

**EMOTIONAL INTELLIGENCE IN RELATION TO STUDY
SKILLS – A STUDY OF COASTAL HIGHER
SECONDARY STUDENTS**

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DECLARATION

I hereby declare that this dissertation entitled “EMOTIONAL INTELLIGENCE IN RELATION TO STUDY SKILLS - A STUDY OF COASTAL HIGHER SECONDARY STUDENTS” has not been submitted by me for the award of a degree, diploma title or recognition before.

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EMOTIONAL INTELLIGENCE IN RELATION TO STUDY
SKILLS - A STUDY OF COASTAL HIGHER SECONDARY
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carried out by her under my guidance and supervision. It is further
certified that this work is an original and free from any
duplication.

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CONTENTS

S.No	Contents	Page.No
I	INTRODUCTION	
II	REVIEW OF RELATED LITERATURE	
III	METHODOLOGY	
IV	ANALYSIS AND INTERPRETATION OF DATA	
V	FINDINGS, CONCLUSIONS AND SUGGESTIONS	
	REFERENCE	
	APPENDICES	

List of tables

No	Title	Page
3.1	Description of emotional intelligence	
3.2	List of schools selected for the study	
3.3	Gender wise distribution of sample	
3.4	Type of school wise distribution of sample	
3.5	Birth order wise distribution of sample	
3.6	Monthly income of family wise distribution of sample	
3.7	Parental education wise distribution of sample	
4.1	Descriptive statistics for emotional intelligence of coastal higher secondary students	
4.2	Percentage distribution of different level of emotional intelligence	
4.3	Gender wise comparison of emotional intelligence	
4.4	Type of school wise comparison of emotional intelligence	
4.5	Birth order wise comparison of emotional intelligence	
4.6	Pairwise comparison of emotional intelligence based on order of birth	

4.7	Monthly income of family wise comparison of emotional intelligence	
4.8	Parental education wise comparison of emotional intelligence	
4.9	Descriptive statistics for study skills	
4.10	Percentage distribution of different level of study skills	
4.11	Gender wise comparison of study skills	
4.12	Type of school wise comparison of study skills	
4.13	Birth order wise comparison of study skills	
4.14	Pairwise comparison of study skills based on order of birth	
4.15	Monthly income of family wise comparison of study skills	
4.16	Parental education wise comparison study skills	
4.17	Result of correlation analysis for emotional intelligence and study skills	

CHAPTER -I

INTRODUCTION

Need and significance of the study

Statement of the problem

Operational definitions of the terms

Objectives

Hypotheses

Methodology

Organization of the report

CHAPTER – I

INTRODUCTION

Education is the deliberate and systematic influence, exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being, according to individual and social needs and directed towards the union of the educed with his creator as the final end (Redden.1956). Mahatma Gandhi speaks, “By education I mean an all-round drawing out of the best in child and man-body, mind and spirit” (Nagarajan,2009). Education may help the individuals in bringing out and realizing all latent potentialities of the child development, of a well- balanced personality, cultivation in him, flexibility and adaptability, growth of social virtues, his preparation for a complete living.

Emotional intelligence is one of the main area which determines personality of the student It is an ability to perceive, understand, regulate the emotion adaptively in self and in others. Emotional intelligence allows us to

think more creatively and use our emotions to solve problems. Daniel Go leman believes that Emotional intelligence appears to be an important set of psychological abilities that relate to life's success. It is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationship. Rather than a high Intelligence quotient (IQ), Go leman proposes that it is our high emotional quotient (EQ), make an individual a productive member of the society. Daniel Go leman argues that men particularly need to develop more emotional skills. He gives many examples of men with high intelligence, which was not successful because they had problems with their emotional skills. He found from his research that people with high emotional intelligence generally have successful relationship with family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals.

Study skills are defined as those techniques such as summarizing, note taking, outlining or locating the material which learners employ to assist themselves in the learning of the material. Study skills are defined as the ability to perform free of error the complex task which involves the activities of decoding and encoding, linguistic and other symbols with specific reference to the activities of listening, speaking, reading, writing classroom activities that predominate in the life of the students at school, college and university.

Academician educational psychologists and researchers are of the opinion that students have talent but they need guidance and direction about how to study the learning task. Efficient learning process is not only dependent on teaching but also on learning procedures. Study skills are formed first and are then transformed by practice in to study habits. A skill is the ability, usually learned and acquired through training to perform actions which achieve a desired outcome. By modeling successful practices in a field, one tend to standardize the successful practices that have produced the desired results. Such successful practices can be model and theorized as norms for practice (John 2007). Study Skills is a set learning skills that last a life time and bring many rewards. No two people study the same way and the study the skill that works for one person may not work for another. However, there are some general techniques that seem to produce results. For any student success is dependent on one's ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration and low grades. There is a saying: practice doesn't alone make perfection but effective study skills need to be always practiced. Studies reported that motivation interest and good study skills yield good academic achievement.

NEED AND SIGNIFICANCE OF THE STUDY

Emotional Intelligence is an important means for defense against unnecessary disappointment and hurt. It focuses on the building of soft skills and maintaining human relationships. This aspect of life assumes a lot of importance.

Since a person can-not be detached from the society. Human relationship plays a vital role at workplaces at home and in the social circle. Hence the success depend a large extent on what we make of these interactions and relationships. Emotional Intelligence helps a person very much in all spheres of life though its various components namely knowledge of his emotion managing one- self recognizing emotion in others and handling relationships. It directly and indirectly has the impact on learning.

Study skills are very important in the life of students for their better achievement one can learn the content by identifying keywords, taking notes, managing time and in copying and answering the assignments. In schools study skills are the consistent pattern of behavior that the student used to do his work in class. As the study skills are an important aspect in student performance, a student must carry out a log of practical's to make it out. If not it will result in dropout and failure. Some students have good study skills, some students may have poor study skills which may be due to several factors such as family background economic status, size of the family, education of the parents their intelligence and emotional intelligence. Individual differences also play a vital role in study skills of children. These study skills may be different from child to child and they also differ in case of high average and low achievers, as well as in their emotional quotient. Studies supported that emotional intelligence has significant effect on one's study skills. Hence this special study would be of help

in understanding the level of study skills possessed by the students and to find out whether there is any relationship between emotional intelligence and study skills.

STATEMENT OF THE PROBLEM

The problem for the present study is entitled as “**Emotional intelligence in relation to Study skills a-study of coastal higher secondary students**”.

OPERATIONAL DEFINITIONS OF THE TERMS

Emotional Intelligence

According to Gleman (1996) Emotional Intelligence refers to the capacity of recognizing our own feeling and those of others for motivating ourselves for managing emotions well in our relationship.

Here the scores obtained by the higher secondary students in the Emotional Intelligence, test administered to them, indicates the emotional intelligence of higher secondary students.

Study skills

Study skills are approaches applied in learning. It denotes the systematic training and practice for scheduling the study time, note taking, efficient reading, organizing ideas and systematic study habits.

Here the scores obtained by the higher secondary students in the study skills inventory, test administered to them, indicates the study skills of higher secondary students.

Coastal Higher Secondary Students

Coastal higher secondary students refer to the students studying in XI and XII standard of higher secondary schools in coastal areas of Kanyakumari District following Tamil Nadu state Board Syllabus.

OBJECTIVES OF THE STUDY

1. To study the emotional intelligence of coastal higher secondary students.
2. To study the study skills of coastal higher secondary students.
3. To compare the mean scores of emotional intelligence of coastal higher secondary students based on,
 - i) Gender
 - ii) Type of management
 - iii) Birth order

iv) Monthly income of family

v) Parental Education

4. To compare the mean scores of study skills of coastal higher secondary students based on.

i) Gender

ii) Type of management

iii) Birth order

iv) Monthly income of family

v) Parental Education

5. To study the correlation between of emotional intelligence and study skills of the coastal higher secondary students.

HYPOTHESES

1. There is no significant difference in the mean scores of emotional intelligence of male and female coastal higher secondary students
2. There is no significant difference in the mean scores of emotional intelligence of government and aided coastal higher Secondary students.
3. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students based on the order of birth.

4. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income.
5. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different educational qualification.
6. There is no significant difference in the mean scores of study skills of male and female coastal higher secondary students.
7. There is no significant difference in the mean scores of study skills of government and aided coastal higher secondary students.
8. There is no significant difference in the mean scores of study skills of coastal higher secondary students based on the order of birth.
9. There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income
10. There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification.
11. There is no significant correlation between emotional intelligence and study skills of coastal higher secondary students.

METHODOLOGY

a) Method

The investigator adopted normative survey method for the study.

b) Sample

The study was conducted on a sample of 400 students studying in class XI and XII of various schools of costal area in Kanyakumari District.

c)Tools

1. A scale of Emotional Intelligence (Ananias Tele and Fr.ThomasAlex, 2005).
2. Study Skills Inventory constructed and validated (C.Chithra and R.P.Deepa, 2011).
3. General Data sheet.

d) Statistical technique

The collected data were analyzed using the following statistical techniques.

- a. Mean
- b. standard Deviation
- c. 't' test
- d. ANOVA

e. Person's product moment Correlation

DELIMITATIONS

1. The present study is delimited to the school going higher secondary Students of coastal areas.
2. The study is delimited to Kanyakumari District.

CHAPTER-II

REVIEW OF RELATED LITERATURE

Review of related literature

Theoretical overview

Indian review

Foreign studies

Critical review

CHAPTER-II

REVIEW OF RELATED LITERATURE

The review of related literature is a significant part of a research study. This helps the researcher to gather up-to-date information about what has been done; in the particular on which he intends to study. Review of related studies further avoids duplication of effort that has already been done and it helps the investigator to go further deep into the problem in hand. It also helps to study the different facets of the problem. It provides the opportunity of giving an insight into the methods, measures and various other which would lead to the improvement of the research design significantly. It is a valuable guide in defining the problems, recognizing its significance, suggesting the promising data gathering devices, appropriate study design and source of data. Aggarwal(1996). T.C. Aggarwal(1996) states, “the state of related literature implies locating, reading and evaluating reports of research as well as reports of casual observations and opinions that are related to the individual have planned research report”.

IMPORTANCE AND PURPOSE OF THE REVIEW

1. The review of the literature provides us with an opportunity of gaining insight in to the methods, measures, subject and approaches employed by other research workers this is turn well lead to significant improvement to research design.
2. The review of the related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem.
3. The knowledge of related literature bring the researcher up-to-date on the work which others have done and thus to state the objectives clearly and consciously.

