REVIEW OF RELATED LITERATURE:

A Review of past research helps in recognizing the theoretical and practical problems related to the study. This will assist the researcher to collect appropriate data and subject them to sound thinking and meaningful explanation. Emotional intelligence is a fairly new concept. The researcher reviewed the literature in journals, books and on the internet in order to see what researchers have discovered about the concept. While reviewing literature the concentration was on development of emotional intelligence of school students. Keeping in view, the intentions of the study reviews are presented.

**LAL K (2013)** studied the Academic stress among adolescent in relation to intelligence and demographic factors. The research revealed that students in their teens are facing stress which is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and other problems in their surroundings. However in schools to avoid academic stress the teachers should try to remove unwanted academic stress from high and average I.Q.by generating factors from learning environment by taking necessary steps.

**SINGH D P (2014)** undertook a study of An analytical study based on class X of the secondary schools situated in Haryana state. This study focused on the study habits and personality of secondary school students in relation to their Academic Achievements. This study justified on the grounds that it is the plan of its kind, designed to explore the relationship of study habits and personality to academic achievement. He also mentioned that it as new challenge or new domains for further exploration.

**Mohdshakir (2014)** emphasis the senior secondary stage is the most important stage as it is the base for further education. He explained anxiety is the most widely experienced emotion and one of the most essential constructs of all human behaviour. This study was conducted to study the relationship and effects of academic anxiety on the academic achievement of the students. Research findings revealed an inverse relationship between the academic achievement and the academic anxiety of students.

**Kaufman J. C. (2015)** in his article on ‘Why Creativity Isn’t in IQ Tests, Why it Matters, and Why it won’t Change Anytime Soon Probably studied that intelligence and
creativity are more conceptually related than we have thought. He also questioned that do IQ tests actually measure intelligence and how well do they predict real-world success. He also concluded that there are several theories that are not (yet) represented in IQ tests that have much to offer. One common criticism of IQ tests is that they have largely remained stagnant over the last century(32). Study also argued that creativity offers a potential way to counter issues of test bias from different angles..

**Lacour . M&Tissington L. D. (2011)** in his article ‘The effects of poverty on academic achievement’, shows that poverty directly affects academic achievement due to the lack of resources available for student success. The research was conducted by Sum and Fogg (1991) found that poor students are ranked in the 19th percentile on assessments while students from a mid-upper income family are ranked in the 66th percentile on assessments.

**Adeyele.J.S.&Y.S.Yusuff (2012)** in his article ‘Effect of Teaching Method, Choice of Discipline and Student-Lecturer Relationship on Academic performance. ‘says that in schools where staff are well motivated, students performance is expected to improve if such students are making special efforts to learn.Generally, the better the school, the more the academic performance means in terms of overall ability. He also studied that the present universities system of assessment which lacks the merit of exposing all students in the same field of studies to the same examinations as practiced in professional bodies. The result of the findings reveals that choice of disciplines has negative effect on students CGPA if unduly influenced by university authority or parents, and that student’s CGPA rises as rapport between student and lecture gets better.

**Kapinga.O. S (2014)** in his article on ‘The Impact of Parental Socioeconomic Status on Students’ Academic Achievement in Secondary Schools in Tanzania. That published on December 2014 accepted that parental SES has an impact on students’ academic achievement. Even though many obstacles exist. Schools can play an important role in helping parents to enhance the home curriculum and improve the quality of parental involvement in their children’s education. He also studied to assess the impact of parental socioeconomic status on students’ academic achievement in secondary schools.
Research has found that there is a possibility of low performance of children who are from low income housing circumstances (Arias & de Vos.1996). The study employed a qualitative research approach to obtain in-depth and breadth information. He showed sample composition by category and Sex table. In his study. Documentary review was employed to facilitate collection of information from official documents available in the schools. The study found that majority of the students from the selected secondary schools are from low SES.

