

RESEARCH PROJECT REPORT

A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS



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CERTIFICATE

It is certified that the Action Research Report entitled " **A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS**" is an original and independent Action Research work done by **N.Rukmani**, Senior Lecturer District Institute of Education and Training, Manjur, Ramnad District. It has not previously formed the basis for any other action research work or for the award.

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DECLARATION

I hereby declared that the Action Research report entitled "**A STUDY ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS**" is an original and independent work done by me and it has not formed the basis for any other programme, project work (or) any award.

(N.Rukmani)

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CHAPTER -I

INTRODUCTION

1.1 INTRODUCTION

Education is considered an agent of social reforms, reconstruction, and the renaissance. It plays an essential role in the significant facets of a nation's development. It is an effective tool in initiating the empowerment process, enhancing economic and social productivity, and enhancing lives' quality and choice. Success in the field of education is defined as the basis of the academic achievement of the child. Academic achievement plays a leading role in education and is seen as an excellent motivator for individuals' progress. It became an essential component of personal growth. Parents want their children to go as high as possible on the performance ladder. This demand for a high success level puts tremendous pressure on schools, teachers and students, and the education system itself in general. It seems like the entire education system centers around academic achievements. For educational achievement testing, the most commonly utilized approach is the examination system. Examinations are considered the primary basis for estimating a student's abilities and as a way of measuring the child's academic achievement. Some students fail to get good marks and blame their parents and school for their poor academic performance. In this study, the focus is on exploring the relationship between emotional intelligence and academic achievement among secondary school students. Emotional intelligence, often referred to as EQ, encompasses the ability to perceive, understand, manage, and express emotions effectively. Academic

achievement, on the other hand, pertains to students' performance in various academic areas such as grades, test scores, and overall scholastic success. Understanding how emotional intelligence impacts academic achievement is crucial for educators and policymakers to develop strategies that foster holistic student development. This introduction sets the stage for investigating the interplay between emotional intelligence and academic success, aiming to contribute valuable insights to the field of education.

1.2 SECONDARY EDUCATION

Secondary education typically refers to the educational level following primary or elementary education and preceding higher education. It commonly covers students in the age range of 12 to 18 years old, although this can vary by country. Secondary education often includes a wider range of subjects compared to primary education, with a focus on preparing students for further academic pursuits, vocational training, or entry into the workforce. It may involve different educational tracks or pathways, such as academic, technical, or vocational streams, to cater to students' diverse interests and career goals. Secondary education plays a crucial role in an individual's academic and personal development by providing advanced knowledge and skills that prepare students for higher education, vocational training, or entry into the workforce. It offers a broader range of subjects compared to primary education, allowing students to explore various disciplines and discover their interests and strengths. Secondary education also fosters critical thinking, problem-solving abilities, and social skills through interactive learning experiences and extracurricular activities. Moreover,

it equips students with essential competencies such as literacy, numeracy, and digital skills, which are vital for success in today's interconnected and fast-paced world. Overall, secondary education serves as a foundation for lifelong learning and empowers individuals to contribute meaningfully to society.

1.3 EMOTIONAL INTELLIGENCE

In the early 20th century, psychologists began studying intelligence to explain individual differences and improve education and training in public school systems. Despite ongoing debate, the importance of emotions in intelligence was recognized by early philosophers and psychologists. Aristotle discussed practical intelligence, akin to modern emotional intelligence, even before psychological testing existed. Emotional intelligence, focused on affective reasoning, has roots in Thorndike's concept of social intelligence, which involves understanding and managing people effectively. Weschler's definition of intelligence as the capacity to handle relationships aligns with emotional intelligence's ability mode, merging with Guilford's model's emotional behavior section. Gardner's theory of multiple intelligences includes interpersonal intelligence, crucial for understanding others and working cooperatively. Sternberg's triarchic theory adds contextual intelligence, emphasizing adaptation and effective information processing. Emotional intelligence, encompassing empathy, self-awareness, and managing emotions, gained prominence through Goleman and Salovey/Mayer's work, challenging the primacy of IQ alone in predicting success. Studies suggest that a combination of high intellect and

emotional abilities leads to greater success, encapsulated in the equation $IQ + EQ = \text{Success}$.

1.3.1 Importance of Emotional Intelligence

Emotional intelligence (EI) is crucial for personal and professional success as it encompasses key abilities like self-awareness, empathy, managing emotions, and fostering positive relationships. EI enables individuals to understand and regulate their own emotions effectively, leading to improved decision-making, conflict resolution, and resilience in challenging situations. Furthermore, EI facilitates better communication and collaboration with others, enhancing teamwork, leadership, and overall interpersonal effectiveness. Research has shown that individuals with high EI are often more adaptable, motivated, and able to navigate complex social dynamics, resulting in better outcomes in various aspects of life, including education, career advancement, and mental well-being.

1.3.2 Components of Emotional Intelligence

Mayer-Salovey Model of Emotional Intelligence

According to this model an emotional intelligent person is skilled in four areas. One of the most powerful and unique aspects of this four branches model is that it is simple to understand and to apply. The four areas are

- **Identifying Emotions:** The ability to recognize how one self and those around him are feeling.
- **Assimilation of Emotions:** The ability to generate an emotion and then reason with this emotion.

- **Understanding of Emotions:** The ability to understand complex emotions and emotional chains'. How emotion transition takes place from one state to another.
- **Managing Emotions/Regulation of Emotions:** The ability, which helps you to manage emotions in yourself and in others side.

1.3.3 Competencies of Emotional Intelligence:

Goleman (1998) defines Emotional Intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. Emotional Intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ. Goleman has also identified a set of emotional competencies that differentiate individuals from each other and the competencies fall into four clusters.

1. **Self awareness:** Observing one- self and recognizing of feeling as it happens, managing emotions, handling feelings, do that they are appropriate to realize what is behind a feeling, ways to handle fears and anxieties, anger and sadness.
2. **Motivating oneself:** Channeling emotions in the service of a goal, emotional self controls delaying gratification and stifling impulses.
3. **Empathy:** Sensitivity to others feeling and concerns and taking their perspective, appreciating the differences in how people feel about things.
4. **Handling relationship:** Managing emotions in others, developing social skills.

1.3.4 Emotional Intelligence in Schools

Schools are living organisms of the society. There is a tendency to consider schools are organic whole that grow and develop within which all the factors of their actions and their knowledge is interrelated to interact with the surrounding environment. This organic metaphor for institutions is taking to those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular impact of daily negotiations between the actors concerning ways and means of running schools. They argue that only for greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something for their future social behavior from these exchanges. Yet they stop pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one's relationship with others

1.3.5 Developing emotional intelligence at schools

Can emotional intelligence be developed? Yes. Emotional intelligence can be developed say many child psychologists. A child in its early years needs a role model, be it a parent or a teacher, to set a good example. Yoga is another means of achieving emotional stability that many schools have introduced in their curriculum.

Psychologists suggest the following ways to develop emotional intelligence.

- Good role models teacher, parents, etc. By observing these role models children, gradually learn how to analyze and cope with life.
- Direct reading classes on personality development, value education, etc. → Reading personality improvement books and articles are quite helpful.
- One can learn from his/her own life experiences if he/ her is introspective.
- Attending workshops and seminars on personality developing and like.
- Media programmes (for children) can be very informative and educative.
- The positive aspect of religion can offer a lot of solace and guidance.

According to Karan and Harold (1978), emotional intelligence can be enhanced by developing the following.

- Self-awareness: observing yourself and recognizing your feeling; building a vocabulary for feeling; knowing the relationship among thoughts, feelings and reactions.
- Personal decision making: Examining your actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying these insights to issues such as sex and drugs.
- Managing feelings: monitoring self talk to catch negative messages such as internal put-downs; realizing what is behind a feeling (e.g., the hurt that underlines anger); finding ways to handle fears and anxieties, anger and sadness.
- Handling stress: learning the value of exercise, guided imagery, relaxation methods.

- Empathy: understanding others' feelings, concerns and perspective; appreciating the differences in how people feel about things.
- Communications: talking about feelings effectively; listening as well as asking questions; distinguishing between what someone does or says and your own reactions or judgment.
- Self- disclosure: valuing openness and building trust in a relationship; knowing when it is safe to talk about your private feelings.
- Insight: identifying patterns in your emotional life and reactions; recognizing similar patterns in others.
- Self –acceptance: feeling pride and seeing yourself in a positive light; recognizing your strengths and weakness; being able to laugh at yourself.
- Personal responsibility: taking responsibility, recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments. (e. g. studying).
- Assertiveness: stating your concerns and feelings without anger or passivity.
- Group dynamics: co-operation, knowing when and how to lead, when to follow.
- Conflict resolution: how to fight fair with other children, with parents, with teachers, the win/ win model for negotiating compromise.

According to W.T. Grant consortium (1992), emotional intelligence can be developed by the following skills.

Emotional skills

- Identifying and labeling feelings
- Expressing feelings
- Assessing the intensity of feelings
- Managing feelings
- Delaying gratification
- Controlling impulses
- Reducing stress
- Knowing the difference between feelings and actions.

Cognitive skills

- Self-talk: conducting an inner dialogue as a way to cope with a topic or challenge or reinforce one's own behavior.
- Reading and interpreting social cues: for example, recognizing social influences on behavior and seeing oneself in the perspective on the larger community.
- Using steps for problem: solving decision-making, for instance controlling impulses, setting goals, identifying alternative actions, anticipating consequences.
- Understanding the perspective of others.
- Understanding behavioral norms (what is not acceptable behavior)
- A positive attitude towards life.
- Self-awareness: for example, developing realistic expectations about oneself

Behavior skills

- Non-verbal: communicating through contact, facial expressions, tone of voice, gestures, and so on.
- Verbal: making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups.

1.3.6 Dimensions of Emotional Intelligence

In his book "Emotional Intelligence", Goleman (1995), described the five dimensions of Emotional Intelligence. They are:

Self-awareness: The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. It includes self-confidence, realistic self-assessment, and a self-deprecating sense of humour. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.

Self-regulation: The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. It includes trustworthiness and integrity; comfort with ambiguity; and openness to change.

Internal motivation: A passion to work for internal reasons that go beyond money and status - which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity: A propensity to pursue goals with energy and persistence. It includes a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

Empathy: The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. It includes expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others).

Social skills: Proficiency in managing relationships and building networks, and ability to find common ground and build rapport. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams

1.4 ACADEMIC ACHIEVEMENT

The word Academic Achievement' is a very broad term, which indicates generally the learning outcome of pupils. Achievement of these learning outcomes requires a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behavior one cannot say that all students reach the same level of change during the same span of time. The level of achievement reached by the students in the schools is called Academic Achievement' (School performance) of the students. Learning affects three major areas of behavior of students, Cognitive, Affective, Psycho motor. It is difficult to say without proper evidence that students reach at the same level in all the three domains at the same time. Students may be at somewhat higher level in one domain and at a somewhat lower level in the other domain. This means pupil may be at different levels of achievement is different

areas. As the areas of affective and psycho-motor domain are not sufficiently explored, it is generally a custom to restrict the term school performance' to the level of achievement of students in the cognitive areas of various school subjects. Here are some of the principles of measurement of educational achievement as given by Robert.E.Bell (1971)

The measurement of educational achievement is essential of effective education. 2. An education test is no more or less than a device for facilitating, Extending, and refining a teacher's observation of student achievement. 3. Every important outcome of education can be measure. 4. The most important educational achievement is command of useful knowledge. 5. Written tests are well suited to measure the students' command of useful knowledge.

Academic achievement is the amount of knowledge derived during the process of learning at school. It is the product of knowledge and intelligence derived from the environment or attainment can be measured in every aspect to instruction. R.S. Wood Worth states that educational achievement tests show how much knowledge has been obtained and retained in a school subject.

Achievement testing provides a new instrument by which educational defects could be studied systematically in terms of more objective evidence regarding effects produced in students. In many countries, achievement tests are used for the purpose of improving standards, for guidance and grading the students. Achievement or attainment is mostly dependent upon ability. The term ability' has a great difference form achievement. Ability is defined as the learning capacity of mind. Achievement is what the mind has gained.

Achievement tests attempt to determine how much a student has acquired from some educational experience.

1.4.1 Concept of Academic Achievement

An accomplishment is an achievement to achieve an endeavor. Accomplishment is, therefore, an achievement, a growth in competence or skill needed. Success in education refers to the quantity of information or abilities a kid has acquired in one or more fields or disciplines. It's a snapshot of his current performance level. Achievement is the result of a person's efforts in a specific sector. Many people have achieved success in many fields such as economics, sports, and academics. 'Academic' refers to a student's degree of achievement in their academic career. In the different aspects of life, some other metrics may be used to measure success. In the current study, achievement refers to the results children received on the achievement exams. Academic achievement is considered as the educational growth's core. It plays a crucial role in a child's development. In addition, a child's achievement in school might partially heal any damage done to them at home or in their neighborhood. Increased academic success fosters self-esteem and confidence in the student while reducing exam anxiety, resulting in a more successful transition into adulthood. Success in school subjects encourages children to set lofty objectives and work hard to achieve them. Achievement is a behavior that is focused on completing a task. Achievement is a student's ability to do well in a subject area. There are numerous cognitive aspects to personality that it serves. Academic achievement is an essential indicator of how far a teenager has come in their education. In

addition to boosting students' personalities and morale, high academic success fosters sentiments in students beneficial to their families, schools, and communities. As per Murry, the achievement is accomplishing something challenging, mastering, manipulating or organizing ideas, human beings or physical objects for doing this independently as well as promptly as possible, for overcoming problems as well as surpassing others for increasing selfregard, rivaling, excelling oneself, attaining a high standard through the talent's successful exercise.

1.4.2 Factors that affect Academic Achievement

Various factors affect the student's academic achievement. These elements determine a student's success or failure. In other words, these are predictions. We don't know much about academic success, and predicting it isn't ideal either. Few students proved as overachievers, and some students were underachievers.

