# Chapter 3

## REVIEW OF PAST RESEARCHES

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Emotional Intelligence</td>
<td>51</td>
</tr>
<tr>
<td>3.2 Emotional Intelligence and Academic Performance</td>
<td>54</td>
</tr>
<tr>
<td>3.3 Parental Support and Academic Performance</td>
<td>63</td>
</tr>
<tr>
<td>3.4 Emotional Intelligence, Parental Support and Academic Performance</td>
<td>65</td>
</tr>
<tr>
<td>3.5 Critical Review of Past Researches and Scope of Present Study</td>
<td>68</td>
</tr>
<tr>
<td>References</td>
<td>81</td>
</tr>
</tbody>
</table>
Chapter 3

REVIEW OF PAST RESEARCHES

This Chapter covers review of past researches, which are related to the present research aspects. The past reviews of the study is divided into four main sections: 1) emotional intelligence, 2) emotional intelligence and academic performance, 3) parental support and academic performance and 4) emotional intelligence, parental support and academic performance. Each of this section explores the relevant literature in brief. The references included in this chapter are intended to highlight the areas in which researches had been carried out and to find the area where more study is required.

3.1 Emotional Intelligence

In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. In 1920, E. L. Thorndike\(^1\) used the term social intelligence to describe the skill of understanding and managing other people. In 1940 David Wechsler\(^2\), the originator of the Wechsler Adult Intelligence Scale (WAIS) referred both non-intellective and intellective elements of intelligence.

In 1968, Cattell and Butcher\(^3\) tried to predict that both academic achievement and creativity comes from ability, personality, and motivation. In 1972, Barton, Dielman and Cattell conducted another study to show importance of both ability and personality variables in the prediction of academic achievement. (Abisamra, 2000)\(^4\)

In 1983, Howard Gardner's\(^5\) Frames of Mind: The Theory of Multiple Intelligences included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and
motivations). In Gardner's view, traditional types of intelligence such as IQ failed to explain cognitive ability completely.

Psychologists, John Mayer and Peter Salovey\(^6\), introduced the concept of emotional intelligence in the early 1990s. According to them, emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness.

As a result of the growing acknowledgement of professionals for the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn’t until the publication of Daniel Goleman's (1995)\(^7\) best seller book *Emotional Intelligence: Why It Can Matter More Than IQ* that the term became widely popular.

In 1996, Dr. Reuven Bar-On\(^8\) explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings. Bar-On Emotional Quotient Inventory (EQ-i) was published by Multi-Health Systems in 1996 as the first test of its kind.

In 1997 Pool\(^9\), the senior editor of Educational Leadership, stated in an article that emotional well-being is a predictor of success in academic achievement and job success among others.

In addition to this, other past researches related to emotional intelligence are narrated here in brief.

- Katyal and Awasthi (2005)\(^10\) conducted a research on “Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh” as an independent study.

  The main aim of the study was to find out gender differences in emotional intelligence among adolescent boys and girls of Chandigarh.

  Emotional Intelligence Test by Codaty (2001) was used as a tool for collecting data. The study was conducted on 150 adolescents (75 boys + 75 girls) aged 15 years, studying in class X in three randomly selected Government Model Senior Secondary Schools of Chandigarh.
The major findings of the research were:

1) Results revealed that majority of boys, girls and the total sample had good emotional intelligence followed by low emotional intelligence.

2) A small percentage of subjects fell in the category of superior emotional intelligence in all the three types of samples.

3) Results showed that girls having higher emotional intelligence than that of boys. However, the difference touched only 0.10 level.

- Thakkar (2007) conducted a research on “Construction and Standardization of Emotional Intelligence Test for the Students of the Secondary Schools of Gujarat State” as a Ph. D. topic at Gujarat University, Ahmedabad.

The Objectives of the study were:

1) To construct and standardize emotional intelligence test for the students of secondary schools.

2) To study the relationships of variables such as area, educational achievement, socio-economic level and caste on the students included in the sample in the research with EQ.

The major findings of the research were:

1) Students from urban area had higher emotional intelligence score than rural level students.

2) Emotional quotient of students of 10th standard was higher than 8th and 9th standard.

3) There was a positive relationship between emotional quotient and teachers’ opinions.