The review of related literature contains two sections

I. Theoretical Overview

II. Review related studies

i)Theoretical Overview

Emotional intelligence

Historically speaking the term emotional intelligence was introduced in 1990 by two American university professors Dr. John Mayer and Dr. Peter Salovey in their attempt to develop a scientific measure for knowing the differences between people ability in the areas of emotions. However the credit for popularizing the concept of emotional intelligence goes do another American

psychologist Daniel Goleman why it matter more than I.Q published in 1995. Although the term emotional intelligence has been defined in many best sellers including, Dr. Daniel Goleman 1995 book. Emotional intelligence in number of ways comprising many personality traits such a empathy motivation persistence warmth and social skills yet the most accepted and scientific explanation of the term emotional intelligence may be found in the following definition given by John D Mayer and Peter Salovey in their 1997 book “Emotional Development and Emotional Intelligence.

Dimensions of emotional intelligence

Emotional intelligence means being intelligent about emotions and being smart. It is the ability to acquire and apply knowledge from one’s emotions, and the emotions of others in order to be successful. These are 6 dimensions, namely

Self-Awareness

It is to know about one’s own feelings it is a deep understanding of one’s emotions, in terms of how feelings affect oneself, other people and their job performance. It is what keeps one from overacting and exaggerating what is perceived, being aware of one’s feeling, and behavior, as well as how others perceive of one-self, can influence one’s actions. They work to one’s benefit .According to Goleman1998, self-awareness consists of emotional awareness,

accurate self-assistive and self-confidence. This subjective knowledge about the nature of one's behavior provides a solid framework. For making better choices in life.

Self-Management

It is the capacity for effectively managing one's motives and regulating one's behavior.

Social Awareness

It is the capacity for understanding what others say and feel and why they feel and act as they do.

Relationship Management

It is the capacity for acting in such a way that one is able to get desired results from others and reach personal goals. Pearson (2002) sets out the four basic assumptions about emotional intelligence. These can be summarized as follows. Emotions contain important practical information about yourself and others. Identifying, assessing and expressing ones emotions in appropriate ways enriches one's experience. Acknowledging, empathizing with and facilitating the emotional expression of one-self and others enhance one's relationship. Emotions play out in one's private life and public roles to produce well-being,

leadership and flow the experience of focused, blissful expenditures of energy or to result in distress distraction, and being emotionally overwhelmed.

Study skills

Study skill or study strategies are approaches applied to learning. They are generally Critical to success in school are considered essential for acquiring good grades and are useful for learning throughout one's life. There are an array of study skills which may tackle the process of organizing and taking in new information retaining information or dealing with assessments. A skill is the ability, usually learned and acquired through training to perform actions which achieve a desired outcome. By modeling successful practices in a field, one tends to standardize the successful practices that have produced the desired results. Such successful practices can be model and theorized as norms for practice (John 2007). Study skills are set learning skills that last a life time and bring many rewards. No two people study the same way and the study the skill that works for one person may not work for another. However, there are some general techniques that seem to produce results. For any student success is dependent on one's ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration and low grades. There is a saying: "practice doesn't make perfection". Effective study skills need to be always practiced.

The following Dimensions of study skills are used for the present study

Note-taking

Note taking means, while lecturing or during teaching learning process, the students note down the main points for future reference note taking is a skill, which must be learned and refined. Deficiency of note taking is a constant problem in the study methods of school students. The students can take notes during the course of instruction in the class. Once the general idea is found out, then one has to identify the keywords that tell one's the basic idea of the sentence, ignoring the non-important words. The key words of each sentence could be noted down in a page.

Efficient Reading

When one read the material closely and active the appropriate method will be the reading part by part. Do not read the whole assignment at once. The part can be as short as a paragraph or as long as a section under a major heading. The next section is to be started only when one comprehend the first. Read everything including tables, graphs and illustrations. First, one should spend a few minutes in reading the entire paragraph / page to get an idea of what the paragraph is about.

Time Management

Schedule mean to do the work in time students prepare the time schedule for their study to be successful in the school.

Test preparation

Preparing the test portion very well before the Examination. It means using different methods of memorization; one should memorize the learned subject matter, So that during examination time they can able to recall the learned portion.

Review and Revise

A review is a survey of what one has accomplished. Reading is an important part of the review process. It helps one to be together what one has read, to consolidate ideas and to retain the information longer.

For preparing examination, tests and other assessment we use reviewing and revising our lecture notes. Begin the process by reviewing your notes right after your lecture..

SQ4R METHOD

The SQ4R method is a six step strategy for study, which will increase the reading comprehension, concentration and retention. The six steps are (i) Survey, (ii) Question, (iii) Read, (iv) Record, (v) Recite (vi) Review.

i) Survey

This refers to looking over the material before one reads it. Overall comprehension and retention will improve because one gets an overview of the chapter before reading it.

ii) Question

Questioning makes the person an effective reader. It helps one understand the difficult concepts and correlate the ideas with each other. It helps one stay alert through the complicated reading. Question and answer will make sense of the material and help remembering it more easily because the process will make an impression.

iii) Read

When one reads the material closely and actively the appropriate method will be the reading part by part. Do not read the whole assignment at once. The part can be as short as a paragraph or as long as a section under a major heading. The next section is to be started only when one comprehends the first. Read everything including tables, graphs and illustrations.

iv) Record

This refers to writing answers to all the questions that one have formulated. One need to write just enough information to answer the questions. Also one have to record what one have to record what one have grasped through our reading.

v) Recite

Reciting is the most powerful techniques`, students can use. In fact specialists do say that half of our study time should be spend in recitation. This technique helps us transfer the content ideas from short term to long term memory.

vi) Review

A review is a survey of what one has accomplished. Reading is an important part of the review process. It helps one to be together what one has read, to consolidate ideas and to retain the information longer.

ii) Related Studies

The review of related studies is classified into two groups. They are,

A. Indian studies

B. Foreign studies.

STUDIES RELATED TO EMOTIONAL INTELLIGENCE

A. Indian Studies

MonicoMahajan (2011) conducted a study on Academic Achievement in Relation to Emotional Intelligence and Spiritual Intelligence Objectives were: i) To find out emotional quotient IEQS of boys and girls. ii) To find out the relationship between emotional quotient IEQ and academic achievement of boys and girls. iii) To find out the relationship between spiritual quotient (SQ) and academic achievement of boys and girls. iv) To find out the relationship between emotional quotient (EQ) and spiritual quotient (SQ) descriptive. The investigator adopted survey method samples of 140 students studying in class XI from Hosbiarpur District. The technique employed was multistage randomization. Findings were: i)There existed no significant difference between the emotional intelligence of boys and girls. ii) There existed no significant difference between the spiritual intelligence of boys and girls. iii) There existed positive and significant relationship between emotional intelligence and academic achievement of boys and girls. iv)There existed positive and significant relationship between spiritual intelligence and academic achievement of boys and girls. v) There existed positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

Santhosh Kumar (2011) conducted a study on Effect of cognitive style on Emotional Intelligence of Higher Secondary School Students. Objectives were: i)

To study the cognitive style and emotional intelligence of higher secondary school students with respect to gender and discipline. ii) To study the difference between the mean scores of sub samples with respect to gender and discipline. iii) To find out the extend of relation between cognitive style and emotional intelligence. iv) To study the effect of cognitive style on emotional intelligence. In this survey study 140 higher secondary school students were selected as the sample with due weight age to gender and discipline. Findings were: i)The mean score of emotional intelligence of science students is more than their humanities counterparts. ii) The mean score of emotional intelligence of boys is higher than the girls. iii) The mean value of the variable cognitive style of boys is higher than that of girls. iv)The mean value of cognitive style on humanities students is slightly higher than the science students. v) It is also found that there was no significant gender wise difference on emotional intelligence even at 0.05 level. vi) In cognitive style there is no significant discipline wise difference even at 0.05 levels. vii) Gender wise difference on cognitive style is significant at 0.01 level. viii) There is significant relation between the variables cognitive style and emotional intelligence.

Bindhu (2011) conducted a study on self- Assertiveness and Emotional Intelligence of Higher Secondary Students. Objectives were: i) To study whether their exists any significant difference in the self- assertiveness of higher secondary school student with respect to gender and type of family. ii) To study

whether there exist any significant difference in the emotional intelligence of higher secondary school students with respect to their gender and type of family.

iii) To find out whether there exists any significant relation between self-assertiveness and intelligence of higher secondary school students with respect to their gender and type of family sample. The study was carried out on a representative sample of 520 higher secondary school students of Kerala stratified proportionate stratified sampling technique was employed. Findings were : The study may be influenced by this lack of instability in emotions so at the time of admission. Self – assertiveness and emotional intelligence should be tested and those candidates having very low level in these qualities should be given special training, Assertiveness training and emotional literary programmes. This study involves attention of the society towards the important of developing emotional quotient which will make people successful in life.

SamhitPadhi and JyotiVarma (2011) conducted a study on Effectiveness of Secondary School Teachers in Relation to Emotional Intelligence and Life satisfaction. The objectives were: i) To study the teacher effectiveness of secondary school teacher in relation to type of school management and place of habitation. ii) To study the correlation between teacher effectiveness and emotional intelligence of secondary school teachers, Teacher effectiveness and life satisfaction of secondary school teachers. iii) To study the interaction effect of emotional intelligence and life satisfaction on teacher effectiveness of

secondary school teachers. Descriptive survey method was adopted in this study. Sample size of total 120 teachers 160 from government and 60 from private schools from 12 higher secondary school including six government and six private schools were selected randomly proportionate stratified random sampling technique was used. Findings were: i) Government / private and urban / rural schools teachers have almost equal level of teacher effectiveness / emotional intelligence life satisfaction. ii) There is a positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. iii) There is a positive relationship between teacher effectiveness and emotional intelligence of secondary school teachers. iv) There is significant relationship between teacher effectiveness and life satisfaction of secondary school teachers. v) There is significant association between levels of teacher effectiveness.

