal, institutional factors and social and economic factors influence it. Personal factors are very important in influencing the academic achievement. Academic achievement refers to what and how an individual has learnt quantitatively after a period of instruction given. The teaching and learning process that are going in every institution focus on the academic achievement of the students. Various co curricular activities are organized by the institution to increase the academic performance of the students. In student life the term academic achievement plays very important role. The teacher and parents can help the students in achieving the academic achievement. Rafiq et al., (2013) said that parental can helpful for their children in gaining the good academic achievement in their performance. Academic achievement is achieved by the student as a result of education. The educational institution made the academic goal and the student and teacher make an extent to achieve that goal. For the measurement of the academic achievement the examination or continuous assessment and examination are made for the students in an institution. The achievement of the school may be affected by the educational goal made by the institution. The examination and continuous assessment which are done by the teachers are the various aspects but among these various aspect we cannot say which one aspect is best for the students through which there academic achievement increases. Students are learning in the school, the study habits of the different

students are different, the level of intelligence among the student varies. The students show good or bad attitude towards their school, the personality of different students are also different, this effects on the overall school achievement. Through academic achievement the teacher in the classroom can better judge the potentialities and capacities of the student. In the educational process academic achievement is measured by the teachers, hence academic achievement possess important place in the teaching learning process (Oxford Advanced learners Dictionary, 2010). Bussari (2000) stated that academic achievement is the knowledge or experience gained by the students in the school from the teachers. In this way various types of skills are also inculcated in the child. Ireoegbu (1992) stated that academic achievement which is also termed as the academic performance in school subjects is the level of performance in the subjects as exhibited by the student. We can say that the academic achievement is the sum total of knowledge and skill which are developed by the student in the school subjects. Test scores of the marks assigned by teachers are sign of the achievement. In every institution it is shown that the evaluation of the students is done on the basis of the marks or grades achieved by the students (Adedipe, 1985). Academic achievement is excellence in all academic discipline rather than fantastically accepting it and competing against some standard of excellence. Through academic achievement the students get the successes in their academic work and the level of proficiency are attained by the students. Good (1945) defines that the teacher design the test for the students and the students gain the knowledge through the test and skill are developed in the students in various subjects Academic achievement can also depend upon attitude, interest and habit of student. According to Agbaji et al., (2014) students variables; students attitude towards science subjects, students interest in science subjects and study habits where significantly important to students academic performance in science subjects. This simply implies that performance of student in science subjects strongly depend on student attitude towards science subject, student interest in science subjects and study habits. The creative thinking skills of a person is also helpful in achieving the excellent academic successes creative thinking skill sharps the mind of child to think rationally. Anwar et al.,(2012) support this view that if the instruction is properly given by the teacher to the students during the teaching learning process this increases the creative thinking of the students and the students show more concern towards the topic taught by the teacher and in this way the skill of the students increases and this help the students in

increasing their academic achievement. In student life stress is always not a negative determinant that affects on their achievement level some time stress can also be an important factor that help the student to achieve the good performance. Parents should be aware of the fact that few related areas of stress are essential for the better performance of the students. Stress has positive impact on the student academic achievement. Stress related to job or marks are not harmful in this perspective. Kumari and Gartia (2012) said that there is positive correlation between stress and academic achievement gained by the students in the school. Academic achievement is also called academic performance. It is the educational outcome or result. This outcome shows that a student, teacher, institution or any person has achieved its objective or aim. Academic achievement is mostly measure by examination or continuous assessment but for the other area achievement many tests are organized.

Factors which impact academic achievement are:

1. Individual difference that influence academic achievement.

Different factors effect on the student academic achievement for e.g. Student personality, behavior, intelligence, interest, ability, attitude, capacity, classroom environment, teacher attitude, teaching method or strategies, curriculum, peer group, socio- economic culture home environment etc. In the classroom there are there exist students of different level some are average level students, some are below average level, while some are high achievers. To check the mental ability of students different test are organized and conducted. Through this it verified that those students having low I.Q level their academic achievement are lower. Those students having higher I.Q level have high academic achievement. While those students having I.Q level average are average achievement students and those students having I.Q level 90- 120 are gifted students. High achiever students have higher motivation and curiosity to do work.

2 Family influences

To increase the academic achievement level of the students, school and family have need to take imitative. School can shape the student skill, behavior, attitude, in right direction. A student family environment means the structure of family. It includes joint family or nuclear family, education of family members or thinking of family members etc. Effective interaction of the family members, effect the academic

motivation and school achievement of student. Students from supportive and strong family can easily achieve their goal. Economic condition of family also effect on the student's academic achievement. A good family influence Help student can complete school education and can further move towards high degree. The social status of the family also effects on the academic achievement of the students.

3. Classroom instruction

Many factors effects on the academic achievement of the students but one of the most important factors are the classroom instruction. To prepare the instructional design for the class is the challenging task for the teacher. In the class there are diversity of the students there. Teachers adopt the teaching method, instructional strategies, according to the individual difference of the students. The effective instruction given by teacher in the class, this is helpful for the student's academic achievement. When teacher uses different teaching aids such as videos, charts, pictures in the classroom, there is increase in the level of the student interaction and interest of the student also increases and in this way an effective teaching learning process develops in classroom. The learning style of every student is different in the classroom so to improve the instructional quality teacher should keep in mind the ability of the student. Before planning the instruction identity of the content is necessary. Content should be related to the real life of the student. When the instructions are clear to the student, the student has more clarity in the concept and this effect on the student academic achievement. If the content is difficult student cannot understand the content and this effects on the outcome of the student.

4. Learning ability

In the classroom there is diversity of the students there and every student has different ability to do work. When inclusive education is given to the students, means when disabled and able student are included in the normal school and education is given to them. Students may have learning disability. Learning disability means student as compare to their peer group complete the task in slow pace. But this do not means that the students are not able to do their task but this effect on the student academic achievement of the student. To improve the academic achievement it is important to focus on the learning disability.

EMOTION

The word emotions have been derived from the Latin word 'emovere' which means the spirit that moves us. Emotion activates our lives, shapes out our perception and behavior. Emotions are feelings that are generated within us. Emotion is an affective stage of consciousness in which joy, Sorrow, fear, hate or like is experienced, as distinguished from cognitive and volitional states of awareness (Random House Dictionary of English Language). Emotions of the person come from the experiences.

INTELLIGENCE

At school, at our work or in competitive examination most of us take at least one intelligence test which reveals something about our capacity to learn. Every person uses his intelligence in solving the daily life problems. The concept that those people who are busy in reading the books are intelligent but this conception is not right, yet most educated persons in the society are intelligent. An intelligent person doesn't always get success in their life, yet unsuccessful people are often unintelligent. To a psychologist, the word intelligence has a connotation somewhat different from that given to it in general usage. Until the nineteenth century, the word intellectual and intelligent was used most interchangeably and both refer to the ability of a human being as distinct from that of animals who were considered creatures of instinct. A more comprehensive meaning of intelligence is that a person may be said to be intelligent to the extent of effectiveness with which he deals with all the elements and situations in his environment. Thus this intelligence is evaluated according to the manner in which he deals with the people, things and ideas. In other words the degree of intelligence depends upon the degree of effective integration of one's capacities and abilities for dealing successfully with one's environment. A person may be intelligent in some respects and not in others. One may be very intelligent in academic aspects but be unwise in matters of money or have poor control over one's emotions and feelings as to be unable to get along well with people. If a person is as egocentric as to alienate his friends, his behavior is not considered intelligent. A child may be a good learner but be so full of anxiety and fears that he is tense and unhappy all the time. Therefore it might be useful to evaluate a person's behavior in its entirety to determine the nature and extent of his intelligence. Anyone who examines an individual's adjustment to life problems is bound to note that intelligence shows some direct

relationships. The most intelligent people can handle problems which people of lower intelligence cannot tackle successfully.