Ability factors: Ability refers to the capacity to learn various tests and devised to access learning capacity. These tests measure material that is taught in the classroom. Assumptions are made that students who excel in school-taught content will continue to excel in the future.

Teacher: The success of students is mainly determined by the guidance they get. Students' first as well as a most significant guide is their teacher.

School Success: Students must study to succeed in school. As a first step, superior students should learn more often than their peers. Secondly, it is thought that they look more passionately. Thirdly, better students are more inclined to plan their studies.

Past Achievement Factors:

Past achievement is future academic achievement's best predictor. Although past and future achievements are correlated, it is significant to note that, on average, the relationship is far from perfect. Students that get achievement well continue to perform poorly, but many exceptions occur.

1.4.3 Role of Teacher in Developing Academic Achievement

According to Aggarwal (2014), "The teacher can play a very crucial role in the development of achievement." He can do the same through the following methods:

- Teachers should narrate the achievements of notable figures to underscore the importance of success in life.
- Cultivating a friendly and enthusiastic atmosphere in the classroom can encourage students to strive for achievement.
- Teachers should assist students in setting achievable goals that align with their abilities and aspirations.
- Convincing students that pursuing new goals will improve their self-esteem and is an upgrade over existing ones can boost motivation.
- Encouraging students to develop habits of independent study fosters autonomy and self-reliance.
- Teachers should prompt students to periodically assess their own achievements, fostering a sense of accountability.
- Creating a classroom culture where every student feels valued and has a role to play can enhance motivation.

- Relating motives to students' future aspirations and assigning them independent responsibilities for higher achievement can provide purpose and direction.
- Teachers should stress that pursuing new goals represents an improvement upon prevailing cultural values, motivating students to strive for progress.
- By instilling a sense of commitment towards achieving tangible life goals, teachers can empower students to realize their full potential.

1.5 EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY STUDENTS

Emotional intelligence and academic achievements are closely related. According to Kolachina (2014), "Emotionally intelligent student would have better academic achievement or through EI there is a possibility of improvement of academic achievement." Many research findings have proven that there is significant relationship between Emotional Intelligence and Academic Achievement. Yelkikalan et al. (2012) states that almost 11% of change in academic achievement can be explained by emotional intelligence. Chew et al. (2013), concluded that as compared to students with low emotional intelligence students with high emotional intelligence perform better in both continuous assessments and the final professional examination. Preeti (2013) states that academic achievement alone is not enough for future success and that both emotional intelligence and academic achievement are needed for future success.

So, from the above researches conducted by various researchers we can see that emotional intelligence is closely related to academic achievement.

The relationship between emotional intelligence and academic achievement among secondary school students is an area of growing interest in educational research. Emotional intelligence, which encompasses skills such as self-awareness, self-regulation, empathy, and social skills, plays a significant role in shaping students' academic success. Studies have shown that students with higher levels of emotional intelligence tend to exhibit better academic performance across various subjects and assessments. This is because emotional intelligence equips students with the ability to manage their emotions effectively, handle stress, and maintain motivation and focus, all of which are crucial for learning and achievement.

Furthermore, emotional intelligence contributes to positive social interactions, cooperation, and communication skills, which are beneficial in classroom settings and group projects. Students with higher emotional intelligence are often more resilient in the face of academic challenges, showing greater perseverance and problem-solving abilities. Educators and schools are increasingly recognizing the importance of nurturing emotional intelligence alongside academic skills to support students' overall development and success. Implementing programs and activities that promote emotional intelligence, such as social-emotional learning initiatives, can have a positive impact on students' academic achievement, well-being, and future prospects.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

Understanding the correlation between emotional intelligence (EI) and academic achievement in secondary school students is crucial for several reasons. Firstly, it provides valuable insights into how emotional competencies, such as self-awareness, self-regulation, empathy, and social skills, impact students' ability to excel academically. This knowledge can inform educators and policymakers about the importance of integrating EI development into school curricula and teaching practices to support students' overall growth and success.

Studying EI and academic achievement sheds light on the broader concept of holistic education, which emphasizes the interconnectedness of cognitive, emotional, and social skills in shaping individuals' capabilities and outcomes. Recognizing EI as a contributing factor to academic success underscores the need to nurture not only intellectual abilities but also emotional well-being and interpersonal skills among students.

Furthermore, investigating the link between EI and academic performance has practical implications for educational interventions and support systems. Schools can implement targeted programs focused on enhancing students' emotional competencies, resilience, and coping mechanisms, thereby creating a positive learning environment conducive to academic excellence and personal development.

Moreover, understanding how EI influences academic achievement can contribute to student well-being and mental health initiatives within educational institutions. By fostering emotional intelligence, schools can promote positive attitudes towards learning, reduce stress and anxiety levels, and improve overall student engagement and satisfaction.

In essence, a comprehensive study on EI and academic achievement among secondary school students serves as a foundation for informed decision-making in education, leading to improved teaching practices, student support mechanisms, and ultimately, better outcomes for students in their academic journeys and beyond.

1.7 SCOPE OF THE STUDY

Firstly, it involves assessing students' levels of emotional intelligence using standardized measures to understand their self-awareness, self-regulation, empathy, and social skills. Secondly, the study may examine academic achievement through objective metrics such as grades, test scores, and performance in different subjects. Additionally, the scope includes investigating the relationship between emotional intelligence and academic success, exploring how emotional competencies contribute to students' learning outcomes, motivation, and overall well-being. Furthermore, the study may consider factors such as gender differences, socioeconomic background, and educational interventions to provide a comprehensive understanding of the complex interplay between emotional intelligence and academic performance among secondary school students.

1.8 STATEMENT OF THE PROBLEM

Despite the growing recognition of the importance of emotional intelligence (EI) in educational settings, there remains a gap in understanding how specific aspects of EI, such as self-awareness, self-regulation, empathy, and social skills, relate to academic success among secondary school students. Additionally, there is a need to explore the potential influence of factors such as gender, socioeconomic status, and educational interventions on the relationship between EI and academic achievement. This study aims to address these gaps by investigating the correlation between EI and academic performance, identifying key determinants, and providing insights into effective strategies for promoting both emotional and academic development among secondary school students.

1.9 OPERATIONAL DEFINITIONS OF KEY TERMS

Emotional Intelligence (EI):

Emotional intelligence is the capacity of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self-directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence. In this study emotional intelligence represented by the total scores obtained by the students on emotional intelligence scale developed by researcher.

Academic Achievement

Academic achievement refers to the performance of a student in any test/examination conducted by respective schools. In this present study academic achievement refers to the total marks obtained by the students considered as academic achievement of the respective students

Secondary school students

The students studying in high schools are the secondary school students. In the present study, the students of standard 9 are considered as secondary school students.

1.10 OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence and academic achievement of secondary school
2. To find out if any significant difference in emotional intelligence and academic achievement of among secondary school students
3. To find whether there is a significant difference in emotional intelligence and academic achievement of among secondary school students demographic variables such as
 - Gender
 - Locality
 - Type of School
 - Parental Qualification

4. To find the significant relationship between emotional intelligence and academic achievement of secondary school students
5. To find out significant relationship between the Emotional Intelligence of secondary school students and demographic variables
6. To find out significant relationship between the Academic Achievement of secondary school students and demographic variables

1.11 CONCLUSION

The research study has been presented with the following cauterization.

Chapter I Chapter one includes the introduction and conceptual framework of the study. This introduction has covered the different areas like introduction to girl education, girls' attitude and objectives of the study, need and significance of the study, scope of the study, statement of the problem and operational definition of key terms.

Chapter II Chapter two conveys ideas this describes about the existing literature on the relevant topic.

Chapter III The chapter three comprises the research methodology used for the present study. This chapter includes the objectives of the study, research method, hypotheses of the study, data collection methods used, statistical techniques used for the analysis purpose. It also includes the rationale of the study.

Chapter IV This chapter provides the data description and analysis of the data collected. Analysis is done on the basis of the objectives of the study by dealing with each objective separately. Various descriptive techniques like graphs, charts, and tables also have been used for the description of the data.

Chapter V chapter five is the summation of the major findings and recommendations on the basis of the analysis of the study

CHAPTER -II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

According to **Snyder (2019)**, “A literature review can be broadly described as a more or less systematic approach to collecting and synthesizing prior research.” According to the American Psychological Association (**Meesala, 2014 , APA p. 4) 2010**) "assessing literature review writers' bodies of literature by identifying relationships, contradictions, gaps, and inconsistencies in the literature and suggesting next steps needed to address research questions” This chapter reveals the previous related research studies in India and abroad. The main purpose of reviewing the literature is to understand the previous work done in the relevant field of learning disabilities in mathematics. Further, the related literature helps the researcher thoroughly analyse and scrutinize the methodological perspectives used in the previous studies, and this work may offer relevant ideas on how to prefer appropriate methodological procedures from the previous study. At the same time, reviewing the previous studies may help avoid unnecessary duplications of research work and help focus the present study in the right direction. In this chapter, the investigator reviewed the related literature in the areas of emotional intelligence and academic achievement with the available resources. The investigator collected some related studies and presented them with some sub headings.

2.2 RELATED STUDIES

Mayer (2001) finds that the increase in economic segregation between 1970 and 1990 “raised educational attainment among high-income children by about the same amount that it reduced educational attainment among low-income children.” Extensive research in the sociology of education offers conclusive evidence of a positive relationship between family socio-economic status (SES) and the academic achievement of students

Devi et al. (2003) conducted a study ‘effects of family and school on the achievement of residential school children’. The findings of the study revealed that family factors are not critically important for the achievement of residential school children. School factors like qualified teachers, good physical facilities and classroom organisation, checking up of curriculum and subject matter on time, impressive method of teaching and teacher student interaction contributed significantly to academic achievement.

Gakhar (2003) studied the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. The study reveals that there is significant difference in the emotional maturity of the students of government and private schools. There is significant difference in the emotional maturity of students who are in hostels and day scholars; and there is significant difference in the emotional maturity of children of working and non working mothers

Peter (2004) studied the relationship between emotional intelligence and teaching competency of high school teachers on a sample of 500 teachers randomly selected from different high schools in the metropolis of Patna, in the state of Bihar, India. The purpose of the study was to find out the relationship and levels of emotional intelligence and teaching competency of high school teachers. Emotional Intelligence Inventory and Teaching Competency Inventory were used for collecting data. Both these inventories were self-constructed and validated by the investigator. The correlation analysis revealed that there was a significant relationship between self-awareness and teaching competency, self-regulation and teaching competency, motivation and teaching competency, empathy and teaching competency and social skills and teaching competency. The results also revealed that there was a significant relationship between emotional intelligence and 13 teaching competency and the higher the emotional intelligence of high school teachers the better their teaching competency. The relationship does not depend on their social or economic status or the number of years of teaching experience, male or female, belonging to government or private high schools, married or single and permanent or temporary.

Frederickson, and Furnham (2004) examined the relationships among emotional intelligence, cognitive ability, and academic performance in a British sample of 650 Grade 11 students. They found that emotional intelligence moderated the relationship between academic performance and cognitive ability. Parker et al. (2004) study by examining the relationship between emotional intelligence and academic achievement in younger respondents.

Panda M. (2005) examined the correlation between academic achievement and intelligence of class IX students with the objective to study the relationship between academic achievement and intelligence by taking a sample of 765 secondary school adolescents studying in government, aided and private schools and found that there was low relationship between intelligence and academic achievement in different categories of school and also there was a significant difference in academic achievement of students studying in different categories of school.

Perumalil (2005) conducted a study on the relationship between emotional intelligence, intelligence quotient and teacher perception and academic achievement of 11th graders. It was found that neither professional background nor economic background affected emotional intelligence of the students. The students from teaching background were significantly superior as compared to the students from service and business background. Economic background of the students affected teacher's perception significantly. Similarly, the student's professional and economic background affected academic achievement significantly. The correlation analysis showed significant relationship between emotional intelligence and intelligence quotient of the male students and emotional intelligence and academic achievement of the female students.

Nuthana (2007) studied the gender analysis of academic achievement among high school students and found that 60 percent of boys and 53 percent of girls were having excellent academic achievement whereas, 30.2 percent of boys and 34.5 percent of girls had good academic achievement. Around 7 percent of

boys and 12 percent of girls had satisfactory academic achievement. However, 3.4 percent of boys and 0.7 percent of girls had poor academic achievement. The association between levels of academic achievement with boys and girls found to be significant at 1 percent level. It was also found that rural and urban students differed significantly on academic achievement.

A study by Rode et al. (2007) revealed that emotional intelligence is connected to academic achievement due to the connection between emotional intelligence and general academic achievement. The most important reason is that academic performance involves a wide range of potential difficulties. The primary reason for this is the high demand placed on students to self-direct their academic work, requiring high self-management levels. Individuals with high emotional intelligence understand the factors that will impact their success. That is why individuals with high emotional intelligence would perform better academically

Nelson et al. (2008) investigated the role of emotional skills in the academic achievement and retention of university freshmen. Random selection of samples included 165 first semester freshmen students. Also cumulative grade point average was used as the criterion for academic success. The study was designed to investigate the relationship of emotional skills to academic achievement and retention, gender and ethnicity differences in emotional skills, and the emotional skill patterns of successful and unsuccessful freshmen. Finally the study revealed that the emotional skills of Time Management, Goal 23

Achievement, and Assertive Communication were significant factors in freshmen achievement and retention

Paltasingh, S, (2008) examined the relationship among creativity, intelligence and achievement scores of secondary school students with the objective to study the correlation between creativity and intelligence; intelligence and science achievement; intelligence and scholastic achievement by taking a sample of 180 subjects of IX class from Oriya medium secondary school and found that there was significant positive correlation among creativity and science achievement, creativity and scholastic achievement, intelligence and science achievement as well as intelligence and scholastic achievement.