Subramanyam (2011) conducted a study on Impact of Emotional Intelligence and study skills of High School Students. The objectives were: i) To assess the impact of gender on emotional intelligence of high school students. ii) To assess the impact of gender on study skills of high school students. Sample 30 boys and 30 girls was randomly selected from class X of a municipal high school in Tisupati Town of Antra Pradesh. Findings were : i) There is significant difference between boys and girls with regard to their emotional intelligence. ii) There is no significant difference between boys and girls with regard to their study skills

ChamanKak, Sharma and Sharma (2011) conducted a study on emotional intelligence of scheduled caste students in relation to self- concept. The objectives were: i)To study the relationship between emotional intelligence and self- concept of schedule caste male students of arts stream. ii) To study the relationship between emotional intelligence and self- concept of scheduled caste female students of art stream. iii) To study the relationship between emotional intelligence and self-concept of scheduled caste male students of science stream. iv)To study the relationship between emotional intelligence and self-concept of scheduled caste female students of science stream. The export factor method was adopted here. About 156 scheduled caste male and 148 scheduled caste male and 136 female students of science stream of class XI was selected from Meerut region through cluster random sampling. Findings were: i) The level of expectation regarding achievement and aspiration is similar for the male scheduled caste students having high and low emotional intelligence. ii) The level of confidence is similar for the male scheduled caste students having high and low emotional intelligence. iii) The inferiority feelings are similar for the male scheduled caste students having high and low emotional intelligence. iv)The emotional instability is much higher than for the male schedule caste students having low emotional intelligence than for the male students of the same caste and the same grade but having high emotional intelligence. v) The inferiority feelings are similar for the female scheduled caste students having

high and low emotional intelligence. vi) The emotional instability is similar for the female scheduled caste students having high and low emotional intelligence.

Jyotika Gupta (2011) conducted a study on depression among adolescent girls the role of emotional intelligence and intelligence. Objectives were: i) To study the effect of intelligence and emotional intelligence on depression of adolescent girls. ii) To study the effect of intelligence and various dimension of emotional intelligence (self-awareness, self-management, empathy, social skills, internality, motivation, on depression of adolescent girls. Sample of 500 adolescent girls were selected from government school of Punjab. Findings were: i) Motivation and self-awareness had significant effect on depression while self-management empathy, internality and social skills do not have any effect on depression.

Poorima and Lokanadha Reddy (2010) conducted a study on Emotional Intelligence and Occupational Stress of Special Teachers Working in the schools for Hearing impaired children. The objectives were: i) To identify the number and percentage of special education teachers with different of special education teachers with difference levels of emotional intelligence and occupational stress working in the schools for hearing-impaired children. ii) To find out the significant difference, if any, in the emotional intelligence and occupational stress of special education teachers, working in the schools for hearing, impaired children due to variations in their age, community educational qualification training in special education, classes handling, nature of job, years of experience

and salary they receive. iii) To find out the relationship between the dimensions of emotional intelligence and the dimensions of occupational stress of special education teachers working in the schools for hearing-impaired children. Investigator adopted survey method the sample consists of 72 women teachers working in the schools for the hearing-impaired children in Chennai city. Findings were: i) There is no relationship between the dimensions of emotional intelligence and the dimensions of occupational stress of special education teachers working in the schools for hearing-impaired children.

Sahaya Mary and Manorama Samuel (2010) conducted a study on Influence of Emotional Intelligence on Attitude towards Teaching of Student Teachers. The objectives were: i) To measure the level of emotional intelligence and level of attitude student teachers towards teaching. ii) To find out any significant differences between the emotional intelligence qualification, community, previous teaching experience and influence to be a teacher. iii) To measure the relationship between educational qualification and attitude towards teaching of the student teaches. iv) To find out any significant relationship between the attitude towards teaching and dimensions of educational qualification descriptive survey method was adopted by the investigator sample of 104 female and 87 male student teachers studying at the colleges of education in Chennai. Findings were: i) The study reveals that the student teacher have favourable attitude of student teaching and their emotional intelligence was found to be satisfactory.

The emotional intelligence influences the attitude towards teaching of student teachers. ii) There is significant difference between the educational qualification and emotional intelligence of student teachers. iii) There is significant difference between the educational qualification and attitude towards teaching of student teachers. iv) There is significant difference between the community influence of others and attitude towards teaching of student teachers. v) There is a significant relationship between the attitude towards teaching and emotional intelligence and also with the dimensions of emotional intelligence.

Karthika Gupta (2010) conducted a study on Emotional Intelligence among student, teachers in relation the general intelligence and academic achievement. To objectives were: i) To study the emotional intelligence among student teacher. ii) To study the academic achievement among student teachers. iii) To study emotional intelligence among students teachers in relation to general intelligence. iv) To study emotional intelligence among student teachers in relation to academic achievements descriptive survey method was employed by the investigator. Findings: i) There is no relationship between emotional intelligence and general intelligence in also reveals that emotional intelligence has no relationship with academic achievement of student teachers.

Umadevi (2009) conducted a study on Relationship between Emotional Intelligence Achievement Motivation and Academic Achievement. The objectives were: i) To find out the relationship, between emotional intelligence

and academic achievement of student teachers. .ii) To find out the relationship between achievement motivation and academic achievement of student teachers. iii) To compare the emotional intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. Normative survey method was adopted for the study Sample of 200 primary school student teachers studying in various D.Ed. colleges of Daverngere city have 100 boys, 100 girls and 131 Arts students and 69 science students. Findings: i) There is a positive relationship between emotional intelligence and academic achievement of primary school student teachers. ii) There is a positive relationship between achievement motivation and academic achievement of primary school student teachers. iv) Male and female student teachers, arts and science student teachers do not differ in emotional intelligence. v) Male and female student teachers, arts and science student teachers do not differ in achievement motivation.

Kavitha Mittal (2011) conducted a study on Emotional Intelligence of Teacher Trainees in Relation to Anxiety. The major findings were i) significant relationship existed between emotional intelligence and anxiety of teacher trainees. ii) male and female teacher trainees did not differ significantly in their emotional intelligence iii) no significant difference existed in the emotional intelligence of teacher trainees belonging to arts and science streams iv) significant differences existed in the emotional intelligence of teacher trainees belonging to high and low levels of anxiety.

Vandhana V Jadhav (2011) conducted a study on Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement. The findings of the study proved that there was no relationship between emotional intelligence and general intelligence. It also revealed that emotional intelligence had no relationship with academic achievement of student teachers.

Indu H and Nisha Kumari D (2011) conducted a study on Emotional Intelligence of College Students. There was no significant difference between the emotional intelligence of male and female college students. Under graduate and post graduate students showed significant difference in their emotional intelligence. It was found that post graduate students were emotionally intelligent that the under graduate students. There was no significant difference in the total emotional intelligence of Arts, science and commerce students, but there was significant difference in the dimensions like interpersonal skill and adaptability. Arts students demonstrated more interpersonal skill and were adaptable than science and commerce students.

Samhit K Padhi, Jyothi Varma (2011) conducted a study on Effectiveness of Secondary Schools Teachers in relation to Emotional Intelligence and Life Satisfaction. Government and private, urban and rural school teachers had almost equal level of teacher effectiveness and emotional intelligence and life satisfaction. There was a positive relationship between teacher effectiveness and emotional intelligence of secondary school teacher. There was a positive

relationship between teacher effectiveness and emotional intelligence of secondary school teachers. There was no significant relationship between teacher effectiveness and life satisfaction of secondary school teachers. There was no insignificant association between levels of teache

b) Foreign Studies

Macabe and Allison (2010) conducted a study on relationship between parent involvement and their grade child's Emotional Intelligence. The purpose of this study to investigate how parental involvement i.e. parent practices, and parent efficacy, relate to child's emotional intelligence quotient, specifically examining the child's interpersonal, intrapersonal adaptability and stress management skills. This study examined relationship among variables and explored further specific relationship among them. Data collected by means of parent and student surveys were analyses to answer the research questions that guided this study participants in this study were limited to second grade students and their parents in their elementary school during one academic year. It is important to note that generalization to school environment that do not have the same or similar demographics must be made with causin fifty four second grade students and parents participated in this study.

Gerald and Grand Ronald (2010) conducted a study on Effects of emotional intelligence on teacher retention. This mixed method, explanatory design study

focused on determining if the emotional intelligence of principals affects the retention of new teachers. A non-research cluster sample of 138 public school principals in the state of Louisiana was surveyed using a quantitative instrument. A factor Analysis, Analysis of variance (ANOVA) and multivariate analysis of variance (MANOVA) were conducted and results were analysed. A second phase of inquiry consisted of follow up interviews of ten principals from the survey sample to gain further insight into their use of emotional intelligence to affect teacher retention. Results indicate that there is no a statistically significant relationship between emotional intelligence and teacher retention.

McBride and Elizabeth (2010) conducted a study on emotional intelligence and cognitive moral development in undergraduate business students. This study examines relationship between emotional intelligence (EI) and cognitive moral development (CMD) in undergraduate business students. The ability model of emotional intelligence was used in this study, which evaluated possible relationships between emotional intelligence and CMD in a sample of 82 undergraduate business students. The sample population was approximately 700 students united states. A weak, positive relationship was found between overall emotional intelligence and moral development, but the strength of this relationship failed to reach statistical significance. One branch of emotional intelligence understanding emotions did have a positive correlation with moral development at the 0.01 significance level. Results indicated statically significant

relationship between level of education and cognitive moral reasoning at the 0.05 significance level. Women also showed significantly higher moral development levels than men; that relationship reached statistical significance of the 0.01 level. This study provides empirical support for the relationship between cognitive moral development and emotional intelligence.

Pence and Patricia (2010) conducted a study on Emotional intelligence motivation, and retention among undergraduate student attending associate degree during programs in Illinois. The purpose of this study of the quantitative, descriptive non experimental study was to determine what the relationship is between emotional intelligence (EI) motivation, demographic variable and nursing student retention. The research also tested the nursing undergraduate retention and success models by examining demographic variables and academic motivation of nursing students. The motivated strategies for learning questionnaire and the assessing emotions scale garnered data from 390 first year undergraduate students attending nine associate degree-nursing schools in Illinois. Regression analysis suggested statistically significant differences in the mean scores for the test anxiety and control of learning beliefs (MIQ) subscales with retention at the end of the first task value, time and study, and effort regulation MSLQ subscales were statically significant at the end of the first semester. Hierarchical logistic regression analysis indicate age was a predictor of retention at the end of the first nursing course. Race / ethnic background and the ADN

schools were predictors of retention at the end of the first semester. Mean scores of the DES and MSLQ were not predictive with retention. Recommendation for leaders in nursing education propose further inquiry before incorporating emotional intelligence in admission and retention policies.

Moyers et al. (2009) conducted a study on Emotional intelligence: A Biblically integrated course for a master of science in clinical psychology. The purpose of this project was to develop a Biblically integrated introductory course in Emotional Intelligence for graduate students in Clinical Psychology at Vanguard University of Southern California in Costa Mesa, California. The project had five phases: (1) an investigation into the theology of emotion, (2) a literature review in the fields of emotion, intelligence, and Emotional Intelligence, (3) the construction of an introductory course in Emotional Intelligence for the graduate students, (4) presentation of this course in a one-semester format, and (5) measurement of the course effectiveness. The findings of this project affirmed its effectiveness in instruction. Participants in the course reported individual change, professional growth, and increased awareness of emotional management.