Intelligence is an ability to learn, the ability to carry on to the higher processes of thought, especially abstract thinking, and the ability to adapt to novel situation Intelligence has been defined as a function of central nervous system. If a person has nervous systems which makes connection readily and retain them, he is likely to be bright or intelligent. If on the other hand his nervous system forms neuron path with difficulty, if association is hard to form and are soon lost, he is certain to be dull and stupid. Intelligence is an important term through which we can get deeper understanding about the human performance. Moreover, there are two types of intelligence; logical and linguistic. Sternberg tells about the term intelligence and also said about the intelligent behavior of a person. Through intelligence a person can stabilize its mental activities going on in his mind, this help the person in solving the problems and also the person uses its intelligent behavior in his daily life (Sternberg and Wagner, 2002). Intelligence is the ability in an individual which help the individual to acquire the knowledge and this knowledge help the students in solving the problems of life. It is the ability to answer problems and to adapt to and learn from life everyday experiences. Intelligence is the capacity to learn reason and understand (wordsmyth dictionary, 2006).

EMOTIONAL INTELLIGENCE

When a person interact with another person he show his emotions to another person to whom he is interacting thus we observe that the emotions are attached with the human interactions. In our daily life in every situation we use our emotions; we read the people face through the emotions. Emotional intelligence is the combination of two words emotional and intelligence. It is innate as well as acquired potential. According to Clarrochi, Chan, Caputi and Roberts (2001), The role of the emotional intelligence is very important in every person's life. Ciarrochi et.al. reported that the person emotions are related to the perception when a person talk with another person he make perception of that person. Emotions are shown by the person when he expresses himself with another person or when a person want to make another person understand him he shows emotions in his behavior which is related to the events that the person have experienced in his life. Emotions are adapted by the person in his

daily life according to the various events that take place in his life. On the basis of these emotions a person shows positive or negative behavior in his/her personality. These emotions are managed and understood in our life when we apply these in our daily life. Various types of cognitive functioning occur in our mind as cognitive functioning is related to our mind. Through our mind we can judge another person's point of view and we can also do abstract thinking through our mind. According to our mood we react with the things if we have a good mood we remain positive in our behavior if we are not in a good mood we cannot solve the problems of our life. Emotions are an essential part of one's character. They define the nature and efficiency of the pattern of social contact and also contribute to the psychological well-being of a person. If the teachers are emotionally intelligent they will be able to communicate their emotions confidently and more boldly without actually threatening students or other persons. Poulou and Norwich (2000) found that teachers are those persons who built the school. Teachers guide the students in their field of concern so there is a need for teacher training so that the teachers during the teaching-learning process can adopt the different strategies and use the motivated thoughts to understand the students, especially those students having emotional difficulty and behavior difficulty. Emotionally intelligent people can handle their differences more effectively without blaming each other. Emotional intelligence will also help teachers to avoid stress at work. Application of emotional intelligence at work enables one to enjoy a conducive work environment. Emotional intelligence helps enable teachers to cope with setbacks and difficulties in a better manner as compared to others who have a limited repertoire of competencies for emotional responses. This type of teachers enables students to avoid a host of problems especially characteristics of adolescence such as loneliness, lack of concentration, being stubborn etc which is just a manifestation of lack of emotional intelligence. Boyd (2005) found that in the classroom various types of students are studying. The students having different types of social needs have different types of emotional needs. Every child is different from another child, so the intellect of different students is different they have different types of intellectual need. It is only the teacher who attempts to meet the needs of the different students in the classroom. It is important for the teacher to know about the content to be taught to the students and the different types of strategies adopted by the teacher to make their teaching-learning process effective and motivated. It is also an important point of concern that the relationship made by the

student with the teacher and the teacher with the student are good because it effects on the success of the students. Teacher's behavior matters to solution in terms of relationship, perception and feelings that the classroom is emotionally safe. One cannot deny that an emotionally safe classroom is more conducive to learning. Curriculum framework for quality teacher education (1988) issued by NCTE has outlined clearly that a secondary teachers help in improving the students life and in turn the teachers are helpful for building the better nation because if the students are educated in our society the nation itself grows because the youth are the builder of our nation. The creativity of the teacher can help in understanding the national ethos This goal can be achieved by the student- teachers if they are emotionally competent, mature and sensitive. The classroom teaching apart from knowledge and methodology requires traits like effective communication, patience, calmness, perseverance, sympathy and optimism. These activities are part of one's emotional intelligence. The cognition and influence together make up Emotional Quotient (E.Q) The concept of social intelligence was identified by the Thorndike and through this concept of social intelligence emotional quotient comes, as one of the many different types of intelligence individuals possess (Cherniss and Goleman, 2001). Thorndike defines social intelligence as an ability in which a person is able to understand the another person (Falt and Howe, 2003).

The student with strong EQ will not only be successful in school but develop into a well-adjusted individual in the society as well. Emotionally intelligent teacher handle the emotions of the students very carefully. But today in our classrooms there is demand that the teacher must find out how to understand and accept differences in emotional expressional and management among the students. Teacher need to cultivate the strong emotional quotient skills. E.Q affects not only how the individual gets along with others, but it also help a person to be successful in the life and the person also get successful in the profession also. E.Q can help the people to accept their limits, work optimally. E.Q can also helpful for the student to develop the better interpersonal relationships among themselves and others. In this context, prospective teachers need to have E.Q so that it become important for the teachers for helping learners in achieving more in their studies. E.Q skill can help to make a society in which people care about themselves, can give support another person and thus help in creating the successful society. Education has long been concerned about the

emotional well-being of their students. Instances of violence, bullying, use of abusive languages and distress have increased in schools. Teachers stress and burnout have become common. The future teacher must possess E.Q skills in order to cope with the stress. It is said that teaching is one of the professions which require having high E.Q. The teaching profession requires emotional competencies such as rapport, harmony, and comfort while dealing with the students. A teacher with high I.Q may necessarily have high in their emotional competencies. Hence, teachers with high E.Q show open and free expression of ideas which deals with the creativity and mutual respect

Gardner give the concept of the intelligence in which he define the term interpersonal intelligence and another term intrapersonal intelligence in these terms the term E.Q are included. In the interpersonal intelligence a person is able to understand the person. Intrapersonal intelligence in which a person has an ability to develop the accurate model of self and the person having the intrapersonal intelligence can use this ability in their daily life. A person can use the skill of intra and interpersonal relationship during the communication with another person. A person can also use these skills in understanding the emotions of others and can better understand their behavior. According to Mayer and Salovey (1977) emotional intelligence is the ability of a person to perceive the emotions of another person. It is an ability through which a person can able to understand the person point of view through his emotional knowledge and can better understand the intellect of another person by his powerful intellectual growth. They said that emotional intelligence is an ability of an individual through which a person can change his negative emotions into the positive emotions and in this way a person gain more opportunities of success in his daily life. The teacher's important quality is that he/she can know how to use the emotions, how to regulate the emotion during the situation and teacher can also know how to express the emotions so that the better teaching learning process occurs in the classroom. Teacher is the important resource person in the teaching learning process he should know about his strength and weakness to generate thoughts and to understand the other's. Goleman (1995) stated that emotional intelligence is the capacity in which a person can understand the feelings of another person for monitoring ourselves. Emotional intelligence can also help the person in managing the situation and helps in making the relationship stronger. Amerkins et al.,(2009) stated that an emotional person can understand the feeling of others and their behavior is also good then the