Sharon Cameron et al (2014) have studied ‘Comparison of Two Working Memory Test Paradigms: Correlation with Academic Performance in School-Aged Children. The main objective of this study was to examine the relationship between two different working memory task paradigms and academic achievement. Often children with working memory deficits are labelled as inattentive and unmotivated (11). Approval for the study discussed in this paper was granted from the Australian Hearing Human Research Ethics Committee and the Catholic Schools office, Diocese of Broken Bay. Results are expressed as mean scores and SDS. All correlations are significant to a $p < 0.05$ level. Separate multiple regression analyses were conducted with each of NAPLAN literacy and NAPLAN numeracy z-scores as the independent variables.

Ghazi . H . F et al (2014) has carried out research on’ Nutrition and Children’s Intelligence Quotient (IQ): Review. Aim of this review was to identify the latest studies done in the last 5 years regarding nutrition and IQ of the children. He also studied that poor school performance may not be direct result of poor nutritional and health status, but may reflect multi-factorial issues such as poverty and under-nutrition. Without any definitive conclusion several studies have focused on the association between breast feeding and cognitive development. More studies needed to explore the effects of nutrition on intelligence development with the controlling of genetics factors.

Lembrechts .L. (2012) ‘Digital Image Bulling among school students in Belgium: An Exploration of the Characteristic of Bullies and their Victims. In This Article focus on digital image bullying, which has never being studied separately from other types of cyber bullying with much detail. The current study is aimed at closing part of the knowledge gap about digital image bullying. The study revealed that cyber bullies are
rarely punished, which is in line with previous research. It also says that some youngsters are more at risk for victimization of digital image bulling. This research leads to important advice for school practitioners, teachers and parents, in terms of prevention and intervention.

Lal .K(2014) ‘Emotional Maturity, Self-confidence And Academic Achievement Of Adolescents In Relation To Their Gender And Urban-Rural Background’. Researcher insists that to make young adolescents emotionally and self-confident, they should be provided facilities of guidance and counselling with the help of counsellors. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. The objectives of the study is to compare the emotional maturity of male and female adolescents. The finding will also act as a linkage of emotional maturity and self-confidence which in turn imparts an important role in the development and achievements of adolescents.

Bhadouriapreeti (2013). In this article ‘Role of Emotional Intelligence for Academic Achievement for students’ explores the relationship between emotional intelligence and academic success. Many researcher shows that the people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationship. He also stated that teaching emotional and social skills is very important at school, it can affect academic achievement positively not only during that year they are taught, but during the years that follows as well.

Festus .A . B(2012). ‘The Relationship between Emotional Intelligence and Academic Achievement of Senior Secondary School Students in the Federal Capital Territory, Abuja’ This article explores the relationship between emotional intelligence and academic achievement of students in mathematics. This study also recommended that there is need to include emotional intelligence curriculum in schools. He also insisted that in recruiting teachers, recruiting and training of student teachers, there is need to consider their emotional intelligence quotients.

QUSAR .N (2013). In his article on ‘A Study of Emotional Intelligence And Academic Achievement Among High School Students’ studied that there is a significant difference in Academic Achievement of high and low emotionally intelligent secondary school
students. The objective of this study is to find out the significant interaction between emotional intelligence and sex with academic achievement as the dependent variable among secondary school students. The result shows that Academic Achievement is higher in students with high emotional intelligence and low in students having low emotional intelligence.

**Lawrence. A.SA (2013).** In his article ‘Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District.’ studied that Students feel difficult to control their emotions in order to face various situation in school life. Academic Achievement of the students was measured by the Achievement Test Questions which was prepared by the subject experts in the field with well-established Blue print. The result suggested that high school students may be given orientation with regard to the importance of self-motivation through guest lectures, seminars and workshops.

**Inbavanan . R &Somashekhar . R (2014).** In this article ‘Parental pressures- A major stress Factor for Children in India: An approach paper. ‘Studied that academic successes the pride for Indian parents. Majority of the parents believe that excellence in education is the only way for success in life. Too much pressure from parents also makes the child become doubtful about his/her intelligence and abilities. In the above context, it is not out of place to conclude that the growth and development of a child to becoming a ‘Wholesome human being’ lies in the hands of the parents. The study concluded that more than the intelligence quotient (IQ), it is the Emotional Quotient (EQ) that enables the child in adulthood.