Boughan et al. (2009) conducted a study on Emotional intelligence, religiosity, and authoritarianism in Canadian Bible college students. Institutions of higher education are required to initiate student outcomes assessment programs. Such programs are more complex in Bible colleges due to concerns

related to spiritual and religious development and the lack of appropriate related assessment tools. Finally, both secular and religious institutions are concerned with socio-emotional development outcomes but these have been difficult to operationalize. The research introduces outcomes assessment and then defines emotional intelligence, religiosity, and authoritarianism. Significant attention is paid to factor analysis of the instruments employed. These included the Social Conformity-Autonomy Scale , the Self-Report Emotional Intelligence Test , and the IEQ Scales of Religiosity . The research was cross-sectional and assessed students as freshmen and as seniors. Correlational analysis was applied. Findings reflected those of prior research with similar populations but there were notable results. First, contrary to standard collegians, Bible college students both enter with, and maintain, high intrinsic religiosity. Males increased significantly in quest religiosity while maintaining an intrinsic orientation. The finding supports the hypothesis of a "soft quest" religiosity that permits doubt and supports questioning within a faith framework. Although highly religious, Bible college students did not display elevated levels of authoritarianism. In addition, there were no significant changes in found levels of EI between freshmen and seniors. EI did positively correlated with intrinsic religiosity while quest negatively correlated with authoritarianism. The research concludes with an assessment of the emotional intelligence; extrinsic religiosity; intrinsic religiosity; outcomes assessment; quest religiosity; social development; spiritual development .

Byrne and Dcane (2009) conducted a study on The effects of service learning and reflection on the pre-service teacher education student's emotional intelligence. The purpose of this study was to investigate the effects of service-learning experience, combined with reflective practice, on pre-service teacher's emotional intelligence currently many preparatory programs in the U.S stress combining the pedagogy of teaching with practical application. Thus the phenomenological study explored pre-service teachers participative with an adolescent population and attempted to discern whether this might provide a mean to explore the combined phenomena of service learning and reflection upon service learning and reflection upon pre-service teacher's emotional intelligence. This research study involved twelve pre-service teacher's findings indicated that the participation self-awareness of their emotional intelligence appeared heighten in the areas of empathy and patience. Thus the conclusion might to drawn that becoming a teacher's is a learning process that may need to include a fours not only on teaching strategies but also on personal awareness and development of an individual's emotional intelligence, with the implications for integrating both the cognitive and affective domain during the pre-service teaching formative process.

Wendorf-Heldf and Karen Kay (2009) conducted a study on emotional intelligence 'The link to school leadership practices that increase student achievement. The global economy and recent federal demand that today's public

school principals increase student achievement, principals need to know what leadership practices will make a difference in student learning. Marzano, Waters and Nulty (2000) conducted a meta-analysis of relevant research to determine that 21 school leadership practices positively impact student achievement. At the same time, other research has been done linking emotional intelligence to effective leadership that enhance organizational performances. A random sample of 285 public school, K-12 principal in the state of Wisconsin, Result of the study indicate that there is a strong, positive correlation between emotional intelligence and research based school leadership practices and that the development of emotional intelligence is influenced by identifiable and replicable factors, therefore it is reasonable to conclude that districts that make an intentional effort to create awareness of emotional intelligence, as well as to here, develop and retain emotionally intelligent school leadership may be more likely to reach their organizational goals to increasing the academic achievement of all students.

Bissessar and Charmaine SentaGeeta (2008) conducted a study on college student emotional intelligence extrinsic and intrinsic motivation as measurement of student transformational leadership. This research project involved an investigation into the relationship between college students use of emotional intelligence (EI) and intrinsic and extrinsic motivation as a measurement of student's transformational leadership (TC) style. This study included the

implementation for the emotional quotient inventory (Baron, 2002) the Academic Motivation Scale (Vallerand, Pelletier, Blais, Senecal and Valleres 1993) and the multifactor leadership questionnaire (Avolio and Bass, 1999). A descriptive correlation quantitative analysis helped determined that no significant relationship exists between 145 college students' use of emotional intelligence and their intrinsic motivation. However, a significant relationship does exist between 145 college students' use of emotional intelligence and their extrinsic motivation (EM) and a significant correlation exists among college students' use of emotional intelligence EM and IM, as predictors of there. TI style the implications of the research findings indicate the need for transformational leaders to embrace EI, EM and IM towards becoming more self-actualized leaders.

Ogreis and Burcin (2008) conducted a study on investigating the relationship between emotional intelligence and pre-service teacher's views of teacher effectiveness. In this study, the researcher examined the relationship between emotional intelligence and teacher effectiveness beliefs of elementary and kindergarten education pre-service teachers. Also find out the pre-service teachers beliefs about teacher effectiveness with regards to their years in college of education, gender and GPA. Also to study pre-service teachers' emotional intelligence with regards to their years in college of education and GPA quantitative data were gathered for this study. The participants were 99 student at

the Pennsylvania state University, college of Education. Results analysis involved descriptive statistics, ANOVA and Pearson correlation findings. The pre-service teachers tend to believe primarily in the student related factors, and the least in other personal – related factors. There were some significant differences in pre-service teacher's teacher effectiveness beliefs associated with emotional intelligence skills.

Moses Thomas (2008) conducted a study on the mediating role of emotional intelligence to identify development of African adolescent in multicultural schools. Coleman asserts that in order to succeed in any aspect of living, an individual requires emotional intelligence, likewise African adolescent who attend school in multicultural environments need to be emotionally literate to cope successfully and the adopt to the demands of the new schooling environments. In the light of this assertion this study aimed to determine the extent to which emotional intelligence mediates the identify development of African adolescents in multicultural schools Sample: Six schools were selected, three from the townships, and three from the suburbs 226 African adolescent from suburban's and 240 from township schools participated a total of 466 participants. Findings revealed that self-awareness, empathy and effective relationships play stronger medicating roles in the identify development of African adolescents in township schools while self-regulation plays a stronger mediating roles for African adolescent in suburban multicultural schools finally a

model was proposed for developing empathy among African adolescent who attend schools in suburbs.

Bumps and Aileen Thompson (2008) conducted a study on the emotional intelligence and resilience of school leaders: An investigation into leadership behavior. Recent research suggests that leadership in school and emotional intelligence are related. Also resiliency has been researched and found to be linked to successful leadership. So that emotional intelligence resilience and school leadership may be highly related factors in how one leads a school. A study of the emotional intelligence resilience and leadership of public school principals was conducted. Sample 63 public school principals and their respective professional colleagues who were from five states. Findings are: There was a significant positive relationship found between self-reported emotional intelligence and resilience among school principals. When school leadership was entered into this model of significance, the relationship between stronger, thus indicating that school leadership played a significantly positive role in the relationship between emotional intelligence and resilience among school principals in this sample specifically the strong relationship was found to be between the principals self- perception of leadership and the intrapersonal of leadership and the intrapersonal and interpersonal emotional quotient subscales on the EQ.

STUDY SKILLS

A. Indian studies

Sobha (2008) conducted study on “Study skills and academic achievement of intellectually superior students at high secondary level” Objectives of this study were (i) to find out the study skills indices of intellectually superior students. (ii) To compare the study skills of subsamples of intellectually superior students based on gender, stream of study and their sex (iii) To study the relation between study skills and achievers of intellectually superior students. (iv) To compare the achievement scores of intellectually superior students with good study skills and poor study skills. This study the survey method is adopted in the present study intellectually superior students was identified from a sample of 200 students by administering Ravens progressive matrices. A sample of 60 students with IQ 130 and above selected. Major findings of this study were (i) Academic achievement of intellectually superior students is highly correlated with their study skills, students with good study skills achieve more than students with poor study skill. (ii) There is significant difference between study skills of students with respect to their SES, gender and stream of study. (iii) Female students have significantly higher mean score of study skill than male students.

Malathi and Malini (2006) conducted a study on learning style of higher secondary students of Tamil Nadu. It was found that there was significant difference in learning style between boys and girls studying in higher secondary

schools. There existed high correlation between learning style and achievement, which implied that higher the achievement scores, better, was the learning style among higher secondary students.

Nimadevi and Gnanadevan (2009) conducted a study on the developing study habits through multimedia programs. The following objectives were formulated for the present study : (i) to find out whether there was a significant difference between the experimental group and control group in their study habits at the pre-test and (ii) to find out the whether there was a significant difference between the experimental group and control group in their study habits at the post-test. The major findings of the study were: (i) there was no significant difference between the experimental group and control group in their study habits at the pre-test. (ii) there was a significant difference between the experimental group and control group in their study habits at the post-test and (ii) there was a significant difference between the experimental group and control group in their study habits at the post-test. The students the experimental group fared better in their study habits than the students of the control group. This shows that the students learning through multimedia fared better in their study habits than the students learning through the conventional method.

Krishna Reddy and Ramachandra Reddy (2009) conducted a study on factors relating to the study habits and achievement in mathematics of X class students. The objectives of the study were (i) to study the impact of total number of study

hours at home on the achievement in mathematics of X class students and (ii) to identify the impact of “Time spent for mathematics daily” on the achievement in mathematics with the help of study habits. The findings of the study were presented in 3 sections (i) presents the influence of total number of study hours, availability of separate study room and time spent for mathematics daily (ii) presents the impact of study habit on achievement in mathematics with the help of study habits by regression analysis.

Nehru Mohini Aggarwal and Vinay kumar (2010) conducted A study habits of secondary level arts and science students. The following objectives were formulated for the present study : (i) to study the comparison in study habits of secondary level students belonging to arts and science streams and (ii) to study the comparison in study habits of secondary level male and female students belonging to arts and science streams. This study was conducted on a sample of 144 secondary school students of class XI through random sampling technique. Mean, SD and S.ED were calculated for the scores obtained. The result and discussion, the ‘t’ test of significance was used to determine the significance of difference between mean scores of total study habits in respect of secondary level arts and science students. Students of arts stream showed poor study habits in comparison to study of science stream.

Selvin and Amalraj (2010) conducted a study on the relationship between study skills and academic achievement of the B.Ed. students. The major

objectives of the study were: (i) to find out the significant difference in study skills and its dimensions of B.Ed. college students with reference to sex, locality of college and type of college and (ii) to find out the significant difference in the academic achievement of B.Ed. college students with reference to sex, type of college and locality of college (ii) to find out the relationship between study skills and academic achievement of B.Ed. college students. The findings of the study were (i) there was significant difference between male and female B.Ed. students in study skills and its dimensions such as study habits and regarding examinations, private and aided B.Ed. college students were differed in study habits and class room activities and (ii) there was no significant difference between male and female, rural and urban college students, aided and private college students in their academic achievement.