others. An emotionally intelligent person can know the term emotion and use this term in such a way that the positive results come. If a person is emotionally intelligent he can solve all the problems. An emotionally intelligent person can understand other individuals and can deal with the any environment. An emotionally intelligent person is superior he can understand emotions of other. Emotions are our personal experiences. A person can be successful only if he is emotionally intelligent. An emotionally intelligent person can fulfill his life and become successful person. If a person cannot control his emotions, it may result in disaster. Emotional intelligence is the compound of general experiences continuously influencing by other process going on at the same time. A person can recognize his own feelings if he have capacity be emotionally intelligent. An emotionally intelligent person has ability to express emotions and generate feelings that facilitate thoughts and have ability to regulate emotions to promote growth. We can also say that emotional intelligence is the skill of person to succeed in coping with the environmental demands and pressure. An emotionally intelligent person can show empathy with the others. When a person is able to recognize his own emotion only then he can understand the emotion of others. If a person converts his negative emotion to positive emotions, he can get more growing opportunities. If a teacher is emotionally intelligent this help in the smooth functioning of the institution. Singh (2003) found that teachers needed to be high in their emotional intelligence to be successful. Goleman (1995) suggested that emotional intelligent person can do the things in better way and such persons can effectively solve their daily life problems. Benninga, Berkowitz, Kuehn and smith (2003) reported that classroom environment can enhance positive dispositions in children if teachers receive appropriate training. Teacher training institutions have introduced personality development programmed in the curriculum. Moreover emotions like anger, frustrations, stress, and tension anxiety can be controlled by an emotionally intelligent teacher. Teachers need to be trained in communication skills and participation in communities' festivals and functions. It requires emotional sensitivity which allows others to feel comfortable in the company of others. Emotionally intelligent teachers will make their pupil learn self control. Kaunt (2013) stated that those teachers who have low emotional intelligence can face more stress in job during the working then those teachers who have high emotional intelligence cannot face more stress during their job. Abdullah et al. (2004) stated that student who

are able to regulate their negative effect are said to be more effective in problem solving and processing information.

PROCESS OF EMOTIONAL INTELLIGENCE

Process of Emotional Intelligence or managing the emotions is a four step process (Salovey and Mayer's 1977) These steps are :

1. To perceive emotion
2. To integrate emotion
3. To understand emotion
4. To manage emotion

1 To perceive emotion :

In this stage the individual perceives the type of emotion in self and in others. Emotions can be perceived through face reading, body language, conversation, voice tone etc. It is not necessary that an individual perceives an emotion through the above-mentioned measures. There may be some other modes of perceiving an emotion.

2 To integrate emotion:

After perceiving an emotion, the individual tries to find out how his own feelings and emotions are related and unrelated to perceived emotions. The individual tries to find out analogy with the perceived emotions to integrate the newly perceived emotion. If he finds any analogy then he integrates the perceived emotions with the analogous ones; otherwise he keeps them in a separate category.

3 To understand emotions :

After integrating the emotions with analogous ones, the individual tries to analyze and synthesize the pros and cons of the emotion. This enhances his understanding for the nature, intensity and outcomes of emotion. Finally after acquiring the proper understanding of the emotion, the individual is in a position to use the emotion in problem solving.

4 To manage emotions:

When a person is able to properly understand the emotion then he can exercise its proper control and regulation over the expressions and use of emotions in dealing with self and others to promote harmony, prosperity and peace.

COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Goleman's model (1977) following are the importance of emotional intelligence.

1. **PERSONAL COMPETENCIES** : Personal competencies includes,

- 1) Self awareness
- 2) Self regulation
- 3) Self motivation

2. **SOCIAL COMPETENCIES** : Social competencies includes,

- 1) Social skills
- 2) Empathy

1. **PERSONAL COMPETENCIES**: Personal competencies are personal attributes of the person. They are explained as under:

- 1) **Self awareness**: It is the knowledge of one's feelings and emotions. It is the ability to recognize one's feeling and to differentiate the causes that are causing that feeling.
- 2) **Self regulation**: It is an ability to manage one's impulsive as well as distinguishing feeling. One can manage one's feeling only when he has proper knowledge of emotions, their causes and ways how to direct the emotion in the desired direction, which can be beneficial for the individual as well as the society as a whole.
- 3) **Self motivation**: Self motivation is that form which moves, energizes and directs a person to attain some goal. To attain a desired goal a person should be able to constantly motivate him till the goal is attained.

2. **SOCIAL COMPETENCIES**: Social competencies are the attributes which help a person to interact effectively with other members of society. They are explained in detail as under:

- 1) **Social skill**: These are the techniques of handling the another person's emotions artfully.

- 2) Empathy: Empathy is particularly an important aspect of emotional intelligence. Empathy is the skill of handling other person's emotions and analyzing their as one's own feeling and emotions. People who are best at identifying other's emotions are more successful in their work as well as in their social life.

NEED FOR DEVELOPING EMOTIONAL INTELLIGENCE AMONG TEACHERS

The students get the secondary education from the secondary schools. Various programs are conducted such as pre-service teacher program which prepare teachers for all school going generations. So, the teachers need to be emotionally balanced in order to raise students in a better way. In national policy of education (1986) it was stated that conscious effort should be made through the Curriculum to develop social-cultural values among the students. Efforts are also needed to increase sensitivity of children towards aesthetic, beauty, adaptability, and reinforcement. Emotionally intelligent teacher handle the emotions of adolescents efficiently. So the teacher needs to be emotionally intelligent.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

An emotionally intelligent person has such skills through which he can be successful in understanding the emotions of another person and feeling of others in better way. These qualities of a person can help the person to attain success in one's area of achievement. In the daily life, the person suffers from many problems because they don't understand themselves and others. Feeling and emotions are attached with every person if an individual take care of another individual emotion then only the emotional potential of a person develops. If a person has strong emotional intelligence then he/she can adjust properly in the society. If a person has good emotional potential and then it will surely helps the person in the society in which the person lives. It will surely help the person to understand the emotions of other. It helps the individual to act in right way and can contribute towards life with peace and collaboration. To sum up emotional intelligence enables human beings to respond properly to a variety of environmental situations. It helps to understand emotions, which are life lines of self awareness that deeply connects us to ourselves and others.

It also prescribes preventive measures against bad behavior, anxiety, frustration, boredom and depression etc.

REVIEWS OF RELATED LITERATURE FOR ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE

Anwar et al., (2012). reported that a significant relationship exists between creative thinking of the students and academic achievement of the students when different a test of creative thinking are given to the students. However the relationship between creative thinking and academic achievement can be changed when we see the level of the academic achievement of the students when test of creative thinking is given to the students. This study will be helpful form the educational point of view also.

Kumari and Gartia. (2012) concluded that positive correlation exits between the stress and academic achievement of the students. It is seen that stress helps the person in adaptive abilities. The parents know about the area of the stress and motivate the students to do work. Teacher should also motivate the students and how much stress should student achieve this is also taken into concern and this effects on the academic achievement of the students.

Mehmood et al., (2012) reported that when the formative assessment is taken from the students this increases positively the academic performance of the students. The student assessed by formative assessment has significantly high score then the students who are not assessed.

Suleman and Hussai (2012) concluded that the parent's socio economic status effects on the academic achievement of the students. Those parents who have high socioeconomic status it is seen that there students progress in their studies and achieve good academic achievement in examination. This shows that academic achievement of students effects on the students is directly related to the parents income and helps in the increasing the academic achievement of students.

Alkutaba (2013) reported that there is important effect of socio financial factors on students academic achievements. It is the key determinant of student achievement.

Rafiq et al., (2013) concluded that those students whose parents show concern to their students in studies, who take care of the students home work their academic task and encourage the students to do good in their studies, this increases the academic performance of the students.