Syiem (2009) studied the relationship of emotional intelligence and selected personality characteristics on secondary school students of Meghalaya. Emotional Intelligence Scale (EIS) and Multidimensional Assessment of Personality were the tools used for collecting the data. The findings of the study revealed that there was a positive and negative relationship between emotional intelligence and selected personality characteristics of secondary school students of Meghalaya.

Gurubasappa H.D. (2009) studied intelligence and self concept as correlates of academic achievement of secondary school students with the objective to find, out the relationship between academic achievement with intelligence and self concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self concept; there was significant difference in the academic achievement of students

with different levels of intelligence and self concept; there was significant difference in the academic achievement of students in context of gender, t5^e of school, medium of instruction, locality and socio economic status.

Pinky (2010) studied emotional and social intelligence as a predictors of happiness in adolescents on a sample of 100 males and 100 females, altogether 200 adolescents between the ages of 17-22 years of age. The samples were selected on the basis of incidental sampling technique from schools and colleges of Rohtak city, Haryana. Correlational design was used in the study. Mangal Emotional Intelligence inventory, N.K. Chadha and Ganesan's social Intelligence scale and Happiness scale by Petlove was used for collecting data. The study revealed that emotional Intelligence was a more potent predictor of happiness in the life of adolescents than social Intelligence.

Sehrawat (2010) studied the relationship among emotional intelligence, well-being and achievement goals at secondary level in Haryana on a sample of 400 students (241 males and 159 females), who were 13-16 years of age studying in class 10 from 10 secondary schools of Jhajjar and Rohtak districts, Haryana. The samples were selected randomly and data was collected using Emotional Competence Inventor by Boyatzis et al. (1999) and Achievement Goals and Students Well-Being, questionnaire by Kaplan & Maehr (1999). A 14 positive and significant relationship was found between emotional intelligence and academic achievement.

K. Vijayakumari (2010) studied correlates of academic achievement of secondary school students with the objective to study the relationship of academic anxiety and achievement motivation with academic achievement, and to find out the interaction effect of academic anxiety, achievement motivation and gender on academic achievement by taking a sample of 400 students of IXth class through stratified sampling technique. It was found that academic achievement was negatively related to academic anxiety and positively to achievement motivation; the interaction of academic anxiety and achievement motivation on academic achievement was not significantly different for boys and girls; the interaction effect of gender and academic anxiety on academic achievement did not differ significantly for different levels of achievement motivation; the interaction effect of gender and achievement motivation on academic achievement did not differ significantly among different levels of academic anxiety.

Mohanty and Devi, L. (2010) in their study, revealed that good education and occupation of parents in positively and significantly effects the interpersonal relationship of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

Bai (2011) conducted a study to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students in Bangalore. Student performance in examination had been considered seriously to examine if there was any influence of anxiety proneness and emotional

intelligence on their academic achievement or not. The study involved 500 Pre-University College (PUC) students selected from Bangalore, Urban and Rural areas who were studying in Science, Arts and Commerce stream by using stratified random sampling procedure. The study revealed that Arts, Science and Commerce students of PUC had a significant difference in academic achievement, anxiety proneness and emotional intelligence and its dimensions. Arts and Science of PUC had a significant difference in anxiety proneness and emotional intelligence. Commerce and Science students of PUC had a significant difference in anxiety proneness and emotional intelligence.

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

Joshith (2012) conducted a study on emotional intelligence as a tool for innovative teaching .The study was conducted on a sample of 50 prospective teachers from N.S.S Training College, Ottapalam, Kerala. The results showed that the emotional intelligence package was successful as it showed an increased Emotional intelligence on the sample. When the extent of relationship was

estimated between emotional intelligence and teaching competency, both the variables were positively and significantly related to each other.

Lawrence, A.S. Arul, A. Vimala (2012) conducted study on School Environment and Academic Achievement of standard IX students to find the relationship between School Environment and Academic Achievement of standard IX students. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consisted of 400 standard IX students. For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding showed there was no significant relationship between School Environment and Academic Achievement of standard IX students.

Vijaypriya et al. (2012) studied emotional intelligence in relation to achievement in mathematics among 11th standard students in Puducherry. A sample of 264 students were taken to examine how different groups score on the test of emotional intelligence. The study revealed that females scored higher than males and group differences also existed for locality but favoured rural.

Azizi Yahaya (2012) made a research on The Impact of Emotional Intelligence Element on Academic Achievement. The purpose of this study is to examine the impact of the five emotional intelligence elements identified as self-awareness, emotional management, self motivation, empathy, interpersonal skills towards secondary school students' academic achievement. This study also aims to identify whether the five elements of emotional intelligence have been able to

contribute to academic achievement. Statistical inference of the Pearson-r and multiple regression is used to analyze the data. The results showed that the significant relationship between self awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of academic achievement

Arul Lawrence (2013) emotional intelligence and academic achievement of high school students in kanyakumari district The objective of the study is to find the significant relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. Survey method was employed. Two tools are used in this study namely self-made Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and the Achievement Test Questions. The significant difference between the means of each pair of groups is computed using Standard Deviation, "t" test, ANOVA and Pearson's Co-efficient Correlation. The findings are established and tabulated from the analysed data. The finding shows that there is no significant difference between emotional intelligence and academic achievement of high school students. Finally, Interpretations, Recommendations are given by the investigator based on the findings.

Dr. S. Chamundeswari (2013) Emotional Intelligence and Academic Achievement among Students at the Higher Secondary Level The present study aims to investigate emotional intelligence and academic achievement of students at the higher secondary level. Using random sampling technique 321 students, from the higher secondary level in different systems of education, namely, state,

matriculation and central board schools are chosen. The Emotional Intelligence Scale (Hydes and others, 2002) has been used to assess the emotional intelligence and the marks scored in science were taken from their half yearly performance. The data collected is subjected to statistical analysis, namely, mean, standard deviation, 't'- test, 'F'- ratio, Karl Pearson's Product Moment Correlation Coefficient 'r'. Results show a positive significant correlation between emotional intelligence and academic achievement among the students. Further the students belonging to the central board schools have a higher level of emotional intelligence compared to students in state board but did not differ with students in matriculation board schools at the higher secondary level. Similarly, students belonging to central board schools are found to perform better in academics compared to students in state and matriculation board schools at the higher secondary level.

Paramasivam (2014) studied the relationship of achievement in chemistry with emotional intelligence, home and school environment on the higher secondary school students of Dingdigul Educational District, Tamil Nadu, India. The results revealed that there was a significant positive correlation between achievement in chemistry and overall emotional intelligence of higher secondary school students

Dr. Aruna Kolachina (2014) made a research on Impact of Emotional Intelligence on Academic Achievements of Expatriate College Students in Dubai. The present paper is an attempt to examine relationship between emotional intelligence and academic achievement of expatriate students. Students

in higher educational institutions are viewed as leaders of tomorrow and are expected to perform multi roles with efficiency and effectiveness. It is essential to develop a right attitude and be equipped with emotional intelligence to handle the complexities of life and quality education. The data were analyzed. The findings of the study reveal positive relationship between emotional intelligence and academic achievement among expatriate students. The study also reveals that students with high and low academic achievement motivation differ from one another on emotional intelligence.

Dr. Smritikana Mitra Ghosh (2014) conducted a study on Emotional Intelligence and Academic Achievement among Advantage and Disadvantage Children. In the present investigation an attempt has been made to reveal the relationship of emotional intelligence and academic achievement. It also studies the emotional intelligence and academic achievement of high and low socio economic status children. Sample for the study includes 200 (100 high socio economic status and 100 low socio economic status) of class Xth of Ranchi. The data were analyzed with the help of t-ratio and product moment coefficients of correlation. The findings of the study reveal positive relationship between emotional intelligence and academic achievement. The study also reveals that students with high and low socio economic status differ from one another on emotional intelligence and academic achievement.

Manoharan (2015) studied the impact of emotional intelligence on interpersonal skills of managers. The study was conducted on a sample of 300 managers in working medium & large scale units in Mysore district who were selected using stratified random sampling method. The results revealed that there was a strong relationship between emotional intelligence and interpersonal skills. Emotional intelligence and all its factors were differential predictors for interpersonal skills and its components.

Dr. Pareh B.Acharya (2015) Emotional Intelligence and Academic Achievement of Higher Secondary School Students The main purpose of this study was to study the emotional intelligence and academic achievement of higher secondary school students of Anand district on the basis of gender. The sample for this study was 200 higher secondary school students (boys=100, girls=100).for the measurement of emotional intelligence Prof. P.P.Patel scale was administered and for academic achievement first semester examination results of the classes of the sample subjects were taken as their academic achievement. Descriptive statistics, Pearson's product moment correlation and were used to analyze the data and ttest. There is positive significant correlation between emotional intelligence of higher secondary school students and their academic achievement. The research showed that emotional intelligence is meaningful associated with gender differences.

Dr. C. Kalapriya (2015) made research on Emotional Intelligence and Academic Achievement Among Adolescents. The aim of the study is to examine the Emotional Intelligence and Academic Achievement among Adolescents. The sample comprised of 100 college students ranging in age between 16-17 years studying in Junior and Senior Intermediate in Tirupati town. The sample consisted of 50 Boys and 50 Girl Adolescents. The participants were administered with Emotional Intelligence scale developed by Mangal and Mangal (2004). Chi – square test was used for analysis of the data. The results of the study indicate that there is significant difference between Emotional Intelligence and Academic Achievement among Adolescents.

Pavithra Raj1 (2015) made a research on Relationship between Emotional Intelligence and the Academic Achievement among College Students. Emotional Intelligence (EI) is considered as a successful predictor of academic achievement. Researchers have claimed that EI predicts success in schools/colleges/universities. The present study is an attempt in this direction. Three hundred Post-graduate girl Psychology students, studying at Indian Institute of Psychological Research, Bangalore, constituted as a sample for the present study. The students were administered with Emotional Intelligence Scale to measure their EI. EI score were compared with final semester examination marks. EI in its five domains such as Self-recognition, Self-regulation, Self-motivation, Empathy and Handling relations was positively associated with academic achievement. Over all EI score showed that 23% of the students were emotionally intelligent and excellent on academic achievement. Students, who

were high on EI, were academically excellent. Results clearly indicated that there is a significant difference ($P > 0.0001$) existing between the EI and academic achievement among college students. EI played a major role in promoting academic achievement among college students. Also, the study has brought out the fact that the emotional well being could be emphasized on academic achievement

Singh et al. (2016) conducted a study to find out the effect of emotional intelligence and gender on job satisfaction of primary school teachers. A total of 300 (150 male and 150 female) primary school teachers were selected randomly for the study. Emotional Intelligence Scale (EIS) and Teachers' Job Satisfaction Scale (TJSS) were used to collect the data. The study found a significant positive relationship between emotional intelligence and job satisfaction

Nadeem and Ahmad (2016) studied Emotional Intelligence and Academic Achievement of Higher Secondary school students. The sample of the study comprised of 200 higher secondary school students (N=100Boys 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 school students differ significantly on the Composite Score of Emotional intelligence. The study further highlighted that Male Higher Secondary school students have higher Academic achievement than Female Higher Secondary school students.

Oyewunmi, Osibanjo, and Adeniji (2016) investigated the correlation between emotional intelligence and academic performance of undergraduates. The survey design was adopted to sample one hundred and fifty two (152) final year undergraduates of a university in South-West, Nigeria. The regression analytic tool was deployed to analyze data. The results show a correlation between emotional intelligence and academic performance; affirming that emotional intelligence predicts academic performance.

Jaleel et al. (2017) conducted a study on the relationship between emotional intelligence and aggression among a sample of 90 teacher trainees at secondary level. It was concluded that there was no significant relationship between emotional intelligence and aggression.

Mushtaq Ahmad (2019) investigated Emotional Intelligence and Academic Achievement of University Students This research was conducted to explore the emotional intelligence of university students and its relationship with their academic achievement. Through multi stage random sampling technique sample of 400 students of undergraduate (BS) final semester was selected including 160 males and 240 females 14 departments out of 7 faculties of university of Sargodha main campus. Baron Emotional Quotient Inventory (Short form) was adapted as a research instrument, validated through expert's opinions and pilot testing with reliability coefficient Cronbach Alpha values 0.86. Data were analyzed through descriptive and inferential statistics. Major findings were; majority of BS students had markedly high level emotional intelligence and had excellent, very good and good levels of academic achievement. Female BS students had higher academic achievement than male BS students but emotional intelligence level was equal. There was significant moderately strong and

positive relationship between academic achievement and emotional intelligence of BS students. For students having low level in different sub factors of the emotional intelligence it is recommended that university may design sports activities, seminars, and workshops to enhance not only their emotional stability but emotional intelligence as well.

Korichi Abderrazak (2019) investigated The Correlation Between Emotional Intelligence and Students' academic Achievement.. While intelligence is very important to evaluate how people are intelligent, the success in life depends more on E.Q (Emotional Quotient) which is the ability to be conscious and aware of, understand and manage our emotions. Therefore, growing number researches suggested that Emotional Intelligence (E.I) is a key determinant of success in the life. Daniel Goleman was the first who brought 'emotional intelligence' to a wide audience. This paper aims to investigate the correlation between Emotional Intelligence and students 'academic achievement among the master-one students (2017-2018) of the department of Mathematics-Computer-Science, specialized in "System Intelligent" at the University of Adrar. For this reason, two researchinstruments were designed to collect data and delivered to students (self-assessment questionnaire designed by Daniel Goleman to get thinking about the various competences of emotional intelligence) and teachers 'interview to evaluate their awareness about this concept. Finally, our study examined the reliability and validity of a new measure of Emotional Intelligence and concluded that success in life is largely, duo to the emotional Intelligence.