Subramanyan (2011) conducted a study on the effect of emotional intelligence on study skills of high school students. The following are the objectives : (i) to assess the impact of gender on emotional intelligence of high school students and (ii) to assess the impact of gender on study skills of high school students. The sample of 30 boys and 30 girls were randomly selected from class X of a municipal high school in Tirupathi Town of Andhra Pradesh. Mean, SD and 't' test were calculated to analyze the data. The major findings of the study were: (i) there was significant difference between boys and girls with

regard to their emotional intelligence (ii) there was no significant difference between boys and girls with regard to their study skills.

b) Foreign Studies

Diperna et al., (2005) conducted a study on a model of academic enablers and mathematics achievement in the elementary grades. The purpose of this study was to test a model of the relations between specific academic enablers and mathematics achievement. Using teacher judgments of academic enablers and achievement, we examined the fit of this model for primary (Grades K-2) and intermediate (Grades 3-6) samples of elementary students. The results of structural equation modeling analyses indicated that prior achievement and interpersonal skills predict motivation, which then predicts study skills and engagement. These latter skills, in turn, are positively associated with academic achievement. Differences in magnitude of specific model pathways, however, were noted between the primary and intermediate samples. Implications of the findings and directions for future research regarding models of academic enablers are discussed.

Meneghetti et al., (2007) conducted a study on strategic knowledge and consistency in students with good and poor study skills. Early adolescence is characterized by an increase in study requirements and the establishment of a systematic study method. However some students fail in study tasks. Teachers

often attribute their difficulties to poor content knowledge or poor effort, without taking into consideration the specific role of study strategies. The present paper tests the hypothesis that poor study skills are related to students' inadequate knowledge of good strategies and/or to their inconsistent use. We selected two groups of students, with good and poor study skills respectively, and we asked them to rate their knowledge and actual use of 22 good and 10 less adequate study strategies. We found that all students reported using strategies to a lesser extent than should be expected on the basis of their estimated importance, but they were all able to distinguish between poor and good strategies. However, students with poor study skills were less able to make this distinction and were less consistent in matching their knowledge to their use of strategies. It is concluded that strategic use and consistency play a crucial role in successful studying.

Diseth (2007) conducted a study on student evaluation of teaching, approaches to learning and academic achievement. This study investigated the student evaluation and perception of the learning environment are considered to be important predictors of students approaches to learning. These variables may also account for variance in academic outcome, such as in examination grades, but previous research has rarely included a comparison between all of these variables. This article investigates the factor structure of an inventory measuring evaluation-perception of the learning environment. These factors were compared

with scores on the Approaches and Study Skills Inventory for Students, and with the examination grades of 248 undergraduate psychology students. Exploratory factor analysis produced a measurement model comprising five evaluation-perception factors (workload, presentation, perspective-integration, lecturer, and effect). Structural equation modeling gave moderate supported to a model in which evaluation-perception predicted students' approaches to learning, which subsequently predicted examination grades. Hence, evaluation-perception affected examination grades indirectly, via "approaches to learning". Additionally, the factor "workload-demands" contributed independently, as a predictor of examination grades, together with "surface" and "strategic" approaches to learning. These results, finally, gave a basis for recommendations for curriculum design and lecturing.

Crede and Kuncel (2008) conducted a study on study habits, and attitudes the third pillar supporting collegiate academic performance. This study investigated the study habit, skill, and attitude inventories and constructs were found to rival standardized tests and previous grades as predictors of academic performance, yielding substantial incremental validity in predicting academic performance. This meta-analysis ($N = 72,431$, $k = 344$) examines the construct validity and predictive validity of 10 study skill constructs for college students. We found that study skill inventories and constructs are largely independent of both high school grades and scores on standardized admissions tests but moderately related to

various personality constructs; these results are inconsistent with previous theories. Study motivation and study skills exhibit the strongest relationships with both grade point average and grades in individual classes. Academic specific anxiety was found to be an important negative predictor of performance. In addition, significant variation in the validity of specific inventories is shown. Scores on traditional study habit and attitude inventories are the most predictive of performance, whereas scores on inventories based on the popular depth-of-processing perspective are shown to be least predictive of the examined criteria. Overall, study habit and skill measures improve prediction of academic performance more than any other non-cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success.

Ergur and Saracbasi (2009) conducted a study on self-evaluation of the students of English linguistics on academic study skills. The purpose of this study was to determine the opinions of the students of English Linguistics Department of Hacettepe University on "Academic Study Skills". The reliability coefficient was found to exceed 0.95 as per Cronbach Alpha method for all the propositions in the test. Chi-square and variance analysis were used to analyze the data. As a whole, the students evaluated themselves insufficient particularly in time management, class participation, effective reading, using library, managing learning, health and nutrition, listening and writing skills. The findings indicated that 73.55 % of the students participated in this research preferred to

have an "Academic Study Skills" course in their curriculum. Analysis also revealed that no significant difference was observed among the students as far as their age, gender, class and school graduated were concerned

Yalcin and Acikoz (2009) conducted a study on the effect of study skills on academic success. This study investigated the research on higher education identifies students approaches to learning and study skills as a significant factor affecting the quality of learning. If teacher educators are to find ways for improving educational experiences of their students, they must understand how their students learn and the effects of the learning environment on their learning approaches. For this reason, this study examines Turkish and American college of education students' approaches to learning and study skills. Furthermore, this research attempts to investigate whether there is any difference in student approaches to learning in regards to their major, school year, and gender. The Approaches and Study Skills Inventory for Students (ASSIST) was adapted to Turkish to investigate Turkish students learning approach and study skills and original ASSIST was also used for describing those of American students. Findings indicated that most Turkish and American students prefer deep and strategic approaches to learning rather than surface ones. As the year of study increased, the use of deep approach inclined in contrast, while school year was increased the use of surface approach decreased. Turkish and American female

students mostly prefer strategic approach whereas male students tend to use deep approach.

CRITICAL REVIEW

The investigator reviewed 40 studies related to two variables: emotional intelligence and study skills. Among which 22 are Indian studies and 18 are foreign studies. In the reviewed studies most of them are survey research and stratified random sampling techniques has been used in most of the studies. Both Indian and foreign studies are on different level / categories of people. Thus the present study is different and significant from the investigators point of view. The present study differs from the above studies that have been already done. The present study reads study skills of higher secondary students in relation to their emotional intelligence.

CHAPTER III

METHODOLOGY

Methodology

Method used in the present study

Details of sample selected for the study

Statistical techniques used for the study

CHAPTER III

METHODOLOGY

According to John W Best “The secret of our cultural development has been research, pushing back, the areas of ignorance by discovering the new truths, which in turn, lead to better ways of doing things and better products”. According to George J. Mouly “The systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of education problems. Conversely any systematic study designed to promote the development of education as a science can be considered educational research”. Research methodology is a way to solve research problems. It may be understood as a science of studying how research is done scientifically. The success of any research depends upon the suitability of the method employed.

Methodology is one of the most essential things in research studies. Research studies are distinguished on the basis of approaches to the solution of the respective problem. Educational research methods can be categorized on the

basis of end results, data gathering techniques, methods of data processing approach, source of data and a number of other consideration.

Objectives of the research

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth which is hidden and which has not been discovered as yet. Though each research study has its own specific purpose, we may think of research objectives as falling into a number of following broad grouping.

1. To gain familiarity with a phenomenon or to achieve new insights into it.
2. To portray accurately the characteristics of a particular individual, situation or a group.
3. To determine the frequency with which something occurs or with which it is associated with something else.
4. To test a hypothesis of a causal relationship between variables.

Methods of educational research

Method is only in the abstract as logical entities that we can distinguish between matter and methods in reality, they form an organic whole and matter

determined methods analogously as objective determines means and content and spirit determines style and form in literature.

All researchers involve the elements of observations description and analysis of what happens under certain circumstance. Researchers use different methods in their research activities. The solution of such population of the study, a simple three point analysis may be used to classify research. Usually all studies fall under one or a combination of these types. Some important methods of research are the following.

1. Historical method
2. The Survey method
3. Experimental method

1. Historical method

It describes ‘what was’. The process involves investigating, recording, analyzing and interpreting the events of the part for the purpose of discovering generalizations that are helpful in understanding the past and the present and to a limited extent in anticipating the future.

2. Survey method

It describes ‘what is’. The process involves describing, analyzing and interpreting conditions that exist. It involves some types of comparison on

contrast and attempts to discover relationships between existing non-manipulated variables. Some form of statistical analysis is used to describe the results of the study.

3. Experimental method

It describes ‘what will be’. When certain variables are carefully controlled or manipulated. The focus is on cause effect relationships. As defined, here a deliberate manipulation of variables under controlled conditions always a part of the experimental research (John W. Best, 2006).

METHOD ADOPTED FOR THE PRESENT STUDY

The present study attempts to find out the level of study skills and emotional intelligence of higher secondary students of coastal area. Since the problem selected is concerned with what is existing in the present, investigator has selected the normative survey method for conducting the present study.

NORMATIVE SURVEY METHOD

Survey method is mostly devoted to the study of characteristics of the populations under investigations. This type of research has the advantage of greater scope. In the sense that a large volume of information can be collected from a very large population. Survey method involves interpretation,

comparison, measurement, classification, evaluation, generalization, all directed towards a proper understanding and solution of significant educational problems.

CHARACTERISTICS OF SURVEY METHOD

The following are the main characteristics of survey method of research. The survey method gathers data from a relatively large number of cases at a particular time.

1. It is essentially cross sectional
2. It is not concerned with the characteristics of individual.
3. It requires expert's imaginative planning.
4. It involves definite objectives.
5. It requires careful analysis and interpretations.
6. It requires logical and skillful reporting of the findings.
7. It provides information useful to the solution of local problems.

STEPS INVOLVED IN SURVEY METHOD

1. Planning

It involves the determination of what population is to be studied and what topic is to be investigated, the researcher also decides on the methods and procedures that will be used to gather the data.

2. Development and application of sampling plans

It is the particular individuals or group from the population of interest that are to be included in the survey. If one is to generalize from the sample to the population, it is essential that the sample selected be representative.

3. Construction of research tool

It involves writing the questions and planning the format of the tool to be used which are interview, Tele- interview, questionnaire and schedule. Reliability and validity of the tool to be established.

4. Data collection

The data is collected from the target group of persons from the population by administering the tool.