**Mishra P &Vashist K.(2014).** ‘A Review Study of Spiritual Intelligence, Stress and Well- Being of Adolescents in 21st Century.’ Studied that Emotional Intelligence allows us to judge in which situation we are involved and then to behave appropriately within it. It also helps the individual to cope with any given situation and make the person well-adjusted and psychological balanced, which leads to complete and fully satisfied life. The spiritual intelligence provides a general basis for the individual to be able to consider his seeking for goals and meaning in life the direction of the aims which are personally meaningful.
Dutton . E & Lynn R (2014). ‘Intelligence and Religious and political Differences among Members of the U.S.Academic Elite.’ The study found that Overall, we would expect to find the most intelligent scholars were moderately liberal and highly independent while the least intelligent scholars would be either extremely high in liberalism or extremely high in conservatism.

Kant S & Sharma Y (2012). ‘A Study of relationship between Emotional Intelligence And Stress Among Teachers in Management Institutes in Jakarta.’ Studied that IQ alone is no more the only measure for success. emotional intelligence, social intelligence and luck also play a big role in the person success and adjustment (Goleman, 1995).

Patnaik C M et al (2010). ‘A Study to assess emotional intelligence and performance of Managers in Co-operative and Gramya Banks in Orissa.’ In their study the sample for the study was executives working in the Co –operative bank and Gramya Banks in Odisha. The conclusion this is that the performance appraisal process of banks itself needs evaluation.

Said Al T B T (2014). ‘The relationship between Nonverbal Intelligence and Emotional Intelligence among Children in UK and Oman.’ Studied that the emotional intelligence of children develops from the early years of their lives. The education of children should give priority to emotional factors as they play an important role in the development of children’s personalities. He also recommended to develop a training programme based on EQ from class 1 to 4.

Smith J (2009). ‘Emotional intelligence and professional Education: The use of Narrative journaling’ Research suggests social work students do enter their professional education program with an average level of EI. If social work education is to promote academic performance that yields a fully competent practitioner there must be increased acknowledgement of the role our emotional nature plays in education and practice.

Jagtap P R (2015). ‘Predictors of Early Adolescent Girls ‘Achievement motivation’ studied that the predictors of achievement Motivation of early adolescent girls-soio-economic status, intelligence and academic achievement. Results of multiple regression
revealed that academic achievement was significant predictor of achievement motivation.

Owoeye J S (2011). ‘School facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria. ‘studied that School facilities have been observed as a potent factor to quantitative education. The study also proven that school facilities were the most important determinant of academic achievement.

Yussof Y M (2013). ‘Students’ Reading Comprehension Performance with emotional Literacy-Based Strategy Intervention. ‘says that An effective reading comprehension process demands a strategy to enhance the cognitive ability to digest text information in the effort to elicit meaning contextually. The objective of this research is to study the effectiveness of ELBRCs in enhancing students ‘reading comprehension mastery. The implication towards research findings is that the emotional Literacy Based Reading Comprehension Strategy can be used for increasing the mastery on reading comprehension.

Jaayawardena L N A C (2012). ‘Assessing The Emotional Intelligence of Sri Lankan High School Students: A Case Study’. The study conducted in Sri Lanka, Jayawardena focussed to assess the Emotional Intelligence level of high school students. Research has observed a relationship between EI and Academic success, above and beyond measures of cognitive ability and personality. This study will focus further on the academic progress of Sri Lankan high school students.

Petrides K.V et al (2002). ‘The role of trait emotional intelligence in academic performance and deviant behaviour at school. ‘The study was conducted under the auspices of the Buckinghamshire County Council Educational Authority (U.K). The aim of this paper is to evaluate a series of hypothesis concerning the potential role of trait EI in academic performance and deviant behaviour at school.