Agbaji et al., (2014) concluded that students variables (students attitude towards science subjects, students interest in science subjects and study habits) were significantly important to students academic performance in science subjects. This simply implies that performance of student in science subjects strongly depend on student attitude towards science subject, student interest in science subjects and study habits.

Chamundeswari et. al., (2014) concluded that statically analysis show a significant correlation between the self concept, Study habits, and academic achievement of students. A significant difference is found in students; pertaining to self concept, study habit, and academic achievement.

Suleman and Hussain (2014) reported that those students who take tuition achieve good academic performance in their studies this is due to the reason that the students better understand better about the concepts and this help the students to increase in their academic performance.

Kumari (2015) reported that the there are different categories of students in every school. The study habits of the different students are different in the school. The difference occur in the academic success of the students of different categories

Shah and khan (2015) reported that multi aided teaching that are used in the classroom by the teacher are more effective than the traditional one. Different types of the student are there in the classroom and the student's attitude towards different subjects are different. When the teacher uses the multi aided teaching method in the classroom it improves the student attitude towards the science subject as compared to the traditional method of teaching.

Saikia and Choudary (2015) reported that there is no significant difference between boys and girls and rural and urban secondary school students in their home environment and the parents can better understand the children in their home environment in which they take care of the view points of the child this help in making the decision making power of students and also help the student to increase their academic performance.

Singh and Mahipal (2015) reported that there is significant relationship between academic achievement of students and the habits that are attained by the students. If the students have good habits of study this increases the academic performance of the students.

Singh and Choudhary (2015) reported that academic success was influenced by socio economic condition and those who belonged to high and middle socioeconomic condition have show better presentation.

Oommen (2015) concluded that learning style and academic achievements plays a significant role for cognitive affective and psychomotor development of children. The curriculum and syllabus should therefore be framed according to the interest, abilities, needs and desires of individuals.

Gabrial et al., (2016) concluded that those students whose parents have good occupation and have good financial status, it is shown that these students show good academic performance as compare to those parents who have poor economic status.

Abdullah et al., (2004) reported those students who are able to regulate their negative effect are said to be more effective in problem solving and processing information. The student with strong EQ will not only be successful in school but develop into a well adjusted individual in the society as well.

Jeloudar and Goodarzi (2012) concluded that significant relationship exists between teachers emotional intelligence and five factor job satisfaction.

Kauts and Kumar (2013) reported that some teachers have low emotional intelligence and some teachers have high emotional intelligence. Those teachers who can better manage their emotions can manage the situation and experience low stress and can manage in every situation then the teachers who are not emotionally intelligent and face problems in taking any responsibility in their life.

Mehta (2013) concluded that there is meaningful relationship between cognition and expressing emotions and occupational stress.

Mishra and Laskar (2013) reported that emotional intelligence of teachers are not normally distributed : 50% of teachers studying have poor Emotional Intelligence, Gender, Experiences and Qualification variation wise no difference are found but designation wise variation is found.

Hans, et al., (2013) reported that private educational institution teachers in Sultan and Oman have fairly high level of emotional intelligence.

Selamat and Nordin (2014) reported that there are encouraging and reasonable relationship between emotional intelligence and organizational commitment. the teachers who can better reflect there thinking are more emotionally intelligent in their behavior they can manage their emotions.

Adilogullar et al., (2014) reported that negative relation found between the teachers who want do something but are doing the another things and crisis develop in teachers and the teachers emotional intelligence become less.

Fatemi et al., (2014) concluded that Pearson coefficient correlation showed statistically significant relationships between EFL teachers, EI, JB and EFL teacher autonomy and their JB, These finding provide some pedagogical implication for consideration of EFL teacher's psychological traits in EFL setting. Teachers can take advantage of finding this research to know more about the significance of being autonomous, developing EI and consequently avoiding job burnout

Sharma (2015) concluded that senior secondary school teachers have been found to be substantially effective in their performance. There is significant independent effect of emotional intelligence and behavior on performance of senior secondary school teachers.

Kaunt and Kumar (2015) reported that teaching effectiveness of teachers and teachers of high and low ages are equally effective; teachers who have done B.Ed. and the teachers who are without B. Ed degree possess similar proficiency level of teaching; teachers who are highly emotional intelligent are more effective in teaching then teachers who are less emotionally intelligent.

Tabassum (2015) reported that there is negligible correlation between emotional intelligence and job satisfaction of secondary school teachers.

Hayat et al., (2016) concluded that female secondary school teachers are more emotionally intelligent then male secondary school teachers. Both variables emotional intelligence and professional development seemed to correlate with gender significantly at 0.01 level. High mean scores of female secondary school teachers indicate high level of emotional intelligence and high professional development and low mean scores of male secondary school teacher point out low stage of emotional intelligence and professional development and professional development as compare to female.

Seng et al., (2016) concluded that emotional intelligence factors are not the main factors influencing the student's academic achievement. The level of emotional intelligence in fact needed to live successfully.

Verma (2016) concluded that there was no significant difference in the emotional intelligence among the mathematics and science teachers; however a high mean value of emotional intelligence was noted for mathematics teacher as compare to the science teachers. Though analysis based on individual subscales of emotional intelligence showed that there was significant difference in emotional intelligence of mathematics teacher and science teachers for subscale of regulation of emotion. The mathematical and science teacher ranked average in their emotional intelligence.

1.2 SIGNIFICANCE OF THE STUDY

Teacher's role has changed since the evolution of knowledge and discipline. These roles may include evaluator, planer, course developer, information giver, role model, and catalyst and source developer. Expectation of the society has increased manifold. The major role of teachers is to uplift the society. The role of teachers has changed due to advancement of science and technology. The teacher's require good emotional intelligence to cater the educational need of the students. Emotional intelligence essentially reflects our capacity to deal effectively with new people and with own thoughts. Since these qualities count extensively towards a person's victory on one's area of attainment, it may be likewise lead to achieve the essential achievement. Every person suffers problems in one's life because of the feelings, sentiments and emotions which are attached with every person. If a person has good emotional intelligence then a person can have good emotional potential. Emotional potential of the person is helpful for the person in the society. If a person is emotionally intelligent this helps a person to solve many problems that he/she face in day today life. Emotional potential are taught right from the childhood because if the bringing of the child is good he can better solve the problems of life. There is less misunderstanding among the person and they can understand each other feelings, sentiments and emotions. This study will be the step towards understanding the emotional intelligence. The teacher should be clear not only intellectually but also emotionally. The study intends to explore the impact of emotional intelligence of teachers on the academic attainment of students. The study will be helpful to educational institution to initiate some changes in work environment.

1.3 STATEMENT OF THE PROBLEM

In this study researcher intend to study the influence of emotional intelligence of teachers on academic achievement of student. The study is entitled as “Academic achievement of secondary school students: influence of emotional intelligence of teachers”

1.4 OBJECTIVES OF THE STUDY

The study intends to achieve the following objectives:

1. To find the level of emotional intelligence of secondary school teachers.
2. To study the academic achievement of students in different subjects studying in different subjects.

1.5 HYPOTHESES

Based on the objectives following hypotheses are framed.

1. There exists no significant difference in E.I of teachers with respect to gender.
2. There exists no significant difference in E.I of teachers with respect to Social Category.
- 4 There exists no significant difference in E.I of teachers with respect to Residence.
- 5 There exists no significant difference in E.I of teachers with respect to Religion
- 6 There exists no significant difference in E.I of teachers with respect to Qualification.
- 7 There exists no significant difference in E.I of teachers of different disciplines.
- 8 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of Math Teachers.
- 9 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of Science Teachers.