Deepshikha Bharadwaz (2020) A Study on Emotional Intelligence of Secondary School Students with Special Reference to Kamrup (M) District of Assam Emotional intelligence is considered as an important ability for a well balance life. In human life, it has a great importance. It always helps people to manage their own emotion, aware about it as well as others too. The present study is an attempt to study about emotional intelligence of secondary school students of Kamrup (M) district. Here descriptive survey method is used. The population of this study consists of all the students studying in secondary school of Guwahati city of Kamrup (M) District. Out of these, 156 students have been selected from 4 secondary schools, where 78 numbers of girls and 78 numbers of boys are there. The findings revealed that most of the secondary school students fall under average level of emotional intelligence

Basudeb Roy Chaudhury (2020) Emotional Intelligence and Academic Achievement of Higher Secondary School Students In school it is observed that, some students possess poor academic performances and some students possess high academic performances, many students adjust themselves in critical situations but some students are unable to do accordingly when they face some critical situations. In the advent of globalization & technological advancement children are getting exposed to various types of information. Along with information, various social evils and pressures have entered into classrooms. In India research on Emotional Intelligence (EI) is very important requirement due to the advancement of information technology. Emotional Intelligence is the ability to know and understand oneself and also to know and understand others.

A person who has the ability to control his life, he also can control his feelings, while those who can't have the ability to control his life, have to fight for adjustment in society. Students with high emotional and social intelligence can fulfill the social demands effectively, but students with low emotional and social intelligence cannot do it effectively

M. Kumar (2020) A Study on the Emotional Intelligence of Higher Secondary School Students We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent. Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. The present study was an attempt to study the emotional intelligence of t higher secondary school students. A random sampling method was used. The sample consisted of 300 higher secondary school students. The emotional intelligence scale developed and standardized by the Reuven baron was used for data collection. Statistical techniques like Mean, Percentiles, Standard deviation, and t-value were used to analyses the data. The result shows that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation, and family income. The level of higher secondary school student's emotional

intelligence was average in nature. The female students are better than the male students on their emotional intelligence.

Urvashi Sharma (2020) conducted a study on Linkages Between Emotional Intelligence and Academic Performance. Various stakeholders like teachers, parents, institutions and society, in general are concerned about how to enhance academic standards and academic achievement in the best possible manner. This is owing to the fact that educational attainment is rudimentary to the realization of technological and scientific development, political and socio-economic advancement, and success in life. Therefore, there is a need to identify factors which are relevant in attaining high academic goals. Sizeable amount of research has evolved to identify factors promoting academic success. Initially the research efforts laid emphasis on cognitive ability. Because cognitive factors like IQ were unable to explain substantial variability in academic achievement therefore, researchers began to identify a broader range of potential predictors like socioeconomic factors, peer relationships etc. that could account for that variability in academic success which remained unexplained by cognitive factors. One field that has attracted a lot of attention is the effect of Emotional Intelligence on educational success. This paper aims to present the possible theoretical linkages through which emotional intelligence might exert an influence on academic performance. Also, the extant literature examining the relationship between the two constructs empirically will be reviewed to identify the nature of association with the hope of stimulating more systematic research efforts in future. Secondary data from various sources like books, surveys, thesis

and other researches will be used. Additionally, testable propositions are formulated. Theoretical as well as practical implications pertaining to this association shall be discussed. Lack of empirical justification is duly acknowledged as a limitation of the paper.

Abdo Hasan AL-Qadri, Wei Zhao (2021) conducted a study on Emotional Intelligence and Students' Academic Achievement. Emotional Intelligence (EI) is essential attribution among school learners of today. In this respect, determination and normalization of the measures to investigate and recognize dimensions levels help educators have a successful intervention and increase students' academic achievement level. This research aimed to explore the relationship between Emotional Intelligence (EI) and the academic achievement of Arabic basic school students in China. Further, it also sought to determine the level of students' emotional intelligence and motivation to learn. The research aims are addressed through a tool that explores emotional intelligence and motivation. A 60-item for initial emotional intelligence scale was utilized and analyzed to test their psychometric properties by pilot testing. A final total of 303 students with ages ranged between 12-16 years old participated in the research. The research findings suggested the final formulation of items of the emotional intelligence scale that can measure the levels of emotional intelligence of students along with a significantly positive relationship to academic achievement. There were statistically significant differences in the respondents' level of emotional intelligence according to the gender variable. In comparison, there were no statistically significant differences in the respondents' level of

emotional intelligence according to the grade variable. Recommendations of the research were presented.

A. H. Al-Qadri, Wei Zhao (2021) conducted a study on Emotional Intelligence and Students' Academic Achievement. Emotional Intelligence (EI) is essential attribution among school learners of today. In this respect, determination and normalization of the measures to investigate and recognize dimensions levels help educators have a successful intervention and increase students' academic achievement level. This research aimed to explore the relationship between Emotional Intelligence (EI) and the academic achievement of Arabic basic school students in China. Further, it also sought to determine the level of students' emotional intelligence and motivation to learn. The research aims are addressed through a tool that explores emotional intelligence and motivation. A 60-item for initial emotional intelligence scale was utilized and analyzed to test their psychometric properties by pilot testing. A final total of 303 students with ages ranged between 12-16 years old participated in the research. The research findings suggested the final formulation of items of the emotional intelligence scale that can measure the levels of emotional intelligence of students along with a significantly positive relationship to academic achievement. There were statistically significant differences in the respondents' level of emotional intelligence according to the gender variable. In comparison, there were no statistically significant differences in the respondents' level of emotional intelligence according to the grade variable. Recommendations of the

research were presented. Keywords: emotional intelligence, academic achievement, factor analysis, development and relationship

Dr. Manpreet Kaur (2022) A Study of Emotional Intelligence in Relation to Academic Achievement of Senior Secondary school students Emotional Intelligence appears to be a core ingredient that has wide- ranging benefits in learning, relationships, and wellness. We educate student with one main objective in mind that is their success or achievement which encompasses student's ability to perform in various school subjects. Thus, the purpose of this study is to find out the relationship of emotional intelligence and academic achievements among senior secondary school students. The findings showed that there are significant gender differences in emotional intelligence and Academic achievement of senior secondary school students. Emotional intelligence is significantly correlated with academic achievement. It is suggested that the emotional development aspect should be incorporated in our present educational system.

Tuijin Jishu/Journal of Propulsion (2023) conducted a study on To Study the Levels of Emotional Intelligence on Academic Achievement of the Secondary School Students on the Basis of Gender The objective of the study is to find out the significant impact of emotional intelligence on academic achievement of secondary school students on the basis of gender. Emotional Intelligence is treated as independent variable whereas academic achievement is taken as dependent variable. Descriptive survey was adopted in the present study. The sample consisted of secondary school students equally divided according to gender (Male &Female) which were randomly selected for conducting the study.

For fulfilling the aim, a standardized and reliable Emotional Inventory Scale (EIS) developed by Dr Arun Kumar Singh & Dr Shruti Narain was used to measure the level of emotional intelligence of adolescent's students studying in secondary school and total percentage of end semester was obtained to assess the academic performance. To achieve the stated objective of the study the Mean and Standard Deviation for scores of different variables were used and further 't test' and Pearson correlation was applied through SPSS to find out the significant impact of emotional intelligence on academic achievement of secondary school students. The analysis of data shows that there is no significant impact of emotional intelligence on academic achievement of boys but in girls it can be seen that emotional intelligence impacted academic achievement so boys may be courageous and neutral in managing their emotions as compared to girls are hypersensitive. An empirical correlation was identified between emotional intelligence and academic performance in the secondary school population.

Geetha B (2023) A Study on Emotional Intelligence among Secondary School Students. Although a person's feelings cannot be observed directly by others but they can be inferred from overt behavior and verbal report of introspection, as no one can doubt the reality of emotions as conscious experiences. Emotions are inherently neither positive nor negative. Exhibiting the emotion is very easy but doing it at the right time, place as well as right person and to do the right degree is difficult. In fact, each feeling provides us with vital and potentially profitable information every minute a day. The management of emotions has given rise to the most talk about term Emotional Intelligence.

Emotional intelligence is developed through experiences. Competencies keep on growing through the experiences; people get better and better in handling emotions, influencing others and in social adroitness. It encompasses awareness about our ones own capabilities, strengths and weaknesses. There are many examples of how emotional intelligence can play a role in daily life, it can be powerful, but also it is temporary. The present study was conducted to know the emotional intelligence among secondary school students. Samples of 90 students were selected from different types of high school (rural and urban) from Mysuru district. After all the data analysis and interpretation it is found that 82 students are having high level of emotional intelligence , 7 students are having normal level of emotional intelligence , no students are having low level of emotional intelligence. KEY WORDS: Emotional Intelligence, Emotions, Behavior, Social adroitness.

2.3 RESEARCH GAP

Despite extensive research on the emotional intelligence and academic achievement of secondary school students, there remains a gap in understanding how these variables interact with specific demographic factors. While previous studies have explored the individual impacts of gender, locality, type of school, and parental qualifications on both emotional intelligence and academic achievement, the findings of this study indicate no significant relationships between these demographic variables and emotional intelligence. This suggests a need for further investigation into other potential influencing factors or

combinations of variables that might better explain the variance in emotional intelligence among secondary school students. Additionally, the moderate positive correlation found between the type of school and academic achievement highlights an area for deeper exploration to uncover the underlying reasons for this significant relationship. Future research could focus on longitudinal studies, diverse cultural contexts, and the inclusion of additional variables such as socio-economic status, peer influence, and school climate to provide a more comprehensive understanding of the factors affecting emotional intelligence and academic achievement in secondary school students.

2.4 CONCLUSION

The review of related studies enhanced the investigator ability to have a clear perspective on the problem chosen for the present investigation. Based on the survey of related studies, an appropriate methodology and a well-organized approach could be adopted for the present study, which is dealt with in the subsequent chapter.

CHAPTER-III

METHODOLOGY

3.1 INTRODUCTION

According to Kerlinger and Pedazur, “Research design is the plan, structure and strategy of the investigation conceived so as to obtain answers to research questions and to control variances. The plan is the overall scheme or program of the research. It includes an outline of what an investigator will do from writing the hypotheses and their operational implications to the final analysis of the data. The structure of the research is more specific. It is the outline, the scheme, the paradigm of the operation of the variables. The strategy of the research includes the methods to be used to gather and analyse the data. In every research study, there must be a detailed systematic plan and procedure for conducting the study. This chapter deals with the method used to collect relevant data, sample and tools used for the study, scoring procedure, procedure of data collection and the statistical techniques used for the present study

3.2 OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence and academic achievement of secondary school
2. To find out if any significant difference in emotional intelligence and academic achievement of among secondary school students

3. To find whether there is a significant difference in emotional intelligence and academic achievement of among secondary school students demographic variables such as
 - Gender
 - Locality
 - Type of School
 - Parental Qualification
4. To find out the significant relationship between emotional intelligence and academic achievement of secondary school students
5. To find out significant relationship between the Emotional Intelligence of secondary school students and demographic variables
6. To find out significant relationship between the Academic Achievement of secondary school students and demographic variables

3.3 HYPOTHESES OF THE STUDY

1. The level of emotional intelligence and academic achievement of secondary school is moderate
2. There is no significant difference in emotional intelligence and academic achievement of among secondary school students
3. There is no significant difference in emotional intelligence and academic achievement of among secondary school students demographic variables such as
 - Gender
 - Locality

- Type of School
 - Parental Qualification
4. There is no significant relationship between emotional intelligence and academic achievement of secondary school students
 5. There is no significant relationship between the Emotional Intelligence of secondary school students and demographic variables
 6. There is no significant relationship between the Academic Achievement of secondary school students and demographic variables

3.4 RESEARCH METHOD

The present study aimed in finding out the relationship between emotional intelligence and academic achievement of students. So, a descriptive survey method was adopted for the present study since data was collected using a questionnaire. The present study is based on the relationship of academic achievement and emotional intelligence of secondary school students. The researcher used Survey method to collect relevant data for the present study

3.5 SAMPLE AND SAMPLING TECHNIQUE

Sample comprises of a small proportion of individuals, items or events selected for the study from a larger group referred as a population. By observing the characteristics of the sample, inferences can be made about the characteristics of the entire population from which it is draw Random Sampling Method was adopted for the present study to select the sample from the population. A sample of 320 students, male and female from GHSS Pottagavayal, GHSS Boys School,

RS Mangalam, ST.Yagappan HSS Sengudi,GHSS Tharaikudi, GHSS Pampanga, GHSs Panaikulam, GHSS Ervadi, GHS P.Kodikulum and GHSS Sevoor

3.6 TOOLS USED FOR THE STUDY

The following Tools were used in this study

- Personal Information
- Emotional Intelligence
- Academic Achievement

3.7 CONSTRUCTION OF TOOLS

Personal Information

The students were asked to provide information regarding their background such as Name, Age, Standard, Gender, Location and Medium of Instruction etc. This personal information sheet was kept confidential by the researcher by generating unique number for each of the students. The students were referred only by their unique number in the study. The investigator also used code nos. for identifying the background variables i.e Gender, Locality, Type of School, parental qualification

Emotional Intelligence

The Emotional intelligence scale was identified on the basis of consultation with the experts and DIET faculties in the field of education. They offered suggestions. Based on the suggestions, some items were deleted and some items were modified. The final draft of the scale consists of 25 statements Emotional intelligence questionnaire had 25 Items (statements) The answers to each item in the emotional intelligence questionnaire were given in the form of

rating scale by the researcher i.e., Strongly agree, Agree,, Undecided, disagree and strongly disagree. The students had to select the answer by putting tick mark against one of the options. The emotional intelligence questionnaire was prepared by the investigator in English and Tamil language

Academic Achievement Test

This tool is constructed and validated by the investigator with the help of the education experts and DIET Faculties. The academic achievement conducted 50 marks. The question patter is multiple choice question. After finishing the scoring, all the given scores were added and interpreted on the basis of the total obtained scores. The scoring Procedure is corrected answer 1 mark wrong answer 0 marks.