5. Analysis and interpretation of data

Analysis is done directly from the survey tool or forms with the help of the computer or by using punch-cards.

6. Recommendations and conclusion

The findings of the research are reported and the conclusions are drawn on the basis of the findings. Recommendations for improvement and suggestions for the future study are given.

ADVANTAGES OF SURVEY METHOD

The investigator selected survey method because of the following advantages.

1. It forms the basis for further research.
2. It is conducted in natural things.
3. It helps to study the immediate problems of the society.
4. It covers large population.
5. It makes the researcher aware of the unknown problems.
6. It seeks response directly.

POPULATION AND SAMPLE

Population

The population of the present study consisted of XI and XII students studying in the higher secondary schools in coastal area of Kanyakumari district.

Sample

The investigator has selected 400 students studying XI and XII standard from ten higher secondary school in coastal area of Kanyakumari district, for selecting the students the investigator used random sampling method.

Details of sample selected for the study

Table 3.2 List of Schools Selected

S.No	Schools Selected	Total
1	Government higher secondary school. Thengapattanam.	50
2	St. Antony's higher secondary school, Enayamputhanthurai.	40
3	Government higher secondary school, Kollemcode.	30
4	St. Antony's higher secondary school, Kanyakumari.	40
5	St. Aloseyas higher secondary school, Kollemcode.	35
6	Government higher secondary school, Eethamozhi.	40
7	St. Mary's higher secondary school, Colachel.	50
8	Bishop Roche higher secondary school, Edinthakarai.	35
9	St. Jude Thattheyyous higher secondary school, Kollemcode.	40
10	V.K.P Higher secondary school. Colachel.	40

Distribution of sample based on the background variables

Table:3.3 Gender wise distribution of sample

Gender	Count	Percent
Male	191	47.75%
Female	209	52.25%
Total	400	100%

Table: 3.4 Type of school wise distribution of sample

Type of school	Count	Percent
Government	165	41.25%
Aided	235	58.75%
Total	400	100%

Table: 3.5 Birth order wise distribution of sample

Birth order	Count	Percent
I	123	30.75%
II	163	40.75%
III	114	28.50%
Total	400	100%

Table: 3.6 Family monthly income wise distribution of sample

Monthly Income of Family	Count	Percent
Below 5000	256	64%
5000 Above	144	36%
Total	400	100%

Table: 3.7 Parental education wise distribution of sample

Parental Education	Count	Percent
Below S.S.L.C	245	61.25%
S.S.L.C Above	155	38.75%
Total	400	100%

TOOLS USED IN THE STUDY

In the present study the investigator used the following tools.

1. General data sheet.
2. Emotional Intelligence scale (developed by Ananias Tele and Fr. Thomas Alex 2005).
3. Study skills Inventory (constructed and validated C.Chithra, Dr.R.P.Deepa 2011).

GENERAL DATA SHEET

The personal data form is used to collect the general information of the higher secondary schools students like Gender, Type of the school, Birth order, Educational Qualification of the parents and Monthly income of family which was prepared by investigator. Appendix-A

EMOTIONAL INTELLIGENCE SCALE

Emotional intelligence scale consisted of 46 items. The scale was developed and validated by Ananias Tele and Fr. Thomas Alex. It consisted of 6 dimensions self-management, self-awareness, Achievement drive, Social awareness, Relationship management and Leadership quality. The number of items under each dimension is given below.

Table 3.1 Description of dimensions of emotional intelligence

Sections	Dimensions of Emotional Intelligence	No. of items
A	Self –awareness	1-13
B	Self –management	14-20
C	Achievement drive	21-25
D	Social awareness	26-33
E	Relationship management	34-38
F	Leadership quality	39-45

Each items in the emotional intelligence scale has the options strongly agree, agree, undecided, disagree strongly disagree was scored as 5,4,3,2,1 for positive items and reverse for negative items.

Reliability and validity of the scale

The reliability of the scale was found to be 0.7 and the tests possess content validity. A copy of the emotional intelligence scale was given in the Appendix-C.

STUDY SKILLS INVENTORY

In the present study in order to find out the study skills of coastal higher secondary students the study skills inventory was adopted by (C. Chithra and R.P.Deepa) the investigator. It was constructed and validated by the inventory it consisted of following areas namely time management, note taking, efficient reading, test taking and preparation review and revising. It consisted 45 items in five sections. Each items in the study skills inventory has the options namely always sometimes never was scored 2,1,0 for positive items and reverse for negative items.

Reliability and validity of the inventory

The reliability of the test was found to be 0.714 showing that the scale is reasonably reliable one possess content and face validity. A copy of the study skills inventory was given in the Appendix-B.

Administration of the tool

STATISTICAL TECHNIQUES USED FOR THE STUDY

- Arithmetic Mean
- Standard Deviation

- t-test
- ANOVA
- Pearson's Product Moment Correlation Co-efficient

Arithmetic Mean:

Mean is the most stable and it is suitable for statistical calculation.

$$A.M = A + \frac{\sum fd}{N} \times C$$

Where,

A = Assumed mean of the score obtained

f = frequency of the each class interval

d = deviation of scores from the assumed mean

N = Total frequency

C = Class interval of the frequency

Standard Deviation:

Standard deviation is the most widely used measure of dispersion. It is used in so many statistical operation standard deviation is a more accurate and justified measure of dispersion.

where,

$$S.D = C \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

S.D = Standard deviation of the score

C = Class interval

d = Squares of the deviation of score from the assumed mean.

N = Number of the scores

f = frequency of each class

't'-test

't' test has a wide number of application in statistics. It can be used to the test the significance of difference between the means of two independent groups. By using the mean and standard deviation of two groups t – value is calculated. The calculated t – value is compared with table value of at 0.05 level and 0.01 level.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where,

M_1 = Mean of sample I group

M_2 = Mean of sample II group

S_1 = Standard deviation of the I group

S_2 = Standard deviation of the II group

N_1 = Size of the I group

N_2 = Size of the II group

ANOVA

To find out whether there is any significant difference among the means of more than two random samples we use the F-distribution. The analysis of variance leads with variances rather than with standard deviations and standard error.

$$F = \frac{\text{Mean Square Variance between groups}}{\text{Mean Square Variance within groups}}$$

Pearson's Product Moment Correlation Co-efficient

Correlation Co-efficient was calculated using Pearson's Product moment correlation method.

$$\gamma = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x^2 - (\sum x)^2} \sqrt{N\sum y^2 - (\sum y)^2}}$$

where,

γ = Pearson's Product moment correlation co-efficient

N = Number of scores

Σx = Sum of the scores

Σy = Sum of the y scores

Σx^2 = Sum of the x scores squared

Σy^2 = Sum of the y scores squared

Σxy = Sum of the product of x and y scores

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

t - test Analysis

ANOVA Analysis

Correlation Analysis

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Data analysis is one of the basic steps in research process. It is the process of collecting, analyzing and interpreting the numerical data. It is studying of the tabulated data in order to determine inherent factors or meanings. It involves breaking down the existing complex factors into simple parts and putting the parts together in new arrangement for the purpose of interpretation. In this study the investigator has used Mean, SD, t-test, ANOVA, Product moment correlation coefficient.

According to Wilkinson and Bhandarker (1987) "Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions or suggest hypothesis or questions if no such questions, hypotheses had initiated the study".

According to John W. Best (1997) "Statistics is a body of mathematical techniques or process for gathering, organizing, analyzing and interpreting numerical data. Statistics is a basic tool of measurement, evaluation and research.

It is used to describe the numerical data that are gathered. Statistical data describe group behavior or group characteristics abstracted from a number of individuals' observation which are combined to make a generalization possible”.

Descriptive statistics for emotional intelligence of coastal Higher Secondary Students

Table: 4.1 Descriptive statistics for emotional intelligence

Mean	160.63
S.D	18.91
Count	400

From the table 4.1 it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample was 160.63 and standard deviation was 18.91.

Percentage wise distribution

Table: 4.2 Percentage distribution of different level of emotional intelligence

Emotional intelligence	Count	Percent
Low	82	20.5%
Average	173	43.25%
High	145	36.25%
Total	400	100

From the table 4.2 it is clear that 20.5% of the student's possess low level of emotional intelligence and 43.25% of the student's possess average level of emotional intelligence and 36.25% of the student's possess high level of emotional intelligence.

COMPARISON OF MEAN SCORES OF EMOTIONAL

INTELLIGENCE OF COASTAL HIGHER SECONDARY STUDENTS

BASED ON BACKGROUND VARIABLES

Comparison of mean scores of emotional intelligence of coastal higher secondary students based on gender

Ho1 Null hypothesis

There is no significant difference in the mean scores of Emotional Intelligence of male and female coastal higher secondary students.

Table: 4.3 Gender wise comparison of emotional intelligence

Gender	Mean	S.D	N	t	Level
Male	163.43	17.68	191	2.74	Sig at 0.05 level
Female	158.06	21.48	209		

The calculated value of $t=2.74$ is greater than the table value 2.58 at 0.01 level. Therefore, the null hypothesis “There is no significant difference in the mean scores of emotional intelligence of male and female coastal higher secondary students” is rejected. It is clear from the mean scores that the emotional intelligence of male coastal higher secondary student is 163.43 which is significantly higher than that of female coastal higher secondary students whose mean scores is 158.06. Hence the male coastal higher secondary students possess high level of emotional intelligence than the female coastal higher secondary students.

Comparison of mean scores of emotional intelligence based on type of school:

Ho2 Null hypothesis

There is no significant difference in the mean scores of Emotional Intelligence of government and aided coastal Higher Secondary students.

Table: 4.4 Type of school wise comparison of emotional intelligence

Type of school	Mean	S.D	N	t	Level
Government	160.82	17.82	165	0.16	Not Significant
Aided	160.49	22.07	235		

The calculated value of $t=0.16$ is less than the table value 1.96 at 0.05 level. Therefore the null hypothesis, “There is no significant difference in the mean scores of emotional intelligence of government and aided coastal higher secondary students” is accepted. It is clear from the mean scores that government and aided coastal higher secondary students possess same level of emotional intelligence.

Comparison of mean scores of emotional intelligence based on order of birth

Ho3 Null hypotheses

There is no significant difference in the mean scores of Emotional Intelligence of coastal higher secondary students based on the order of birth.