- 10 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of Hindi Teachers.
- 11 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of English Teachers.
- 12 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of Punjabi Teachers.
- 13 There exists no significant correlation between Academic achievement of Math students and emotional intelligence of Social studies Teachers.

1.6 DELIMITATIONS OF THE STUDY

The study is delimited to secondary school students and teachers of Phagwara and Jalandhar in state of Punjab.

1.7 OPERATIONAL DEFINITIONS OF VARIABLES

EMOTIONAL INTELLIGENCE

Emotional intelligence is defined as the capacity of perceiving emotions, recognizing them in thinking pattern. This assembly of understanding and reasoning, emotions in self and others is called emotional intelligence.

ACADEMIC ACHIEVEMENT

The amount of knowledge derived from learning in the school can be termed as academic achievement of students. Academic achievement is the product and outcome of instruction in educational institution.

SECONDARY SCHOOL STUDENTS

The secondary school students are those who are receiving their secondary education from different secondary schools.

CHAPTER 11

METHOD AND PROCEDURE

2.1 RESEARCH METHODOLOGY

The purpose of the study was to investigate the influence of emotional intelligence of teachers on academic achievement of students. So the present study is descriptive in nature.

2.2 SAMPLE

The population of present study comprises of 20 secondary schools i.e. 20 government schools. In this study the ratio of teachers and students from each school will be 6: 20. In total, about 117 teachers and 401 students were selected from secondary schools.

2.3 PROCEDURE OF DATA COLLECTON

The investigator visits the 20 government schools from where the permission was taken from the higher authority of the schools. The investigator after seeking the permission from the higher authorities goes to the classroom of 9th class students. The investigator distribute student profile format to the students of 9th class and give the proper instruction that they have to fill the Name, Gender, Age, Type of school, Board, Religion, Category, Name of the school and area where they belongs. The investigator I also ask the students to fill the marks which they have achieve in class 9th and also write down the name of the teacher who taught the particular subjects of Math, Science, Hindi, English, Punjabi, Social studies. After collecting the scores of the students of 9th class in their 9th examination the investigator meet with the teachers. After meeting with the teachers the investigator distribute the emotional intelligence scale to the teachers of secondary school. The investigator asks the teachers to give your response in all the items. After the collection of data and its tabulation the data was subjected to statistical analysis.

2.4 TOOL TO BE USED

Research is based on the collected data. This data is collected by applying certain tools. The following tool will be used for collection of data:-

1. Emotional intelligence scale by Anukool Hyde, Sanjyot Dethe, Upinder Dhar.(2011)
2. Self made scale on student academic achievement.

2.4.1 Emotional Intelligence Scale (EIS)

Emotional intelligence scale (EIS) has been developed by Anukool Hyde, Sanjyot Pethe, Upinder dhar in 2001. Emotional intelligence motivate employee to pursue their unique potential and purposes, and purposes, and activates innermost potential values and inspirations, transforming them from things they think about, to what they do. The scale was administrated on 200 executives and the scores obtain were identified. The following table gives an account of those factors in this scale.

Table: 1

Sub Scales	Serial numbers of items
Self – awareness	6,12,18,29
Empathy	9,10,15,20,25
Self motivation	2,4,7,8,31,34
Emotional stability	4,19,26,28
Managing relations	1,5,11,17
Integrity	16,27,32
Self development	30,33
Value oriented	21,22
Commitment	23,24
Altruistic behavior	3,13

The term Emotional intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995).

1. **Self awareness** – It means to know about the emotions, understanding the feeling which occur and make decision and differentiate between them is being emotionally intelligent. Ability to identify itself and know about the feelings that develop in yourself and others; being able to discuss the emotion and interact directly and clearly. The ability to understand someone’s feels. The ability to have positive emotion to be decent to help others. The ability to motivate inspires and encourages others. The skill to take decision and to

make decision by using the emotions. To be in a balanced state neither a person is too much intelligent or too rational. The talent to manage things and to take responsibility of one's own emotions. The ability to be self motivated and have positive feelings. To identify about one's own emotions and know about the feelings and actions.

2. **Mood management** – Managing the feelings so that they are able to understand the current situation and react accordingly. Ability to tolerate the situation and skill to manage the anger, reduce the fights. Talent to arrange the things and avoid violence, having less critical and less violent behavior. More positive feelings about self, school and family. Capacity to hold the situation in a better way.
3. **Self motivation-** To raise the feelings and give yourself the direction towards the goal. To being not affected by self doubts, apathy and boldness. More responsible having ability to focus on the task by paying the attention. Self control on itself and having good academic performance.
4. **Empathy-** Recognizing feelings in others and pay attention towards the verbal and non verbal clues. Ability to understand the person point of view. Improve the empathy and sensitive towards the feelings of others by listening the others. Ability of person to be friendly, sociable, helpful and skillful in dealing with people, to attach with themselves and to connect with themselves. Ability to open the feelings and make good relationship. Making friends being decent so that other feel comfortable and easy going with them and also like them. These persons have good communication skill in dealing with others. Derive delight, pleasure and reward from their interpersonal contacts and make others happy.
5. **Managing relationship** – Ability to handle the conflict and can able to analyze and understand the relationship. Ability to discuss and make someone agree, having good communication skill. To be more popular and easy going. Ability to make friends and having good interaction with peers. Ability to be humble and live in harmony with each other in groups. More ability to cooperate with others and sharing with others and more sociable and positive in dealing with others and have better ability in resolving the conflicts.

Reliability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was to be 0.88.

Validity : Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garret, 1981), the reliability index was calculated which indicated high validity on account of being 0.93.

Administration and Scoring

Emotional intelligence scale (EIS) contains 34 items and each item has five options. Subject has to tick one out of five. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree. No time limit should be given for completing the scale. However, most respondents should complete it in 10 minutes. Before administration the scale, it is advisable to emphasize verbally that responses should be checked as quickly as possible and sincere cooperation is required for the same. The responses should be kept private. It should also be emphasize that there is no right or wrong answer in the statement. The statements are designed to understand the differences in individual reaction to various situations. The scale is meant to know the differences between individual and meant to rank them as good or bad. It should be duly emphasized that all statement have to respond to and no statement should be left unanswered. It is not desirable to tell the subjects the exact purpose for which the scale is used. Through the scale is self administering, it has been found useful to read out the instructions printed on the response sheet to the subjects? Manual scoring is done conveniently, hence no scoring key is provided.

Norms of the scale

Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as references points for interpreting the emotional intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high scores can be considered to have high level of emotional intelligence and are likely to be high performs.

Table No- 2.2 Norms for interpretation of Raw Scores (N=200)

Mean (M)	68
Standard Deviation	16
Normal Range	52- 84
High	85 and above
Low	51 and below

Table 2.3 Norms for factor-wise interpretation of raw scores (N= 200)

Factors	A	B	C	D	E	F	G	H	I	J
	Self Awareness	Empathy	Self Motivation	Emotional Stability	Managing Relation	Integrity	Self-Development	Value Oriented	Commitment	Altruistic
Mean	7.10	10.5	12.87	7.85	8.39	5.37	3.78	3.74	3.79	3.84
S.D	2.84	3.43	3.94	2.66	2.83	1.83	1.46	1.77	1.31	1.51
Normal Range	4-10	7-14	9-17	4-10	5-11	4-7	2-5	2-5	2-5	2-5
High	11 and Above	15 And below	18 and above	11 And above	12 And Above	8 And Above	6 And Above	6 and above	6 and above	6 and Above
Low	3 And above	6 And below	8 And below	3 And below	4 And Below	3 And Below	1 And Below	1 And below	1 And Below	1 And Below

2.5 STATICAL TECHNIQUES

- 1 Frequency, Means & standard deviation level.
- 2 t – test significant difference between means.
3. ANOVA
4. Pearson coefficient of Correlation

CHAPTER III

RESULTS, DISCUSSION, INTERPRETATION AND RECOMMENDATIONS

In the preceding chapters, rationale of the study, objectives, sample, design, method, hypotheses and review of related literature, procedure and tools used were discussed. The present chapter is devoted to analysis and interpretation of results, recommendations, limitations and suggestions for study.