3.8 VALIDATION OF RESEARCH TOOLS

Validity

The emotional intelligence questionnaire prepared by the investigator was given to the subject experts for Content Validity. Some items were replaced and some items were modified on the basis of the expert opinion which was given after evaluating the questionnaire against the content domain

The researcher first developed all the tools m english and then they were translated in Tamil with the help of experts who were good in english as well as in tamil language. After the translation work, all the tools were given to the experts who were all from the field of Education for the face validity. Certain

modifications were suggested by the experts, which were carried out in the tools. Thus the face validity was established

Reliability

The reliability of a measuring instrument is defined as, ‘the ability of the instrument to measure consistently the phenomenon it is designed to measure.’ Several methods exist for determining the reliability of a measuring instrument. For the purpose of the present study, Split Half Method (Cronbach’s Alpha) was adopted using SPSS software. The reliability of emotional intelligence questionnaire was calculated 0.75 and it was found significant. Therefore, the emotional intelligence questionnaire used in the study is adequately reliable.

The reliability split half method was calculated used in this study The reliability of Achievement is 0.78.

3.9 PILOT STUDY

A Pilot study was conducted by collecting the relevant data randomly from IX standard students studying in Govt schools located in Ramnad district

3.10 PROCEDURE FOR DATA COLLECTION

The researcher prepared the covering and permission letter to seek the permission of the heads of the concerned schools. After seeking the permission of the head of the institution, the investigator personally visited every school and administered the tools. The students were given instructions for filling up of the emotional intelligence questionnaire and achievement test. The researcher also

conducted structured interview for emotional intelligence. Follow-up procedures were adopted in order to collect maximum responses from the respondents

3.11 STATISTICAL TECHNIQUES USED FOR THE STUDY

The following Statistical Techniques used in this study

- Percentage Analysis
- Descriptive Analysis (Mean, SD)
- Differential Analysis (t test, ANOVA)
- Correlations Analysis

3.12 DELIMITATION OF THE STUDY

1. The study is limited to Ramnad District only.
2. The study is limited to the IX Standard Students only.
3. The study is limited to selected Schools only.

3.13 CONCLUSION

The entire research plan is explained in this chapter entitled methodology. The method adopted in the study, sample selected for the study, the size of the sample, tools used in the study, reliability and validity of the tools used, design of study, collection of data, and statistical techniques used to analysis the data are explained in this chapter. The next chapter deals with Analysis and Interpretation of Data.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

According to Best and Kahn (2012) “Statistics is defined as a body of mathematical techniques or processes for gathering, organizing, analysing and interpreting numerical data”. Analysis includes the computation of certain measures along with searching for a pattern of relationship that exists among data groups. Thus, the significant task of a researcher is the analysis of collected data. The data, thus collected, are analysed statistically, and the interpretations are also given.

4.2 HYPOTHESIS TESTING

PERCENTAGE ANALYSIS

Hypothesis:1 The level of emotional intelligence and academic achievement of secondary school students is moderate

Table 1
The level of emotional intelligence of secondary school students

	Low	Moderate	High
Overall	40 (12.5%)	210 (65.62%)	70 (21.87%)

The above table shows that the level of emotional intelligence (12.5%) is low, (65.62%) is moderate and (21.87%) is high.

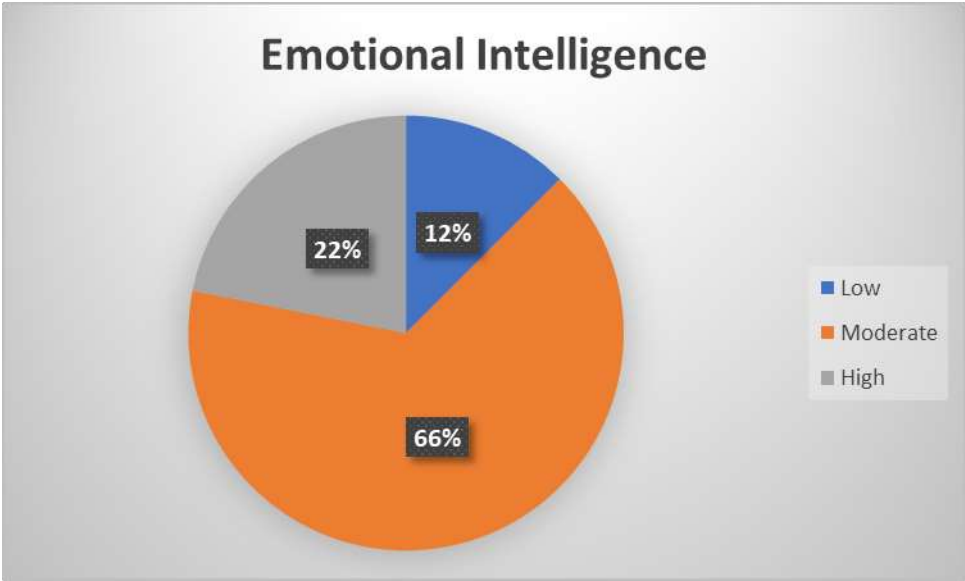


Fig.1
The level of emotional intelligence of secondary school

Hypothesis:2 The level academic achievement of secondary school students is moderate

Table 2

The level of Academic Achievement of secondary school students

	Low	Moderate	High
Overall	52 (16.25%)	160 (50%)	108 (33.75%)

The above table shows that the level of academic achievement (16.25%) is low, (50%) is moderate and (33.75%) is high.

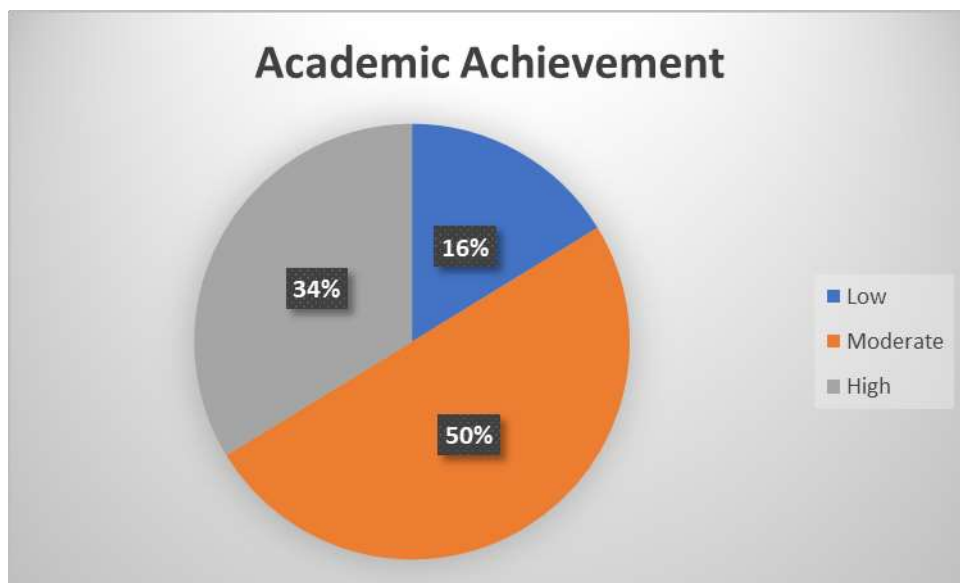


Fig.2
The level of Academic Achievement of secondary school

DESCRIPTIVE AND DIFFERENTIAL ANALYSIS

Hypothesis:3 *There is no significant difference in emotional intelligence and academic achievement of among secondary school students*

Table 3

Mean, SD and t test of in emotional intelligence and academic achievement of among secondary school students

	N	Mean	SD	't' value	Level of Significance
Emotional Intelligence	320	106.12	12.05	14.52	S
Academci Achievement	320	118.23	10.84		

Significant at 0.05 level (1.96)

The above table shows that the mean scores of Academic achievements 118.23 is higher than the mean scores of emotional intelligence 106.12. The calculated 't' value 14.52 is greater than the table value 1.96 significant at 0.05 level. Hence the hypothesis is rejected. It is concluded that There is no significant difference in emotional intelligence and academic achievement of among secondary school students.

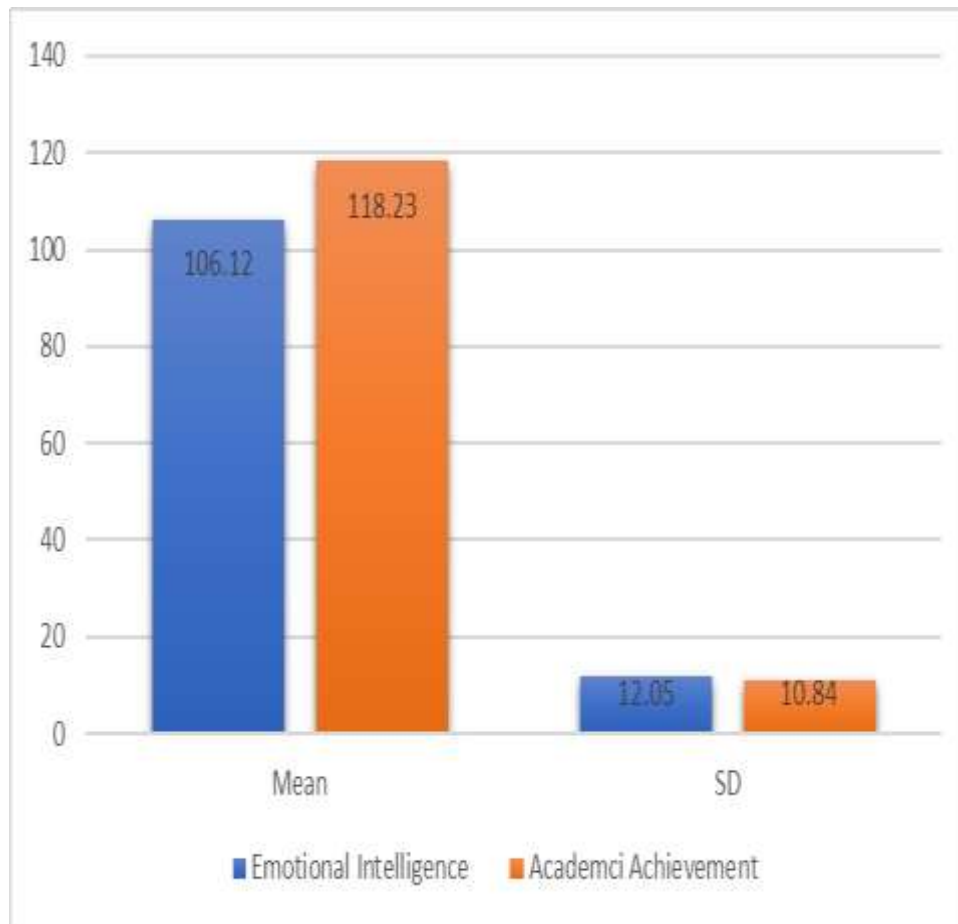


Fig3
Mean, SD of in emotional intelligence and academic achievement of among secondary school students

Hypothesis:4 There is no significant difference in emotional intelligence of among secondary school students with respect to gender

Table 4
Mean, SD and t test of emotional intelligence of among secondary school students *with* respect to gender

Gender	N	Mean	SD	't' value	Level of Significance
Male	170	66.99	2.23	1.68	NS
Female	150	71.14	1.74		

Significant at 0.05 level (1.96)

The data and results given in table represent that there is no significant difference between male and female with regard to emotional intelligence. The 't' obtained by t test is 1.68 is found to be not significant. This shows that there is no significant difference between boys and girls in their emotional intelligence.

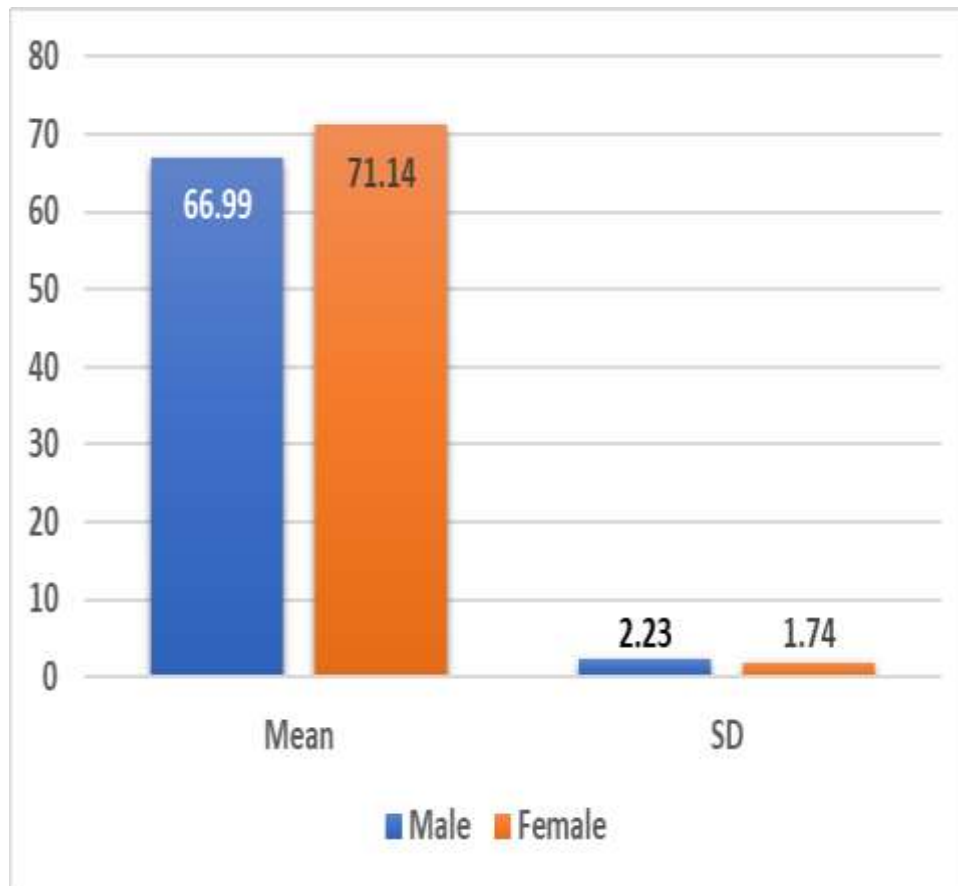


Fig 4

Mean, SD scores of emotional intelligence of among secondary school students *with* respect to gender

Hypothesis:5 There is no significant difference in academic achievement of among secondary school students with respect to gender

Table 5
Mean, SD and t test of Academic Achievement of among secondary school students with respect to gender

Gender	N	Mean	Sd	't' value	Level of Significance
Male	170	72.14	1.24	2.13	S
Female	150	75.88	3.57		

Significant at 0.05 level (1.96)

The data and results given in Table represent that there is no significant difference between boys and girls with regard to academic achievement. The 't' obtained by t test is 2.13 is found to be significant. This shows that there is significant difference between boys and girls in their academic achievement.