Table: 4.5 Birth order wise comparison of emotional intelligence

Birth order	Mean	S.D	Source of variance	Sum of squares	D. F	Mean	F	Level
I	161.84	19.09	Between group	123.70	2	61.85	6.97	Sig at 0.01 level
II	161.80	18.16	Within group	3525.82	397	8.88		
III	158.88	18.29	Total	3649.52	399			

The calculated value of F-6.97 is greater than the table value 4.68 at 0.01level. Therefore the null hypothesis, “There is no significant difference in the mean scores of emotional intelligence of costal higher secondary students based on the order of birth” is rejected. The result does not help to identify exactly the pairs of groups. It differs statistically. Hence t- test is applied for pairwise comparison of groups.

Table:4.6 Pairwise comparison of emotional intelligence based on order of birth

Birth order	Mean	S.D	N	Pair	t-test	Level
I	161.34	19.09	123	A vs B	0.20	N.S
II	161.8	18.16	163	B vs C	1.29	N.S
III	158.88	18.29	114	A vs C	1.01	N.S

The result shows that the students whose birth order first and second, second and third, first and third do not differ statistically in their emotional intelligence whose mean scores were 161.34, 161.80 and 158.88 respectively. Therefore it may said that the birth order of students possess almost same level of emotional intelligence.

Comparison of mean scores of emotional intelligence based on monthly income of family

Ho4 Null hypothesis

There is no significant difference in the mean scores of Emotional Intelligence of costal Higher Secondary students whose parents having different monthly income

Table:4.7 Family monthly income wise comparison

Monthly Income of Family	Mean	S.D	N	t	Level
Below 5000	161.88	19.23	256	1.85	Not Significant
Above 5000	158.40	17.33	144		

The calculated value of $t=1.85$ is less than the table value 1.96 at 0.05 level. Therefore the null hypothesis, "There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income" is accepted. It means the emotional intelligence of coastal higher secondary students do not statistically differ with their monthly income of the family. Thus from the mean scores it is clear that coastal higher secondary students whose parents having monthly income below 5000 and above 5000 do not differ significantly in their emotional intelligence.

Comparison of mean scores of emotional intelligence based on parental education

Ho5Null hypothesis

There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parent's having different educational qualification.

Table: 4.8. Parental education wise comparison

Parental Education	Mean	S.D	N	t	Level
Below S.S.L.C	158.35	20.02	245	1.95	Not Significance
S.S.L.C Above	162.09	17.81	155		

The calculated value of $t=1.95$ is less than the table value -1.96 at 0.05 level. Therefore the null hypothesis, "There is no significant difference of emotional intelligence of coastal higher secondary students whose parents having different educational qualification" is accepted. That is emotional intelligence of coastal higher secondary students do not statistically differ with their parental education. Thus from the mean score it is clear that coastal higher secondary students

parents having educational qualification Below S.S.L.C and S.S.L.C Above do not differ significantly in their emotional intelligence.

Descriptive statistics for study skills of coastal higher secondary students

Table: 4.9 Descriptive statistics for study skills

Mean	49.03
S.D	7.92
Count	400

From the table 4.9 it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample was 49.03 and standard deviation was 7.92.

Percentage wise distribution of different groups

Table: 4.10 Percentage distribution of different level of study skill.

Study skills	Count	Percent
Low	78	19.5%
Average	132	33%
High	190	47.5%
Total	400	100

From the table 4.10 it is clear that 19.5% of the students possess low level of study skills and 33% of the students possess average level of study skills and 47.5% of the students possess high level of study skills.

COMPARISON OF MEAN SCORES OF STUDY SKILLS OF COASTAL HIGHER SECONDARY STUDENTS BASED ON BACKGROUND

VARIABLES

Comparison of mean scores of study skills of coastal emotional intelligence higher secondary students based on gender

Ho6 Null hypothesis

There is no significant difference in the mean scores of study skills of male and female coastal higher secondary students.

Table: 4.11 Gender wise comparison of study skills

Gender	Mean	S.D	N	t	Level
Male	48.73	7.82	191	0.89	Not Significance
Female	49.29	8.006	209		

The calculated value of $t=0.89$ is less than the table value 1.96 at 0.05level. Therefore the null hypothesis, “There is no significant difference in the mean scores of study skills of male and female coastal higher secondary

students” is accepted. It is clear from the mean scores that, male and female coastal higher secondary students possess same level of study skills.

Comparison of mean scores of study skills based on type of school

Ho7 Null hypothesis

There is no significant difference in the mean scores of study skills of government and aided coastal higher secondary students.

Table: 4.12 Type of school wise comparison of study skills

Type of school	Mean	S.D	N	T	Level
Government	49.58	8.04	165	1.41	Not Significance
Aided	48.68	7.61	235		

The calculated value $t=1.41$ is less than the table value 1.96 at 0.05level. Therefore the null hypotheses, “There is no significant difference in the mean scores of study skills of government and aided coastal higher secondary students” is accepted. It is clear from the mean scores that, government and aided students possess same level of study skills.

Comparison of mean scores of study skills based on order of birth

Ho8 Null hypothesis

There is no significant difference in the mean scores of study skills of coastal Higher Secondary students based on the order of birth.

Table: 4.13 Birth order wise comparison of study skills

Birth order	Mean	S.D	Source of variance	Sum of square	D. f	Mean	F	Level
I	48.65	8.37	Between group	197.25	2	98.63	20.34	Sig at 0.01 level
II	49.64	7.78	Within group	1923.71	397	4.85		
III	48.55	7.93	Total	2120.90	399			

The calculated value of F-20.34 is greater than the table value 4.68 at 0.01level. Therefore the null hypothesis, “There is no significant difference in the mean scores of study skills of costal higher secondary students based on the order of birth” is rejected. The result does not help to identify exactly the pairs of groups. Which differ statistically? Hence t- test is applied for pairwise comparison of groups

Table: 4.14 Pairwise Comparison of study skills based on order of birth order

Birth order	Mean	S.D	N	Pair	t-test	Level
I	48.65	8.37	124	A vs B	1.03	N.S
II	49.64	7.78	163	B vs C	1.14	N.S
III	48.55	7.93	113	A vs C	0.09	N.S

The result shows that the students whose birth order first and second, second and third, first and third do not differ statistically in their study skills whose mean scores were 48.68, 49.64 and 48.55 of the three groups. Therefore it may said that the birth order of students possess almost same level of study skills while comparing the means. But it is clear from the mean scores that the study skills score was higher for the student second birth order followed by first and third birth order.

Comparison of mean scores of study skills based on monthly income of family

Ho9 Null hypothesis

There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income.

Table: 4.15 Family monthly income wise comparisons of study skills

Monthly Income of Family	Mean	S.D	N	t	Level
Below 5000	49.07	15.89	256	0.11	Not Significance
5000 Above	48.94	7.89	144		

The calculated value of $t=0.11$ is less than the table value is 1.96 at 0.05 level. Therefore the null hypothesis, "There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income" is accepted. That is study skills of coastal higher secondary students do not statistically differ with their

monthly income of family. Thus from the mean scores it is clear that coastal higher secondary students whose parents having monthly income below 5000 and 5000 do not differ significantly in their study skills.

Comparison of mean scores of study skills based on parental education

Ho10 Null hypothesis

There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification.

Table: 4.16 parental education wise comparisons of study skills

Parental Education	Mean	S.D	N	t	Level
Below S.S.L.C	49.33	8.04	245	0.98	N.S
S.S.L.C Above	48.55	7.72	155		

The calculated value of $t=0.98$ is less than the table value 1.96 at 0.05 level. Therefore the null hypothesis, “There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification” is accepted. That is study skills of coastal higher secondary students do not statistically differ with their parental education. Thus from the mean score it is clear

that coastal higher secondary students of parents having educational qualification below S.S.L.C and S.S.L.C above do not differ significantly in their study skills.

Pearson correlation coefficient between emotional intelligence and study skills of coastal higher secondary students

Ho11 Null hypothesis

There is no significant correlation between emotional intelligence and study skills of coastal higher secondary students.

Table: 4.17, Correlation coefficient of emotional intelligence and study skills.

Variables	Total Number	R	Verbal interpretation of 'r' value
Emotional Intelligence	400	0.04	Negligible Correlation
Study Skills	400		

There is Positive negligible correlation exist between emotional intelligence and study skills.

Tenability of hypotheses

There is no significant difference in the mean scores of emotional intelligence of male and female coastal higher secondary students is rejected.

There is no significant difference in the mean scores of emotional intelligence of government and aided coastal higher secondary students are accepted.

There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students based on the order of birth is rejected.

There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different educational qualification is accepted.

There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income is accepted.

There is no significant difference in the mean scores of study skills of male and female coastal higher secondary students is accepted.

There is no significant difference in the mean scores of study skills of government and aided coastal higher secondary students are accepted.

There is no significant difference in the mean scores of study skills of coastal higher secondary students based on the order of birth is rejected.

There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification is accepted.

There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income is accepted.

There was no significant correlation between emotional intelligence and study skills of coastal higher secondary students was accepted.

CHAPTER V

FINDINGS CONCLUSIONS AND SUGGESTIONS

Resume of the study

Findings

Educational Implication

Conclusion

Recommendation

Suggestions for further research

CHAPTER V

FINDINGS CONCLUSIONS AND SUGGESTIONS

RESUME OF THE STUDY

The study under investigator is entitled as study skills in relation to emotional intelligence of coastal higher secondary students.

A sample of 400 higher secondary students who were studying different coastal area schools in Kanyakumari district was selected for the study. Here the investigator used normative survey method. The technique used for collection of sample was random sampling.

For collecting data the tools employed were general data sheet, Study Skills inventory, and Emotional Intelligence scale. The data were subjected to statistical analysis like mean, standard deviation, t-test, ANOVA, and Pearson's product method of correlation.

FINDINGS

Most of the coastal higher secondary students have medium level of emotional intelligence and study skills.

1) Arithmetic mean of emotional intelligence for the total score was 160.63 and the standard deviation was 18.91. Similarly the arithmetic mean of study skills was 49.03 and the standard deviation was 7.92.

2) There was significant difference in the mean scores of emotional intelligence of the male and female coastal higher secondary students. Hence male coastal higher secondary students possess higher level of emotional intelligence than that of the female coastal higher secondary students. ($t=2.74$)

3) There was no significant difference in the mean scores of emotional intelligence of government and aided coastal higher secondary students. ($t=0.16$)

4) There was significant difference in the mean scores of emotional intelligence of coastal higher secondary students based on order of birth. Therefore it may be said that the birth order of students possess almost same level of emotional intelligence. ($F=6.97$)

5) There was no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income. ($t=1.85$)

6) There was no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different educational qualifications. ($t=0.95$)

7) There was no significant difference in the mean scores of study skills of male and female coastal higher secondary students. ($t=0.89$)

8) There was no significant difference in the mean scores of study skills of government and aided coastal higher secondary students. ($t=1.41$)

9) There was significant difference in the mean scores of study skills of coastal higher secondary students. It was higher for the students with second birth order followed by first and third order of birth. But it is clear from the mean scores that the study skills score was higher for the student second birth order followed by first and third birth order. ($F=20.34$)

10) There was no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income. . Thus from the mean scores it is clear that coastal higher secondary whose parents having monthly income of below 5000 and 5000 above monthly income of family do not differ significantly in their study skills. ($t=0.11$)

11) There was no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification. ($t=0.98$)

12) There was no significant correlation between emotional intelligence and study skills of coastal higher secondary students.