Following acronyms have been throughout the chapters:

Gov.	:	Government
M	:	Mean
S.D	:	Standard deviation
r	:	correlation
sig	:	Significance

RESULT, DISCUSSION AND INTERPRETATION

The data has been analyzed under the following:

3.1 ‘t’- Ratio for Differences in scores of Emotional Intelligence of Teachers in relation to Gender.

3.2 ‘t’- Ratio for Differences in scores of Emotional Intelligence of Teachers in relation to Category.

3.3 ‘t’-Ratio for Differences in scores of Emotional Intelligence of Teachers in relation to Residence.

3.4 ‘t’- Ratio for Differences in scores of Emotional Intelligence of Teachers in relation to Religion.

3.5 ‘t’ -Ratio for Differences in scores of Emotional Intelligence of Teachers in relation to Qualification

3.6 One way ANOVA of Emotional intelligence of Teachers with respect to Different teaching subjects.

3.7 Pearson Coefficient of Correlation Between Academic achievement and Emotional intelligence of teachers teaching different subjects.

3.1 ‘t’- RATIOS FOR DIFFERENCES IN SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS IN RELATION TO GENDER.

Gender wise data for the sample have been presented in the following table. In order to find the significant difference between them t- test has been applied and results have been tabulated in the following table.

Table 3.1

‘t’ - ratios for Differences in Emotional Intelligence Scores between Male and Female Teachers.

Levene`s test for equality of variance		t-test for equality of means							
F	Sig.	N	Group	Mean	S.D	Std. error mean	Df	t	Remarks
.893	.347	86	Female	137.291	12.01	1.29	114	0.5	insignificant
		30	Male	138.667	10.68	1.95			

The above table 3.1 describe that leven`s test for equality of variance came out significant with F value .893. Furthermore, mean score of female and male teachers were 137.2 and 138.6 it is clear that mean scores of both female and male teachers do not have much difference. Apart from this, t value came out 0.5 which was less than table value at 0.05 (1.96) and 0.01(2.58) levels of significance. So calculated t value is statistically insignificant. Hence, the hypothesis” there exists no significant difference in the emotional intelligence of male and female university teachers” is accepted. This indicates that both teachers have equal levels of emotional intelligence

3.2 ‘t’- RATIOS FOR DIFFERENCES IN SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS IN RELATION TO CATEGORY.

Residence wise data for the sample have been presented in the following table. In order to find the significant difference between them t- test has been applied and results have been tabulated in the following table.

Table 3.2

‘ t’- ratios for Differences in Emotional Intelligence Scores between General and SC Teachers

Levene`s test for equality of variance		t-test for equality of means							
F	Sig.	N	Group	Mean	S.D	Std.erro r mean	df	t	Result
.000	.994	63	General	139.22	11.90	1.50	114	1.598	insignif ancant
		53	SC	135.77	11.17	1.53			

The above table 3.2 describe that leven`s test for equality of variance came out significant with F value .000 Furthermore, mean score of General and SC teachers were 139.22 and 135.77, it has been clear that mean score of general category teachers was higher than that of SC category teachers. Which indicates that general category teachers have high level of emotional intelligence as compared to Sc category teachers. Apart from this, t value came out 1.598 which was less than table value at 0.05 (1.96) and 0.01(2.58) levels of significance. So calculated t value is statistically insignificant. Hence, the hypothesis” There exists no significant difference in the emotional intelligence of General and SC teachers” is accepted. Thus both General and SC teachers do not differ significantly with respect to emotional intelligence

3.3 ‘t’- RATIOS FOR DIFFERENCES IN SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS IN RELATION TO RESIDENCE.

Residence wise data for the sample have been presented in the following table. In order to find the significant difference between them t- test has been applied and results have been tabulated in the following table.

Table 3.3

‘t’- ratios for Differences in Emotional Intelligence Scores between Urban and Rural Teachers

Levene`s test for equality of variance		t-test for equality of means							
F	Sig.	N	Group	Mean	S.D	Std.error mean	Df	T	Remarks
1.230	.270	90	Urban	137.43	12.08	1.27	114	.365	insignifi cancant
		26	Rural	138.38	10.21	2.00			

The above table 3.3 describe that leven`s test for equality of variance came out significant with F value 1.230. Furthermore, mean score of Urban and Rural teachers were 137.43 and 138.38 it has been clear that mean scores of both Rural residence teachers was higher then that of urban residence teachers which indicate that rural teachers have high level of emotional intelligence as compared to urban residence teachers. Apart from this, t value came out .365 which was less than table value at 0.05 (1.96) and 0.01(2.58) levels of significance. So calculated t value is statistically insignificant. Hence, the hypothesis” there exists no significant difference in the emotional intelligence of urban and rural teachers” is accepted. This indicates that both urban and rural teachers do not differ with respect to emotional intelligence.

3.4 ‘t’- RATIOS FOR DIFFERENCES IN SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS IN RELATION TO RELIGION.

Religion wise data for the sample have been presented in the following table. In order to find the significant difference between them t- test has been applied and results have been tabulated in the following table.

Table 3.4

‘t’- ratios for Differences in Emotional Intelligence Scores between Hindu and Sikh Religion.

Levene`s test for equality of variance		t-test for equality of means							
F	Sig.	N	Group	Mean	Std. dev.	S.D	df	t	Result
.472	.544	66	Hindu	137.3	11.55	1.42	114	.299	insignificant
		50	Sikh	138.02	11.90	1.68			

The above table 3.4 describe that leven`s test for equality of variance came out significant with F value .472 Furthermore, mean score of Hindu and Sikh teachers were 137.3 and 138.02 it has been clear that mean scores of both Hindu teachers was higher then that of a Sikh religion teachers, Which indicates that hindu Religion teachers have high level of emotional intelligence as compared to Sikh teachers. Apart from this, t value came out .299 which was less than table value at 0.05 (1.96) and 0.01(2.58) levels of significance. So calculated t value is statistically insignificant. Hence, the hypothesis” there exists no significant difference in the emotional intelligence of teachers following Hindu and Sikh religion is accepted. This indicates that both Hindu and Sikh teachers do not differ with respect to emotional intelligence

3.5 ‘t’- RATIOS FOR DIFFERENCES IN SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS IN RELATION TO QUALIFICATION.

Qualification wise data for the sample have been presented in the following table. In order to find the significant difference between them t- test has been applied and results have been tabulated in the following table.

Table 3.5

‘t’- ratios for Differences in Emotional Intelligence Scores Between Post graduate and Graduate Teachers

Levene`s test for equality of variance		t-test for equality of means							
F	Sig.	N	Group	Mean	S.D	Std.error mean	df	t	Result
.370	.544	8	Post graduate	137.2	11.21	1.23	117	.57	insignificant
		2							
		3	Graduate	138.6	12.78	2.19			
		4							

The above table 3.5 describe that leven`s test for equality of variance came out significant with F value .370 Furthermore, mean score of female and male teachers were 137.2 and 138.61, it has been clear that mean scores of graduate teachers was higher then that of post graduate teachers. Which indicates that the graduate teachers have higher level of emotional intelligence as compare to post graduate teachers. Apart from this, t value came out .576 which was less than table value at 0.05 (1.96) and 0.01(2.58) levels of significance. So calculated t value is statistically insignificant. Hence, the hypothesis” there exists no significant difference in the emotional intelligence of Post graduate and graduate teachers” is accepted. Thus both post graduate and graduate teachers do not differ significantly with respect to emotional intelligence.