Ogundok M.O (2010). ‘Emotional Intelligence And Academic Achievement: The Moderating Influence of Age, Intrinsic And Extrinsic Motivation.’ The study examined the moderating influence of emotional intelligence, age and academic motivation on academic achievement of Secondary School Students. This study adopted a survey
research design in order to explore the prediction of academic performance from emotional intelligence and academic motivation (intrinsic & extrinsic motivation) of students. The result predicted that Emotional Intelligence, age and Academic Motivation were potent predictors mildly associated to academic achievement.

**Fabian A C G et al (2014).** ‘Multiple Intelligences: Learners VS Teachers.’ The study investigated the relationship of the multiple intelligences of the Bachelor of Secondary Education students and their teachers in their major subjects. It also suggests that the students may have the same intelligence as for their teachers in some aspects but they differ in rank order.

**Matore M E E M et al. (2015).’The influence off AQ on the Academic Achievement among Malaysian Polytechnic Students.’** The study was selected using the proportionate clustered multistage stratified sampling technique. Data collected for this study was analysed using regression analysis and the results showed that the findings of the analysis showed that AQ contributed only 0.9% (r = 0.098) changes in the variance of academic achievement score.

**Matore M E E M et al. (2015).’The influence off AQ on the Academic Achievement among Malaysian Polytechnic Students.’** This study aimed to examine the influence of Adversity Quotient (AQ) on the academic achievement among Malaysian polytechnic students. This study sought to prove whether AQ can be a variable that has the potential to improve student academic achievement. Overall, the current study recommends that AQ should be introduced and implemented in the polytechnic student development programs in preparing themselves to involve in the working field in future.

**Samaie . M &sepahmansour (2015).’The Relationship Between Dogmatism and Emotional Intelligence with psychological well-Being.’** The aim of the present study is to explore the relationship between 347 of the female students in last years of Secondary school have been selected with the help of multistage sampling method and have completed Rey’s dogmatism scale (1970), Goldman’s emotional intelligence scale (1995). Emotions and feelings form essential part of human life, So that the Depiction of life without it is difficult.
**Sandhu S S Dr (2014).** ‘Academic Achievement of Adolescents in Relation To Their Emotional Intelligence.’ The study was conducted to find the relation of academic achievement of adolescents with emotional intelligence and study habits. Study habits are strongly related to academic achievement. The findings will help teachers and the parents to understand the importance of good, congenial, enriched school or home environment and healthy relations in reducing emotional instability among students.

**Mishra S & Laskar J H (2013).** ‘Emotional Intelligence of Teachers Teaching At Secondary and Senior Secondary Schools.’ The aim of study is to assess the Emotional Intelligence of teachers teaching at Secondary and Senior Secondary levels. Result was presented under two sections namely organisation of data and statistical analysis procedure adopted for interpretation of the findings. They have concluded that teacher should understand and learn how to channelize his own emotions and other attributes as well as the same of pupils in the teaching learning process.

**Mcgee D A & Hantla B (2009).** ‘An Intelligent Critique of Multiple Intelligences A Christian Review for leaders.’ The paper argues that morality is intelligence (Rom 1) and that all of humanity possesses it. The focus of an academic setting is word smart and logic smart. He studies says that we want to encourage our students to excel beyond the classroom in expression of their MI. Encouraging students to showcase Interpersonal, bodily-kinaesthetic, spatial, naturalistic, intrapersonal and musical intelligences may relevantly connect students with academic content, enhancing the educative experience.

**Wadhwani P (2015).** ‘IQ, EQ or SQ : Searching the Most Crucial Dimension of Intelligence as a Predictor of psychological Risk and Change Proneness.’ The objective of the study is to study the joint and individual contribution of Rational Intelligence, Emotional Intelligence and Spiritual Intelligence in predicting Psychological Risk and change proneness of Teachers Separately. Results emerged suggest that jointly all the predictors have a significant contribution but individually Emotional and Spiritual Intelligence are significant contributors in predicting pivotal criterion variables for the well-being of the teacher.