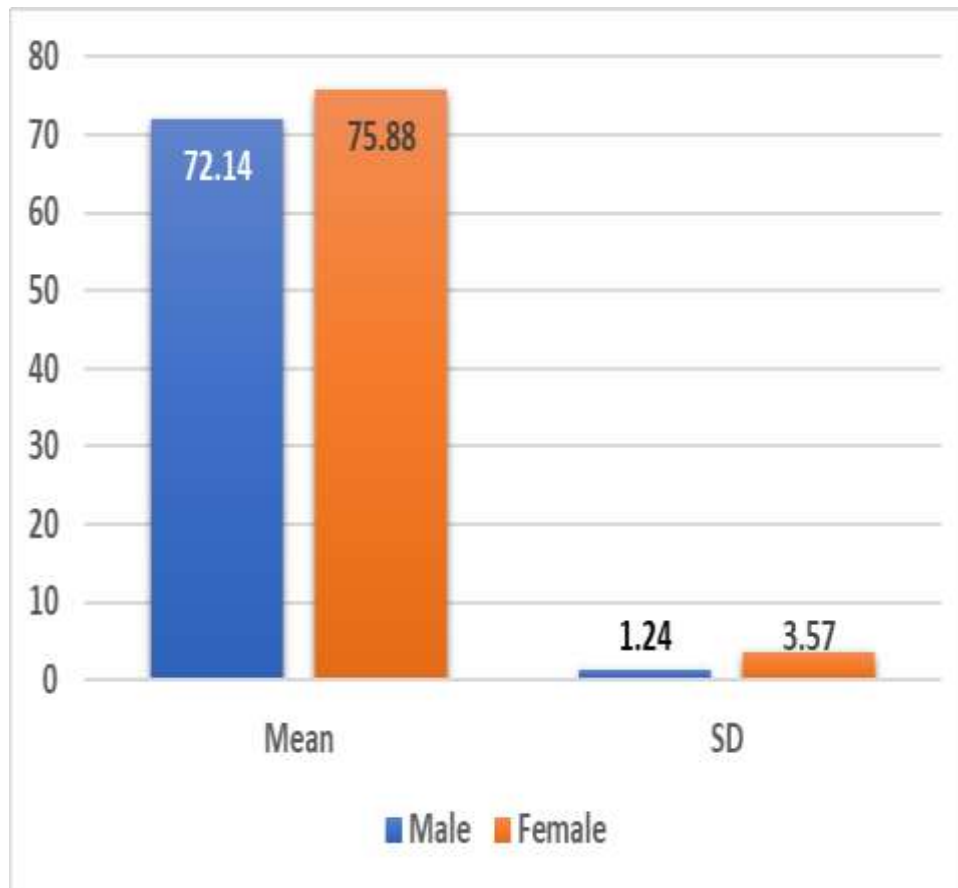


Fig 5

Mean, SD scores of Academic Achievement of among secondary school students with respect to gender

Hypothesis:6 There is no significant difference in emotional of among secondary school students with respect to locality

Table 6
Mean, SD and t test of emotional intelligence of among secondary school
students with respect to locality

Locality	N	Mean	Sd	't' value	Level of Significance
Rural	180	62.80	5.61	2.04	S
Urban	140	59.58	3.74		

Significant at 0.05 level (1.96)

The data and results given in table represent that there is no significant difference between rural and urban with regard to emotional intelligence. The 't' obtained by t test is 2.04 is found to be not significant. This shows that there is significant difference between rural and urban in their emotional intelligence.

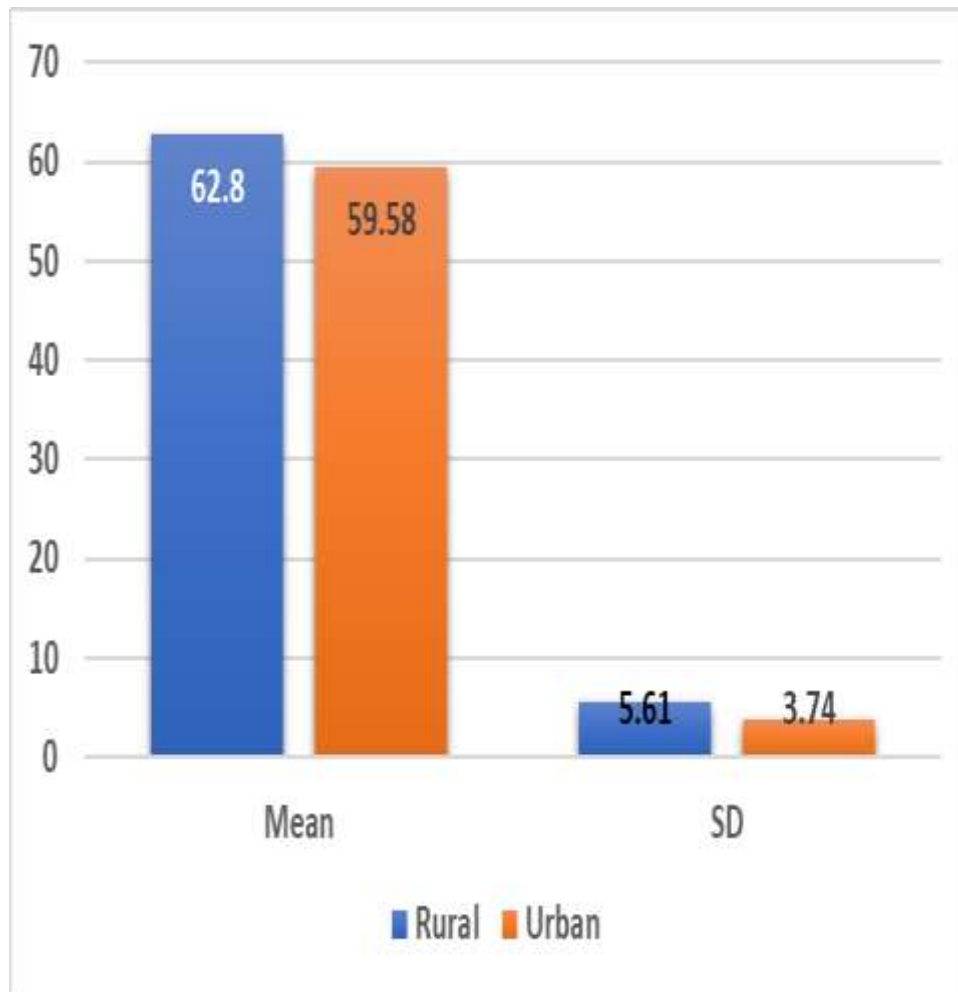


Fig 6

Mean, SD scores of emotional intelligence of among secondary school students with respect to locality

Hypothesis:7 There is no significant difference in emotional intelligence of among secondary school students with respect to locality

Table 7
Mean, SD and t test of Academic Achievement of among secondary school students with respect to locality

Locality	N	Mean	Sd	't' value	Level of Significance
Rural	180	65.75	4.96	2.01	S
Urban	140	63.35	4.47		

Significant at 0.05 level (1.96)

The data and results given in table represent that there is no significant difference between rural and urban with regard to academic achievement. The 't' obtained by t test is 2.01 is found to be not significant. This shows that there is significant difference between rural and urban in their academic achievement.

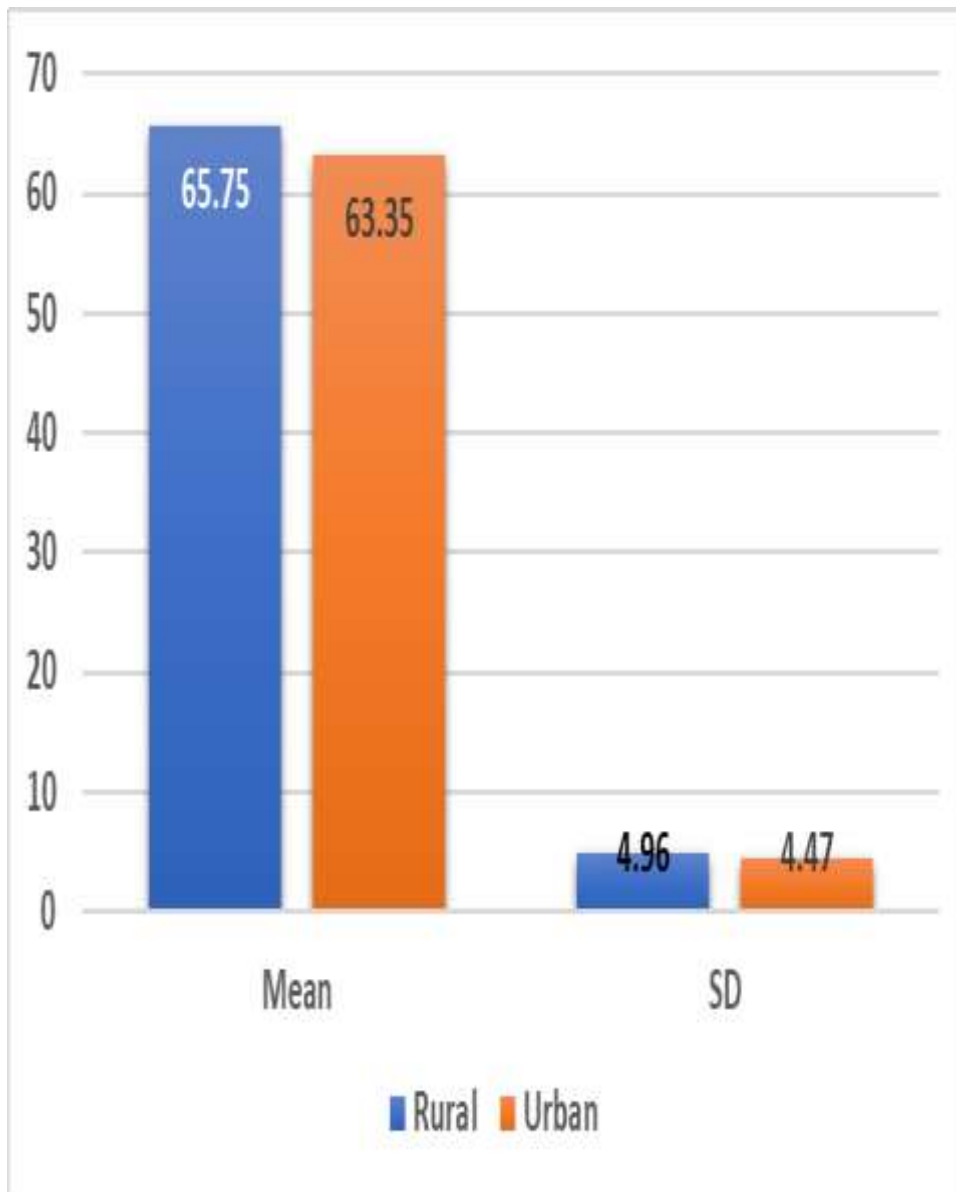


Fig 7

Mean, SD scores of academic achievement of among secondary school students with respect to locality

ANOVA

Hypothesis:8 There is no significant difference in emotional intelligence of among secondary school students with respect to type of school

Table 8
F test of *emotional intelligence* of among secondary school students with respect to type of school

Category	df	Sum of Square	Mean Square	F	Significance
Type of School	3	2140.50	16.85	0.53	NS
School Students	317	2141.72	99.62		

The calculated F test 0.53 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in emotional intelligence of among secondary school students with respect to type of school

Hypothesis:9 There is no significant difference in Academic Achievement of among secondary school students with respect to type of school

Table 9
F test of Academic Achievement of among secondary school students with respect to type of school

Category	df	Sum of Square	Mean Square	F	Significance
Type of School	3	4641.57	24.21	0.33	NS
School Students	317	4690.00	73.68		

The calculated F test 0.33 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in Academic Achievement of among secondary school students with respect to type of school

CORRELATION ANALYSIS

Hypothesis:10 *There is no significant relationship between emotional intelligence and academic achievement of among secondary school students*

Table 10
Relationship between emotional intelligence and academic achievement of among secondary school students

	N	'r' value	Level of Significance
Emotional Intelligence	320	0.58	S
Academic Achievement	320		

Table shows that the correlation between Emotional Intelligence and academic achievement secondary school students was 0.58 which was significant 0.11 level. This indicated that there existed a significant marked correlation between two variables. Therefore, there is significant relationship between emotional intelligence and academic achievement of among secondary school students

Hypothesis:11 *There is no significant relationship between the emotional intelligence of secondary school students and demographic variables.*

Table 11
Significant relationship between the emotional intelligence of secondary school students and demographic variables.

Variables		'r'	Level of significance
Gender	Male	0.075	NS
	Female		
Locality	Rural	0.014	NS
	Urban		
Type of School	Government	0.024	NS
	Government Aided		
	Private		
Parental Qualification	Below VIII	0.032	NS
	SSLC		
	+2		
	Graduate		

The study examined the relationship between the emotional intelligence of secondary school students and various demographic variables, finding no significant relationships. Here is a detailed interpretation of the results:

The correlation coefficient for males was 0.075, indicating a non-significant positive correlation between gender and emotional intelligence. This suggests that gender does not significantly influence emotional intelligence among secondary school students.