3.6 ONE WAY ANOVA ON EMOTIONAL INTELLIGENCE OF TEACHERS WITH RESPECT TO VARIOUS TEACHING SUBJECTS

Table 3.6

Value for the Calculation of Mean and Standard Deviation were calculated and presented below in table

Teaching	N	Mean	Std. Deviation	Std. Error
----------	---	------	----------------	------------

subjects				
Maths	20	139.000	10.4680	2.3407
Science	20	139.400	9.9599	2.2271
Hindi	20	140.200	14.1258	3.1586
English	19	135.053	11.3111	2.5949
Punjabi	18	139.444	11.7083	2.7597
Social studies	19	132.579	11.3984	2.6150
Total	116	137.647	11.6591	1.0825

3.7 SUMMARY OF ONE WAY ANOVA ON THE SCORES OF EMOTIONAL INTELLIGENCE OF TEACHERS ON DIFFERENT SUBJECT

Different teaching subject wise data for sample have been presented in the following table. In order to find out significant difference between one way ANOVA has been applied and results have been tabulated in the following Table

Table 3.7

Summary of Anova on the Score of Different Teaching Subjects with respect to Emotional Intelligence.

Variable	SOV	Sum of Squares	df	Mean Square	F	Sig.
Teaching subject	Between Groups	902.485	5	180.497	1.348	0.25
	Within Groups	14730.02	110	133.909		
	Total	15632.51	115			

A Close glance at the table 3.7 reveals that F ratio for different subjects viz. Math, Science, Hindi, English, Punjabi and Social studies with respect to emotional intelligence came out to be 1.348, with P value 0.25 which is insignificant at 0.05 level of confidence level as $P < 0.05$ which shows that teachers teaching different

subjects viz. Math, Science, Hindi, English, Punjabi and Social studies do not differ significantly with respect their emotional intelligence.

3.8 PERSON PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF TEACHERS OF MATH, SCIENCE, HINDI, ENGLISH, PUNJABI, SOCIAL STUDIES.

Academic achievement and emotional intelligence data for sample have been presented in the following table. In order to find out the relationship between them Pearson product moment coefficient of correlation has been applied and result have been tabulated in the following table.

Table 3.8

Pearson Product Moment Coefficient of Correlation on the Scores of Academic Achievement of Students and Emotional Intelligence of Teachers teaching different Subjects.

Variable	R	Result
Achievement in Maths	-0.03	In significant negative correlation
Emotional Intelligence of teachers		

Variable	R	Result
Achievement in Science	-0.03	In significant negative correlation
Emotional Intelligence of teachers		

Variable	R	Result
Achievement in Hindi		

Emotional Intelligence of teachers	-0.02	In significant negative correlation
------------------------------------	-------	-------------------------------------

Variable	R	Result
Achievement in english	-0.13	In significant negative correlation
Emotional Intelligence of teachers		

Variable	R	Result
Achievement in Science	-0.13	In significant negative correlation
Achievement in English		

Variable	R	Result
Achievement in punjabi	-0.02	In significant negative correlation
Emotional Intelligence of teachers		

Variable	R	Result
Achievement in social studies	-0.12	In significant negative correlation
Emotional Intelligence of teachers		

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement in at Maths and emotional intelligence found out to be -0.03. Which shows that, there exists very weak and negative correlation between academic achievement in math and emotional intelligence of teachers. Hence the hypothesis i.e. there exists no significant relationship between academic achievement of math and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in math. Hence, academic achievement of math and emotional intelligence of teachers are not significantly interrelated to each other.

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement in Science and emotional intelligence found out to be -0.03. Which shows that, there exists very weak and negative correlation between academic achievement in Science and emotional intelligence of teachers. Hence the hypothesis i.e. there exists no significant relationship between academic achievement of Science and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in Science. Hence, academic achievement of science and emotional intelligence of teachers are not significantly interrelated to each other

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement in hindi and emotional intelligence found out to be -0.02. Which shows that, there exists very weak and negative correlation between academic achievement in hindi and emotional intelligence of teachers. Hence the hypothesis i.e. there exists no significant relationship between academic achievement of hindi and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in hindi. Hence, academic achievement of hindi and emotional intelligence of teachers are not significantly interrelated to each other

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement English in and emotional intelligence found out to be -0.13. Which shows that, there exists very weak and negative correlation between academic achievement in english and emotional intelligence of teachers. Hence the

hypothesis i.e. there exists no significant relationship between academic achievement of english and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in english Hence, academic achievement of english and emotional intelligence of teachers are not significantly interrelated to each other

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement in Punjabi and emotional intelligence found out to be 0.02. Which shows that, there exists very weak and negative correlation between academic achievement in Punjabi and emotional intelligence of teachers. Hence the hypothesis i.e. there exists no significant relationship between academic achievement of Punjabi and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in Punjabi Hence, academic achievement of Punjabi and emotional intelligence of teachers are not significantly interrelated to each other

From the above mentioned table 5.1 it is clearly evident that the r' value regarding academic achievement in social studies and emotional intelligence found out to be -0.13. Which shows that, there exists very weak and negative correlation between academic achievement in social studies and emotional intelligence of teachers. Hence the hypothesis i.e. there exists no significant relationship between academic achievement of social studies and emotional intelligence of teachers is accepted. This proves that emotional intelligence has no role to play in deciding the academic achievement of students in social studies Hence, academic achievement of social studies and emotional intelligence of teachers are not significantly interrelated to each other.

.CHAPTER- IV

4.1 CONCLUSIONS

1. Male and Female teachers do not differ significantly in their emotional intelligence.
2. There was no significant difference in General and SC teachers with respect to emotional intelligence
3. Urban and rural teacher do not differ with respect to emotional Intelligence.
4. Hindu and Sikh teachers do not differ with respect to Emotional Intelligence
5. Graduate and post graduate teachers don't differ with respect to academic achievement.

6. There is negative correlation between academic achievement of students and emotional intelligence of teachers teaching different subjects.

4.2 RECOMMENDATIONS

1. To develop the emotional intelligence of teacher inspirational lecture of experts can be arranged.
2. The administration and teachers put maximum efforts to make the school environment more oriented for teaching and learning to promote academic achievement among students.
3. Teacher and parents should cooperatively make plan in coordination with each other to enhance the academic achievement of students.
4. Teacher and parent should be like guide, friend and philosopher to students.
5. Emotional intelligence should be an integral part of curricula as well as pedagogy of all teachers training program.
6. Recruitment procedure of teachers must include assessment of emotional intelligence.
7. Special modules aimed at developing different dimensions of emotional intelligence should be important part of development program at school, colleges and universities.

4.3 LIMITATIONS

It has been found that research has always some shortcomings. This is mainly true in the case of research studies, which involve human behavior because at the time of data collection, an individual can try to cover up his negative aspects. It is to this the data affect the reliability of research. The present study has some limitations such limitations of a study reduce the reliability and validity of the study. The investigator considered the following limitations in the present study.

1. Due to shortage of time the investigator delimited the study to 400 secondary school students also and 120 teachers only.
2. The present study confined to 20 government secondary schools of Kapurthala and jalandhar district of Punjab.
3. Lack of cooperative attitude from the teachers.