Educational implications

The study helps to identify the study skills and emotional intelligence of coastal higher secondary students.

- The present study highlights the need of better environment school development of emotional intelligence among students.
- The study useful to the counselors to find out the students with low emotional intelligence and identify the causes and to give suggestions for improving their emotional intelligence.
- The study suggests the need for effective guidance programs for increasing the level of study skills.
- To improve the reading skill, reading exercise should be given.

Conclusion:

The study is conducted to find out the study skills and emotional intelligence of revealed the coastal higher secondary students from different schools possess average level of study skills and emotional intelligence they were not giving much importance to develop the study skills. It was found the

background variables such type of school, monthly income of family, parental education and no influence on study skills and emotional intelligence. Hence there should be an imperative need to enhance their study skills and emotional intelligence. Since study skills and emotional intelligence are essential for the coastal higher secondary school for their development. The study recommended that the concern higher secondary schools should have take necessary step and training for developing better study skills and emotional intelligence

Suggestions for further research

In order to make the present study more meaningful and objective similar studies in this area could be carried out.

- The present investigation is conducted on coastal higher secondary students only. It can be extended to college level and technical institutions.
- The variables selected for the study were emotional intelligence and study skills of students. More variable such as aptitude, attitude, self-concept, interest, tolerance can be included for further study.
- The study conducted on few dimensions only. So it can be extended for studying other dimensions also.

- The study can be conducted to find out the study skills of professional students.
- The study can be extended to other districts of Tamil Nadu.
- A study can be conducted to find out the study skills of special students.

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**EMOTIONAL INTELLIGENCE IN RELATION TO
STUDY SKILLS – A STUDY OF COASTAL
HIGHER SECONDARY STUDENTS**

A synopsis submitted to
Tamil Nadu Teacher Education University, Chennai
In partial fulfilment of the requirements for the degree of
Master of Education

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CONTENTS

NEED AND SIGNIFICANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OPERATIONAL DEFINITIONS OF THE TERMS

OBJECTIVES OF THE STUDY

HYPOTHESIS

METHODOLOGY OF THE STUDY

FINDINGS

CONCLUSION

EDUCATIONAL IMPLICATION

SUGGESTIONS FOR FURTHER RESEARCH

NEED AND SIGNIFICANCE OF THE STUDY

Emotional Intelligence is an important means for defense against unnecessary disappointment and hurt. It focuses on the building of soft skills and maintaining human relationships. This aspect of life assumes a lot of importance. Since a person can-not be detached from the society. Human relationship plays a vital role at workplaces at home and in the social circle. Hence the success depends a large extent on what we make of these interactions and relationships. Emotional Intelligence helps a person very much in all spheres of life though its various components namely knowledge of his emotion managing one- self recognizing emotion in others and handling relationships. It directly and indirectly has the impact on learning.

Study skills are very important in the life of students for their better achievement one can learn the content by identifying keywords, taking notes, managing time and in copying and answering the assignments. In schools study skills are the consistent pattern of behavior that the student used to do his work in class. As the study skills are an important aspect in student performance, a student must carry out a log of practical's to make it out. If not it will result in dropout and failure. Some students have good study skills, some students may have poor study skills which may be due to several factors such as family background economic status, size of the family, education of the parents their intelligence and emotional intelligence. Individual differences also play a vital

role in study skills of children. These study skills may be different from child to child and they also differ in case of high average and low achievers, as well as in their emotional quotient. Studies supported that emotional intelligence has significant effect on one's study skills. Hence this special study would be of help in understanding the level of study skills possessed by the students and to find out whether there is any relationship between emotional intelligence and study skills.

STATEMENT OF THE PROBLEM

The problem for the present study is entitled as “Emotional intelligence in relation to Study skills a-study of coastal higher secondary students”.

OPERATIONAL DEFINITIONS OF THE TERMS

Emotional Intelligence

According to Go leman (1996) Emotional Intelligence refers to the capacity of recognizing our own feeling and those of others for motivating ourselves for managing emotions well in our relationship.

Here the scores obtained by the higher secondary students in the Emotional Intelligence, test administered to them, indicates the emotional intelligence of higher secondary students.

Study skills

Study skills are approaches applied in learning. It denotes the systematic training and practice for scheduling the study time, note taking, efficient reading, organizing ideas and systematic study habits.

Here the scores obtained by the higher secondary students in the study skills inventory, test administered to them, indicates the study skills of higher secondary students.

Coastal Higher Secondary Students

Coastal higher secondary students refer to the students studying in XI and XII standard of higher secondary schools in coastal areas of Kanyakumari District following Tamil Nadu state Board Syllabus.

OBJECTIVES OF THE STUDY

1. To find out the emotional intelligence of coastal higher secondary students.
2. To find out the study skills of coastal higher secondary students.
3. To compare the mean scores of emotional intelligence of coastal higher secondary students based on,
 - i. Gender
 - ii. Type of management
 - iii. Birth order

- iv. Monthly income of family
 - v. Parental Education
4. To compare the mean scores of study skills of coastal higher secondary students based on.
- i. Gender
 - ii. Type of management
 - iii. Birth order
 - iv. Monthly income of family
 - v. Parental Education
5. To study the correlation between of emotional intelligence and study skills of the coastal higher secondary students.

HYPOTHESES

1. There is no significant difference in the mean scores of emotional intelligence of male and female coastal higher secondary students
2. There is no significant difference in the mean scores of emotional intelligence of government and aided coastal higher Secondary students.
3. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students based on the order of birth.

4. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income.
5. There is no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different educational qualification.
6. There is no significant difference in the mean scores of study skills of male and female coastal higher secondary students.
7. There is no significant difference in the mean scores of study skills of government and aided coastal higher secondary students.
8. There is no significant difference in the mean scores of study skills of coastal higher secondary students based on the order of birth.
9. There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income
10. There is no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification.
11. There is no significant correlation between emotional intelligence and study skills of coastal higher secondary students

METHODOLOGY

a)Method

The investigator adopted normative survey method for the study.

b) Sample

The study was conducted on a sample of 400 students studying in class XI and XII of various schools of costal area in Kanyakumari District.

c)Tools

1. A scale of Emotional Intelligence (Ananias Tele and Fr.ThomasAlex 2005).
2. Study skills Inventory constructed and validated (C.Chithra, R.P.Deepa 2011).
3. General Data sheet.

d) Statistical technique

The collected data were analyzed using the following statistical techniques.

- a. Mean
- b. standard Deviation
- c. 't' test
- d. ANOVA

e. Person's product moment Correlation

DELIMITATIONS

1. The present study is delimited to the going Higher secondary Students of coastal areas.
2. The study is delimited to Kanyakumari District.

FINDINGS

Most of the coastal higher secondary students have medium level of emotional intelligence and study skills.

1) Arithmetic mean of emotional intelligence for the total score was 160.63 and the standard deviation was 18.91. Similarly the arithmetic mean of study skills was 49.03 and the standard deviation was 7.92.

2) There was significant difference in the mean scores of emotional intelligence of the male and female coastal higher secondary students. Hence male coastal higher secondary students possess higher level of emotional intelligence than that of the female coastal higher secondary students. ($t=2.74$)

3) There was no significant difference in the mean scores of emotional intelligence of government and aided coastal higher secondary students. ($t=0.16$)

4) There was significant difference in the mean scores of emotional intelligence of coastal higher secondary students based on order of birth.

Therefore it may be said that the birth order of students possess almost same level of emotional intelligence. ($F=6.97$)

5) There was no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different monthly income. ($t=1.85$)

6) There was no significant difference in the mean scores of emotional intelligence of coastal higher secondary students whose parents having different educational qualifications. ($t=.95$)

7) There was no significant difference in the mean scores of study skills of male and female coastal higher secondary students. ($t=0.89$)

8) There was no significant difference in the mean scores of study skills of government and aided coastal higher secondary students. ($t=1.41$)

9) There was significant difference in the mean scores of study skills of coastal higher secondary students. It was higher for the students with second birth order followed by first and third order of birth. But it is clear from the mean scores that the study skills score was higher for the student second birth order followed by first and third birth order. ($F=20.34$)

10) There was no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different monthly income. . Thus from the mean scores it is clear that coastal higher secondary

whose parents having monthly income of below 5000 and 5000 above monthly income of family do not differ significantly in their study skills. ($t=0.11$)

11) There was no significant difference in the mean scores of study skills of coastal higher secondary students whose parents having different educational qualification. ($t=0.98$)

12) There was no significant correlation between emotional intelligence and study skills of coastal higher secondary students

Educational implications

The study helps to identify the study skills and emotional intelligence of coastal higher secondary students.

- The present study highlights the need of better environment school development of emotional intelligence among students.
- The study useful to the counselors to find out the students with low emotional intelligence and identify the causes and to give suggestions for improving their emotional intelligence.
- The study suggests the need for effective guidance programs for increasing the level of study skills.
- To improve the reading skill, reading exercise should be given.

Conclusion:

The study is conducted to find out the study skills and emotional intelligence of revealed the coastal higher secondary students from different schools possess average level of study skills and emotional intelligence they were not giving much importance to develop the study skills. It was found the background variables such type of school, monthly income of family, parental education and no influence on study skills and emotional intelligence. Hence there should be an imperative need to enhance their study skills and emotional intelligence. Since study skills and emotional intelligence are essential for the coastal higher secondary school for their development. The study recommended that the concern higher secondary schools should have take necessary step and training for developing better study skills and emotional intelligence.

Suggestions for further research

In order to make the present study more meaningful and objective similar studies in this area could be carried out.

- The present investigation is conducted on coastal higher secondary students only. It can be extended to college level and technical institutions.

- The variables selected for the study were emotional intelligence and study skills of students. More variable such as aptitude, attitude, self-concept, interest, tolerance can be included for further study.
- The study conducted on few dimensions only. So it can be extended for studying other dimensions also.
- The study can be conducted to find out the study skills of professional students.
- The study can be extended to other districts of Tamil Nadu.

A study can be conducted to find out the study skills of special study skills of special students.