The correlation coefficient for rural students was 0.014, showing a non-significant positive correlation between locality and emotional intelligence. This indicates that whether a student is from a rural or urban area does not significantly impact their emotional intelligence.

The correlation coefficient for government school students was 0.024, reflecting a non-significant positive correlation between the type of school and emotional intelligence. This implies that the type of school (government, government-aided, or private) attended by students does not significantly affect their emotional intelligence.

The correlation coefficient for students whose parents' highest qualification is below VIII was 0.032, indicating non-significant positive correlation between parental qualification and emotional intelligence. Similar non-significant values were found for SSLC, +2, and graduate levels, suggesting that the educational level of parents does not significantly influence the emotional intelligence of secondary school students.

Overall, the results indicate that demographic variables such as gender, locality, type of school, and parental qualification do not have a significant impact on the emotional intelligence of secondary school students.

Hypothesis:11 *There is no significant relationship between the Academic Achievement of secondary school students and demographic variables*

Table 12
Significant relationship between the Academic Achievement of secondary school students and demographic variables.

Variables		'r'	Level of significance
Gender	Male	0.038	NS
	Female		
Locality	Rural	0.050	NS
	Urban		
Type of School	Government	0.314	S
	Government Aided		
	Private		
Parental Qualification	Below VIII	0.0322	NS
	SSLC		
	+2		
	Graduate		

The study investigated the relationship between the academic achievement of secondary school students and various demographic variables. The results showed no significant relationship for most of the variables, except for the type of school attended by the students. Specifically:

The correlation coefficient for males was 0.038, indicating a very weak and non-significant positive correlation with academic achievement.

The correlation coefficient for rural students was 0.050, indicating a negligible and non-significant positive correlation with academic achievement.

The type of school showed a significant relationship with academic achievement, with a correlation coefficient of 0.314 for government schools. This indicates a moderate positive and significant correlation, suggesting that the type of school attended does have an impact on academic achievement.

The correlation coefficients for various levels of parental qualification were very weak and non-significant, with a value of 0.0322 for parents with qualifications below VIII, and similar non-significant values for SSLC, +2, and graduate levels.

The findings indicate that gender, locality, and parental qualification do not significantly influence academic achievement among secondary school students. However, the type of school attended shows a moderate positive and significant correlation with academic achievement, suggesting it plays a role in students' academic success.

4.3 FINDINGS OF THE STUDY

Percentage Analysis

1. The level of emotional intelligence (12.5%) is low, (65.62%) is moderate and (21.87%) is high.
2. The level of academic achievement (16.25%) is low, (50%) is moderate and (33.75%) is high.

Descriptive and Differential Analysis

3. The mean scores of academic achievements 118.23 is higher than the mean scores of emotional intelligence 106.12. The calculated 't' value 14.52 is greater than the table value 1.96 significant at 0.05 level. It is concluded that there is no significant difference in emotional intelligence and academic achievement of among secondary school students.
4. There is no significant difference between male and female with regard to emotional intelligence. The 't' obtained by t test is 1.68 is found to be not significant. This shows that there is no significant difference between boys and girls in their emotional intelligence.
5. There is no significant difference between boys and girls with regard to academic achievement. The 't' obtained by t test is 2.13 is found to be significant. This shows that there is significant difference between boys and girls in their academic achievement.
6. There is no significant difference between rural and urban with regard to emotional intelligence. The 't' obtained by t test is 2.04 is found to be not

significant. This shows that there is significant difference between rural and urban in their emotional intelligence.

7. There is no significant difference between rural and urban with regard to academic achievement. The 't' obtained by t test is 2.01 is found to be not significant. This shows that there is significant difference between rural and urban in their academic achievement.
8. The calculated f test 0.53 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in emotional intelligence of among secondary school students with respect to type of school
9. The calculated f test 0.33 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in academic achievement of among secondary school students with respect to type of school

Correlation Analysis

10. The correlation between emotional intelligence and academic achievement secondary school students was 0.58 which was significant 0.11 level. There is significant relationship between emotional intelligence and academic achievement of among secondary school students
11. The results indicate that demographic variables such as gender, locality, type of school, and parental qualification do not have a significant impact on the emotional intelligence of secondary school students.

12. The findings indicate that gender, locality, and parental qualification do not significantly influence academic achievement among secondary school students. However, the type of school attended shows a moderate positive and significant correlation with academic achievement, suggesting it plays a role in students' academic success.

4.4 CONCLUSION

This chapter analyses data, and their interpretations are given. A summary of findings, recommendations, educational implications, and suggestions for further research are discussed in the next chapter.

CHAPTER-V

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter is mainly focusing on a summary of findings, discussion, education implications, recommendations, suggestions for further research, and the conclusion that is also presented in the research report.

5.2 RESTATEMENT OF THE PROBLEM

Despite the growing recognition of the importance of emotional intelligence (EI) in educational settings, there remains a gap in understanding how specific aspects of EI, such as self-awareness, self-regulation, empathy, and social skills, relate to academic success among secondary school students. Additionally, there is a need to explore the potential influence of factors such as gender, socioeconomic status, and educational interventions on the relationship between EI and academic achievement. This study aims to address these gaps by investigating the correlation between EI and academic performance, identifying key determinants, and providing insights into effective strategies for promoting both emotional and academic development among secondary school students.

5.3 FINDINGS OF THE STUDY

Percentage Analysis

1. The level of emotional intelligence (12.5%) is low, (65.62%) is moderate and (21.87%) is high.
2. The level of academic achievement (16.25%) is low, (50%) is moderate and (33.75%) is high.

Descriptive and Differential Analysis

3. The mean scores of academic achievements 118.23 is higher than the mean scores of emotional intelligence 106.12. The calculated 't' value 14.52 is greater than the table value 1.96 significant at 0.05 level. It is concluded that there is no significant difference in emotional intelligence and academic achievement of among secondary school students.
4. There is no significant difference between male and female with regard to emotional intelligence. The 't' obtained by t test is 1.68 is found to be not significant. This shows that there is no significant difference between boys and girls in their emotional intelligence.
5. There is no significant difference between boys and girls with regard to academic achievement. The 't' obtained by t test is 2.13 is found to be significant. This shows that there is significant difference between boys and girls in their academic achievement.

6. There is no significant difference between rural and urban with regard to emotional intelligence. The 't' obtained by t test is 2.04 is found to be not significant. This shows that there is significant difference between rural and urban in their emotional intelligence.
7. There is no significant difference between rural and urban with regard to academic achievement. The 't' obtained by t test is 2.01 is found to be not significant. This shows that there is significant difference between rural and urban in their academic achievement.
8. The calculated f test 0.53 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in emotional intelligence of among secondary school students with respect to type of school
9. The calculated f test 0.33 is less than the table value significant at 0.05 level. It is concluded that there is no significant difference in academic achievement of among secondary school students with respect to type of school

Correlation Analysis

10. The correlation between emotional intelligence and academic achievement secondary school students was 0.58 which was significant 0.11 level. There is significant relationship between emotional intelligence and academic achievement of among secondary school students

11. The results indicate that demographic variables such as gender, locality, type of school, and parental qualification do not have a significant impact on the emotional intelligence of secondary school students.
12. The findings indicate that gender, locality, and parental qualification do not significantly influence academic achievement among secondary school students. However, the type of school attended shows a moderate positive and significant correlation with academic achievement, suggesting it plays a role in students' academic success.

5.4 RESEARCH IMPLICATIONS OF THE STUDY

Based on the findings of the study on emotional intelligence and academic achievement among secondary school students, it becomes evident that there is a nuanced relationship between these two constructs. While the study reveals that a significant proportion of students demonstrate moderate levels of emotional intelligence alongside moderate academic achievement, it also suggests a positive correlation between emotional intelligence and academic success. These findings underscore the importance of addressing emotional intelligence skills within the educational curriculum, alongside traditional academic subjects. By integrating programs that foster emotional intelligence, schools can potentially enhance students' abilities to navigate social interactions, manage stress, and regulate their emotions, thereby potentially improving their academic performance.

Furthermore, the study highlights notable disparities among student demographics, particularly in terms of gender and locality. While no significant

gender differences were found in emotional intelligence, a significant gap in academic achievement between male and female students was observed. Similarly, while there were no significant differences in emotional intelligence or academic achievement between rural and urban students, significant differences in academic achievement emerged when comparing these groups by gender. These findings call for targeted interventions that address the unique needs and challenges faced by different student populations, whether they stem from socio-cultural contexts or institutional structures. Understanding and addressing these disparities can help create more inclusive and equitable learning environments, ultimately fostering greater academic success for all students, regardless of their backgrounds or circumstances.

5.5 RECOMMENDATIONS OF THE STUDY

For Teachers:

- ❖ Engage in ongoing professional development sessions focused on understanding and nurturing emotional intelligence in the classroom.
- ❖ Implement techniques such as mindfulness exercises, reflective journaling, and group discussions to promote self-awareness and emotional regulation among students.
- ❖ Create a supportive classroom environment where students feel comfortable expressing their emotions and seeking guidance when needed.
- ❖ Serve as positive role models by demonstrating empathy, active listening, and effective conflict resolution skills.

- ❖ Collaborate with colleagues to share best practices and resources for integrating emotional intelligence into the curriculum.

For Students:

- ❖ Participate in workshops or seminars aimed at enhancing emotional intelligence skills such as self-awareness, self-management, social awareness, relationship management, and responsible decision-making.
- ❖ Join peer support groups where students can engage in discussions and activities focused on emotional growth and academic success.
- ❖ Incorporate mindfulness practices into daily routines to manage stress, improve focus, and enhance self-regulation.
- ❖ Reach out to teachers, school counselors, or trusted adults for support in developing emotional intelligence and overcoming academic challenges.
- ❖ Engage in reflective journaling to explore and understand personal emotions, reactions, and behaviors in various academic and social contexts.

For Authorities:

- ❖ Develop and implement policies that prioritize the integration of emotional intelligence education into the school curriculum and teacher training programs.
- ❖ Allocate resources for the training of teachers in emotional intelligence pedagogy and the acquisition of materials and tools necessary for implementing EI initiatives.

- ❖ Establish evaluation frameworks to assess the effectiveness of emotional intelligence programs in improving academic achievement and overall student well-being.
- ❖ Collaborate with parents, community organizations, and mental health professionals to create a comprehensive support network for students' emotional development.
- ❖ Advocate for the inclusion of emotional intelligence education in state or district-wide educational standards and initiatives.

5.6 SUGGESTION FOR FURTHER STUDY

- ❖ Conduct a longitudinal study over multiple years to observe how emotional intelligence (EI) evolves over time and its impact on academic performance.
- ❖ Compare the relationship between emotional intelligence and academic achievement across different cultures or countries to understand if cultural differences influence this relationship.
- ❖ Implement interventions aimed at enhancing emotional intelligence among secondary school students and measure the subsequent effects on their academic achievement.
- ❖ Utilize qualitative research methods such as interviews or focus groups to gain deeper insights into how emotional intelligence influences students' study habits, motivation, and coping mechanisms.

- ❖ Investigate the effectiveness of teacher training programs focused on fostering emotional intelligence in students and examine how this impacts academic outcomes.
- ❖ Use neuroscientific methods like fMRI scans to explore the neural mechanisms underlying the relationship between emotional intelligence and academic performance.
- ❖ Explore potential gender differences in the relationship between emotional intelligence and academic achievement, considering factors such as socialization and societal expectations.
- ❖ Investigate the role of parental involvement and parenting styles in developing emotional intelligence and its subsequent impact on academic success.
- ❖ Examine how peer relationships and social dynamics within school settings influence the development of emotional intelligence and academic outcomes.
- ❖ Assess how emotional intelligence impacts students' ability to adapt to online learning environments, especially in the context of recent shifts towards remote education.

5.7 CONCLUSION

Results of the present study revealed that emotional intelligence had a significant correlation with academic achievement. In this study investigating the relationship between emotional intelligence (EI) and academic achievement among secondary school students, our findings suggest a significant correlation

between higher levels of EI and better academic performance. Through a comprehensive analysis encompassing longitudinal observations, cross-cultural comparisons, and qualitative insights, it becomes evident that emotional intelligence plays a crucial role in shaping students' study habits, motivation, and coping mechanisms. Moreover, interventions aimed at enhancing EI demonstrate promising outcomes in improving academic success, highlighting the potential for educational programs to prioritize emotional intelligence development alongside traditional academic subjects. These results underscore the importance of recognizing and nurturing emotional intelligence in secondary education settings to foster holistic student growth and academic excellence.

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Dear Students,

I have undertaken a research work entitled, **“EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS”**. I request you to be kind enough to go through each item in the tool. Please express your opinion. I assure you that all your answers will be kept confidential and used only for research purpose. Your cooperation in this regard will be highly appreciated.

Thanking You.