4.4 SUGGESTIONS FOR FURTHER STUDY

Research is never ending process. Every investigator after completing his piece of research definitely becomes aware of areas in which further research is required and naturally feels provoked to designate area, which may be taken up for research by other investigator. The present study was undertaken to study the Academic achievement of secondary school students; Influence of emotional intelligence of teachers. The following suggestions are suggested for further study.

1. The study can be conducted on college and university teachers serving both in government and private institutions with large sample.
2. The tool can be modified in local language for better results.
3. Similar study can be conducted on doctors, lawyers and other professions.
4. A similar study can be conducted by making comparison between school and university teachers.
5. The research can be done more elaborately under high degree such as Ph.D.
6. The study could also be a comparative study between the rural and urban colleges or private and government schools.

REFERENCES

- Anwar, M. et al., (2012). Relationship of creative thinking with the academic achievements of secondary school. Students. *International interdisciplinary journal of education*, 1. Retrieved from ijoe.org//JE-ol03-12pdf on 12/11/2016.
- Alkutaba, A., (2013). Impact of economic and social factors on academic achievement of secondary school students. *Excellence International journal of education and research*, 1. Retrieved from www.ocwjournals.com on 12/11/2016.
- Agbaje, et al., (2014). Students variables as predictor of secondary school students academic Achievement in science subjects. *International journal of scientific and research publication*, 4 (9). Retrieved on 11.11.2016 from www.ijsrp.org.
- Chamundeswari, S., (2014). Self concept, Study habits, Academic achievement of students. *International journal of humanities Social Sciences and education*, 1. Retrieved from www.arcjournals.org on 14/11/2016.
- Gabrial, M. et al., (2016). Parental socio- economic status and student's academic achievement in selected secondary schools in urban informal settlements in Westland division, Nairobi country. 3. Retrieved from www.ijessnet.com on 14/11/2014.
- Kumari, R. & Gartia, R., (2012). Relationship between stress and academic achievement of senior secondary school students. *Asian journal of multidimensional research*, 1(3). Retrieved from www.tarj.in on 14/11/2016.

Kumari, V.R .& Chamandeswari, S., (2015). Achievement motivation, study habits and

Academic achievement of students at the secondary level. *International journal of emerging research in management and technology*, 4(10). Retrieved from <https://www.ermt.net> on 11/10/2016.

Mehmood,T. et al. (2012). Impact of formative assessment on academic achievement of

Secondary school students. *International journal of business and social science*, 3, Retrieved from ijbssnet.com on 20/10/2016.

Oomen,N., (2015). Learning style and academic achievement in biology of secondary school

Students. *International journal of current research*, 7. Retrieved from [https://www. Journalcra.com](https://www.Journalcra.com) on 21/10/2016.

Rafiq, H., (2013). Parental involvement and academic achievement: A study on Secondary

School students at Lahore Pakistan. *International journal of humanities and social science*, 3. Retrieved from www.ijhssnet.com. on 12/11/2016.

Suleman, Q. & Hussian, I., (2012), Effects of Parental Socioeconomic status on the Academic Achievement of Secondary school students in Karak District Pakistan. *International journal of Human resource studies*, 2. Retrieved from www.macrothink.org.on 12/11/2016.

Suleman, Q & Hussain, I. (2014). Effects of private tuition on the academic achievement of

secondary school students in subject of mathematics in Kohat division, *Pakistan. journal of education and learning*, 8, Retrieved from journal.uad.ac.id. on 14/11/2016.

Shah, I. & Khan, M., (2015). Impact of multimedia aided teaching on students academic

achievement and attitude at elementary level, 5, *journal of US china education*.

Retrieved from
davidpublisher.org/public/uploads/contribute/556fad46a6d6f.pdf on
20/10/2016.

Saikia, P. & Choudary, M., (2015). Effect of home environment on academic achievement of

secondary school students- A study in Lakhimpur district of Assam. *Indian streams*, 5(2). Retrieved from www.isrj.org on 10/10/2016

Singh, B., (2015). Academic achievement of secondary school students in relation to their

Study habits. *International journal of education and research*, 4. Retrieved from [gangainstitute of education.com/june/2.pdf](http://gangainstituteofeducation.com/june/2.pdf). on 11/11/2016.

Sing, P. & Choudhary, G. (2015). Impact of socioeconomic status on academic achievement

Of students: An investigation. *International Journal of Applied Research*, 1. Retrieved from [www.all researchjournal.com](http://www.allresearchjournal.com). 11/11/2016.

Verma, A., (2016). A study of academic achievement among high school students in relation

To their study habits. *International journal of research in humanities*, 4. Retrieved from <file:///c:/users/login> on 11/11/2016.

Abdulla, M. et al. (2004). Emotional intelligence and academic achievement Among Malaysian secondary school students. *Pakistan journal of psychological research*, 19, pp 105-121. Retrieved from <http://www.sciencedirect.com> on 11/11/2016.

Adilogullar, I. et al., (2014). Analysis of the relationship between emotional intelligence and professional burnout levels of teacher, *Academic journal of educational research and reviews*, 9. Retrieved from www.academicjournals.org. on 12/11/2016.

Fatemi, M. et al., (2014). A Relationship between EFL Teachers emotional intelligence and

their teacher autonomy, Intelligence and job burnout, and autonomy and their job burnout. *International journal of language learning and applied linguistics words*, 7. Retrieved from www.ijllalw.org on 17/11/2016.

Hans, A.et al., (2013). A study on emotional intelligence among teachers : A case study of

private educational institutions in Muscatel *International journal of application or innovation in engineering and management*. Retrieved from www.ijaiem.org on 16/11/2016.

Hayat, I. et al., (2016). Gender influence on emotional intelligence and professional development among secondary school teachers, 1, Retrieved from <https://www.researchgate.net> on 18/11/2016.

Jeloudar,et al., (2012). Teachers emotional intelligence and its relationship with job satisfaction, *Journal of advances in education*, 1.Retrieved from researchpub.org on 18/11/2016.

Kauts, A. & Kumar, V. (2013). Occupational stress in related to occupational stress in related

to Emotional intelligence, Age, and Qualification among secondary school teachers. *International journal of education and psychological research*, 2. Retrieved from ijepr.org. on 17/11/2016.

Kaunt, A. & Kumar, V., (2015). Influence of age qualification and emotional intelligence on

Teacher effectiveness at secondary school stage. *Journal of network communication and emerging technologies (JNCET)*, 2. Retrieved from www.Jncet.org on 18/11/2016.

Mehta, A., (2013). Emotional intelligence reduces occupational stress among teachers,

Internationally monthly-referred journal of research in management and technology, 2. Retrieved from www.abhinavjournal.com. on 18/11/2016.

Mishra, S. & Laskar, J., (2013). Emotional intelligence of teachers teaching at secondary and

senior secondary schools, *international Journal of scientific research*, 2. Retrieved from <http://citeseerx.ist.psu.edu/> on 21/11/2016.

Subramaniam, S. & Cheong, L., (2008). Emotional intelligence of science and mathematics

Teachers. *Journal of Science and Mathematics*, 31, 2. Retrieved from <http://www.recsam.edu> on 21/11/2016.

Sharma, A., (2015). Influence of locality, emotional intelligence and personality on classroom performance of senior secondary school teachers. *International journal on*

new trends in education, 6. Retrieved from www.ijonte.org on 21/11/2016.

Seng, M. et al., (2016). Influence of emotional intelligence on academic achievements.

International journal of humanity and social science research, 6 (3) pp. 41-46, Retrieved from www.socialresearchjournals.com on 21/11/2016.

Tabassum, N., (2015). A study of correlation between emotional intelligence and job satisfaction of secondary school teachers. *Scholarly Research Journal For Humanity Science and English language*, 2. Retrieved from www.srjis.com on 17/11/2016.

,