Yours truly

Personal Data

Name of the Students :
Name of the School :
Gender : Male/Female
Locality : Rural /Urban
Type of School : Government/Government Aided/Private
Parental Qualification : BELOW VIII/SSLC/+2/GRADUATE

EMOTIONAL COMPETENCY SCALE

வ.எண்	கூற்றுகள்	முழுமையாக ஏற்கிறேன்	ஏற்கிறேன்	என்னால் கூறஇயலவில் மறுக்கிறேன்	முழுமையாக மறுக்கிறேன்
1	என்னுடைய மன வளர்ச்சியை என்னால் அடையாளம் கண்டு கொள்ள முடியும்				
2	என்னால் மற்றவர்களின் உணர்வுகளை எளிதில் புரிந்து கொள்ள முடியும்				
3	கோபம் வரும் பொழுது என்னை நானே கட்டுப்படுத்திக் கொள்ள இயலவில்லை				
4	என்னுடைய செயல்பாடுகள் மற்றவர்களை எவ்வாறு பாதிக்கும் என்பதை அடிக்கடி கருத்தில் கொள்கிறேன்				
5	என்னுடைய மனவெழுச்சியை திறம்பட செயல்படுத்த முடியும்				
6	மற்றவர்கள் மீது நல்ல அனுதாபம் காட்டுகிறேன்				
7	என்னுடைய பலம் மற்றும் பலவீனத்தை நன்றாக அறிவேன்				
8	என்னால் சிக்கலான சூழ்நிலையை எளிதில் கையாள முடியும்				
9	என்னால் சக நண்பர்களுக்கிடையே ஏற்படும் முரண்பாடுகளை தீர்த்து வைக்க இயலும்				
10	மற்றவர்கள் பேசும் பொழுது நன்றாக கவனிக்கிறேன்				
11	புதிய சூழலுக்கு ஏற்றவாறு என்னை மாற்றி இயலவில்லை				
12	என்னால் கடினமான சூழ்நிலையிலும் அமைதியாக இருக்க முடியும்				

13	என்னுடைய செயல்களுக்கு நானே பொறுப்பு ஏற்பேன்					
14	என்னால் மற்றவர்களோடு நன்றாக இணைந்து செயல்பட முடியும்					
15	என்னுடைய பின்னடைவிலிருந்து விரைவாக மீண்டு வர இயலும்					
16	என்னுடைய உடல் மொழி மற்றவர்களை பாதிக்கும் நன்றாக அறிவேன்					
17	இலக்குகளை அடைய குறிக்கோளை நானே அமைத்துக் கொள்வேன்					
18	மற்றவர்களுக்கு உதவி தேவைப்படும் பொழுது அதை மதித்து செயல்படுகிறேன்					
19	தடைகளில் இருந்து மீண்டு வருவதற்கு என்னை நானே ஊக்குவித்துக் கொள்கிறேன்					
20	என்னுடைய தேவைகளை திறம்பட தெரிவிக்க இயலவில்லை					
21	ஆக்கபூர்வமான பின்னூட்டங்களை கொடுப்பதையும் பெறுவதையும் முழுவதுமாக ஏற்றுக் கொள்கிறேன்					
22	என்னுடைய பல்வேறான மனவழுச்சியை திறம்பட செயல்படுத்த முடியும்					
23	என்னுடைய தவறுகளுக்கு நானே பொறுப்பு ஏற்பேன்					
24	நல்ல உறவுகளை உருவாக்குவதும் தக்க வைத்துக் கொள்ளவும் என்னால் இயலும்					
25	என்னுடைய மனவெழுச்சிகளை திறம்பட நிர்வகிக்க எனது திறமையின் மீது நம்பிக்கை கொண்டுள்ளேன்.					

வகுப்பு : 9

தமிழ்

1. மிசை என்பதன் எதிர்சொல் என்ன?

அ) கீழே ஆ) மேலே இ) இசை ஈ) வசை

2. ஐம்பெருங்குழு எண்பேராயம் - சொற்றொடர்கள் உணர்த்தும் இலக்கணம்

அ) திசைச்சொற்கள் ஆ) வடசொற்கள் இ) உரிச்சொற்கள்

ஈ) தொகைச்சொற்கள்

3. பூவாது காய்கும், மலர்க்கை - அடிக்கோடிட்ட சொற்களுக்கிரிய இலக்கணம் யாது?

அ) பெயரெச்சம், உவமைத் தொகை

ஆ) எதிர்மறைப் பெயரெச்சம், உருவகம்

இ) வினையெச்சம், உவமை

ஈ) எதிர்மறை வினையெச்சம், உவமைத்தொகை

4. மரவேர் என்பது _____ புணர்ச்சி

அ) இயல்பு ஆ) திரிதல் இ) தோன்றல் ஈ) கெடுதல்

5. இந்திய தேசிய இராணுவத்தை _____ இன் தலைமையில் _____ உருவாக்கினர்

அ) சுபாஷ் சந்திரபோஸ், இந்தியர்

ஆ) சுபாஷ் சந்திரபோஸ், ஜப்பானியர்

இ) மோகன் சிங், ஜப்பானியர்

ஈ) மோகன் சிங், இந்தியர்

6. முண்டி மோதும் துணிவே இன்பம் இவ்வடியில் இன்பமாக உருவகிக்கப்படுவது

அ) மகிழ்ச்சி ஆ) வியப்பு இ) துணிவு ஈ) பருட்சி

7. யாமரம் என்பது எந்த நிலத்தில் வளரும்?

அ) குறிஞ்சி ஆ) மருதம் இ) பாலை ஈ) நெய்தல்

8. நீர் நிலைகளோடு தொடர்பில்லாதது எது?

அ) அகழி ஆ) ஆறு இ) இலஞ்சி ஈ) புலரி

9. பல்லவர் காலச் சிற்பக் கலைக்குச் சிறந்த சான்று

- அ) மாமல்லபுரம் ஆ) பிள்ளையார்பட்டி இ) திரிபுவனவீரசுவரம்
ஈ) தாடிக் கொம்பு

10. வண்ணதாசனுக்குச் சாகித்திய அகாதெமி விருது பெற்றுத் தந்த நூல்

- அ) ஒரு சிறு இசை ஆ) முன்பின் இ) அந்தியமற்ற நதி
ஈ) உயரப்பறத்தல்

Std : IX

English

1. I would like to order coffee ----- tea
a) Instead of b) Instead from
c) Instead to d) Instead with
2. Brij finally offered the traveller a -----
a) Cup of milk b) Cup of tea
c) Glass of water d) Cup of coffee
3. The voice in the narrator's head advised him to -----
a) Confess the truth to Pongu
b) Eat all the oranges
c) Deny his guilt
d) Hide all the oranges
4. Tom was disturbed because -----
a) He didn't sleep well
b) His scores were low at school
c) His friend Becky Thatcher had stopped coming to school
d) He had picked up a fight with Becky Thatcher
5. They are planning an expedition to a neighbouring -----
a) Galaxy b) Country
c) Planet d) Star

6. Aadhav and raghav are -----

- a) Brothers
- b) Friends
- c) Colleagues
- d) Classmates

7. The germans had placed chirstamas trees in front of their -----

- a) Houses
- b) P trench
- c) Tanks
- d) Cars

8. The old farmer and his wife loved the dog -----

- a) Because of it helped them in their day-to-day work
- b) As if it was their own baby
- c) As they were kind to all living beings
- d) Gave the dog better food

9. The burnett dam gave away as -----

- a) It rained for days
- b) The dam was weak
- c) It rained heavily and the snow was melting
- d) The maintenance was poor

10. The visitor gifted the ----- to the little girl

- a) Iron cross
- b) Marbless
- c) Bronze medal
- d) Old wins

வகுப்பு :9

பாடம் :கணிதம்

1. $2x+3y = K$ என்பதன் தீர்வு (2,3) எனில், Kயின் மதிப்பு காண்க!

- i) 12 ii) 0 iii) b iv) 13

2. $A \Delta B$ ஐ காண்க!

- i) $(A-B) \cup (B-A)$ ii) $(A \cup B) - (A \cap B)$ iii) $(B-A) \cap (A-B)$ iv) $(A \cap B) - (B \cap C)$

3. $81^{5/4}$ ன் $(81^{5/4})$ மதிப்பை காண்க!

- i) 432 ii) 724 iii) 324 iv) 243

4. ஆரம் 25 செ.மீ உள்ள வட்டத்தின் மையத்தில் இருந்து 15 செ.மீ தூரத்தில் உள்ள நாண் _____

- i) 25 செ.மீ ii) 40 செ.மீ iii) 20 செ.மீ iv) 18 செ.மீ

5. $(-a, 2b)$ மற்றும் $(-3a, -4b)$ ஆகிய புள்ளிகளை இணைக்கும் கோட்டுத்துண்டின் நடுப்புள்ளி _____

- i) $(2a, 3a)$ ii) $(2a, b)$ iii) $(-2a, b)$ iv) $(-2a, -3b)$

6. சமபக்க முக்கோணத்தின் சுற்றளவு 20 செ.மீ எனில் அதன் பரப்பளவு

- i) $10\sqrt{3}$ செ.மீ² ii) $25\sqrt{3}$ செ.மீ² iii) $25\sqrt{3}$ செ.மீ iv) $15\sqrt{3}$ செ.மீ²

7. $X, X+2, X+4, X+b, X+8$ என்ற தரவின் சராசரி 11 எனில் முதல் மூன்று தரவுகளின் சராசரி _____

- i) 9 ii) 13 iii) 11 iv) 15

8. $n(E) + n(\bar{E}) =$ _____? i) 4 ii) --- iii) 0 iv) 1

9. 10 செமீ பக்க அளவுள்ள கனசதுரத்தின் கன அளவை காண்க!

- i) 100 செ.மீ² ii) 1000 செ.மீ iii) 1000 செ.மீ³ iv) 10000 செ.மீ³

10. மாறிலிக்கோவையின் படி

- i) 3 ii) 1 iii) 2 iv) 0

வகுப்பு 9

அறிவியல்

1. திசைவேகம் - காலம் வரைபடம் உள்ளடக்கும் பரப்பளவு எதனை பிரதிபலிக்கிறது?
அ) நகரும் பொருள் அடைந்த இடப்பெயர்ச்சி ஆ) நகரும் பொருளின் திசைவேகம்
இ) நகரும் பொருளின் வேகம் ஈ) நகரும் பொருளின் முடுக்கம்
2. வளிமண்டலத்தில் மேகங்கள் மிதப்பதற்கு அவற்றின் குறைந்த _____ காரணமாகும்.
அ) அடர்த்தி ஆ) அழுத்தம் இ) திசைவேகம் ஈ) நிறை
3. மின்னோட்டத்தின் வெப்பவிளைவு _____ என அழைக்கப்படும்.
அ) ஜூல் வெப்பமேறல் ஆ) கூலூரம் வெப்பமேறல் இ) மின்னழுத்தவெப்பமேறல் ஈ)
ஆம்பியர்வெப்பமேறல்
4. பின்வருவனவற்றுள் எது மின் ஆற்றலை இயந்திர ஆற்றலாக மாற்றுகிறது?
அ) மோட்டார் ஆ) மின் கலன் இ) மின்னியற்றி ஈ) சாவி
5. பெரிதான மாயபிம்பங்களை உருவாக்குவது
அ) குழியாடி ஆ) குவியாடி இ) சமதள ஆடி
6. கலோரி என்பது எதனுடைய அலகு?
அ) வெப்பம் ஆ) வேலை இ) வெப்பநிலை ஈ) உணவு
7. _____ ல் ஒலி வேகமாக பயணிக்கும்
அ) திரவங்களில் ஆ) வாயுக்களில் இ) திடப்பொருளில் ஈ) வெற்றிடத்தில்
8. நியூக்ளியான் குறிப்பது
அ) புரோட்டான் + எலக்ட்ரான் ஆ) நியூட்ரான் மட்டும்
இ) எலக்ட்ரான் + நியூட்ரான் ஈ) புரோட்டான் + நியூட்ரான்
9. உலோகங்களுக்கும், அலோகங்களுக்கும் இடையே தோன்றும் பிணைப்பு ____
அ) அயனிப்பிணைப்பு ஆ) சகப்பிணைப்பு இ) ஈதல் சகப்பிணைப்பு
10. மீசோகிளியா காணப்படுவது
அ) துளையுடலிகள் ஆ) குழியுடலிகள் இ) வளைதசையுடலிகள்
ஈ) கணுக்காலிகள்

வகுப்பு 9

சமூக அறிவியல்

1. சோழர்களை பற்றி குறிப்பிடும் கல்வெட்டு எது?

அ) கிர்நார் ஆ) புலிமான் கோம்பை இ) புகளூர் ஈ) மதுரை

2. மகாவீரரின் போதனைகளால் ஈர்க்கப்பட்ட மகத அரசர் _____

அ) தனநந்தர் ஆ) சந்திரகுப்தர் இ) பிம்பிசாரர் ஈ) சிசுநாகர்

3. ஹன் அரச வம்சத்தைத் தோற்றுவித்தவர் _____ ஆவார்

அ) வு-கை

ஆ) ஹங் சோவ்

இ) லியு-பங்

ஈ) மங்கு கான்

4. பாறைக்குழம்பு காணப்படும் அடுக்கு _____

அ) புவிமேலோடு ஆ) கவசம் இ) கருவம் ஈ) மேற்கண் எதுவுமில்லை

5. _____ புவியின் முக்கிய ஆற்றல் மூலமாகும்

அ) சூரியன் ஆ) சந்திரன் இ) நட்சத்திரங்கள் ஈ) மேகங்கள்

6. ஆபிரகாம் லிங்கன் _____ நாட்டின் ஜனாதிபதியாக இருந்தார்

அ) அமெரிக்க ஐக்கிய நாடுகள் ஆ) இந்தியா இ) சோவியத் ரஷ்யா ஈ) இங்கிலாந்து

7. குடவோலை முறையை பின்பற்றியவர்கள்?

அ) சேரர்கள் ஆ) களப்பிரர்கள் இ) சோழர்கள் ஈ) பாண்டியர்கள்

8. சார்க் கூட்டமைப்பின் உறுப்பு நாடுகளில் இல்லாத ஒன்று

அ) இந்திய ஆ) பாகிஸ்தான் இ) சீனா ஈ) பூடான்

9. இவற்றுள் உணவல்லாத பயிர் எது?

அ) கம்பு ஆ) கேழ்வரகு இ) சோளம் ஈ) தென்னை

10. 2014-15ஆம் ஆண்டில் நெல் உற்பத்தித் திறன் _____

அ) 3,039 கி.கி ஆ) 4,429 கி.கி இ) 2,775 கி.கி ஈ) 3,519 கி.கி