4) Students with high intelligence quotient don’t necessary had a high emotional quotient.
• Malekar and Mohanty (2011)\textsuperscript{12} conducted a research on “Constructing an Emotional Intelligence Radar for Indian School Students” as an independent study.

The main goal of this study was to provide a coherent and practical approach to human emotional behavior that students can learn and apply to stay healthy both physically and mentally; think of career progression and enhance individual and collective productivity.

This study (paper) also aims at constructing cluster based on the scores of EI, its factors, communication scores and other variables.

In order to measure emotional intelligence, the Reuven Bar-on's 'EQ-i-YV' test was selected. Total 5464 (61.035% of respondents were male and 38.965% female) in the age group of 9-14 through years representing 28 schools were selected.

The major findings of the research proved that there was undoubtedly evidence-identifying EI as important in predicting personal success, and this had potential implications for students.

3.2 Emotional Intelligence and Academic Performance

In the beginning, psychologists focused on cognitive aspects of intelligence like memory and problem solving but later on they recognized that there are other non-cognitive aspects of intelligence also. For instance, David Wechsler (1940)\textsuperscript{2} proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. He had remarked that success may be viewed in three main domains. A good student is often referred to as being intelligent or well behaved or academically successful. The question is whether there is any connection between intelligence and academic performance? Do students with high intelligence behave better? Many such questions draw our attention to find the important place of intelligence in academic success.

Goleman (1995)\textsuperscript{7} gave a sort of answer when he asserted that success depends on several intelligences and on the control of emotions. Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him, intelligence accounts for only 20% of the total success, and the rest goes for
Emotional and Social intelligences. Abisamra (2000)\textsuperscript{4} then queried that if this is found to be so, why the teachers don’t begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curriculum and thereby raising the level of students’ success.

According to Salovey and Mayer (1990)\textsuperscript{6}, Emotional Intelligence is being able to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this to guide one’s thinking and actions. Again, Salovey and Mayer (1993)\textsuperscript{13} wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman (1998)\textsuperscript{14} also stressed that emotional intelligence consists of five components: Knowing one’s emotions (self-awareness), managing them, motivating self, recognizing emotions in others (empathy) and handling relationships. In recent times therefore, social scientists and educational psychologists have started to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership, group performance, academic achievement, etc.

Earlier it was proved that emotional intelligence was significant to all constructs (school achievement inclusive). Finnegan (1998)\textsuperscript{15} argued that school should help students to learn the basic abilities of emotional intelligence. Moreover he believed that emotional intelligence could lead the students to better achievements.

In the same way, Low and Nelson (2000)\textsuperscript{16} reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. The relationship between emotional intelligence and academic achievement was found to be very significant. In addition to this, other past researches are discussed in brief below.

- Stottlemeyer (2002)\textsuperscript{17} conducted a research on “An examination of Emotional intelligence: its relationship to achievement and the implications for education” as a Ph. D. study at the College of Graduate Studies Texas A & M University-Kingsville, Texas.
The main aim of the study was to examine emotional intelligence and its relationship to student achievement.

The subjects of the study included 200 eleventh and twelfth grade students from three school districts in South Texas. Emotional intelligence skills were measured by an adapted version of the Exploring and Developing Emotional Intelligence Skills (EDEIS) instrument.

The major findings of the research were:
1) The results of the study showed that there was a significant relationship between selected emotional intelligence skills and academic achievement.
2) Results also suggested that gender differences in achievement may be influenced by emotional intelligence.
3) Interpersonal communication skills were significantly related to achievement.
4) Economically advantaged students scored higher emotional intelligence skills and academic achievement than economically disadvantaged students.

- Avenilla (2003) conducted the research on “Assessing the links between emotional and behavioral school engagement and academic outcomes among high school students” as a Ph. D. topic at the Pennsylvania State University. The main objectives of the study were:
  1) To examine the relationship between emotional and behavioral school engagement and academic performance among high school students.
  2) To investigate the association between emotional and behavioral school engagement across high school.

The analyses drew upon information from three waves of the NELS dataset: a) the 1988, 8th grade base year assessment, b) the 1990, 10th grade follow-up, and c) the 1992, 12th grade follow-up. Respondents who were not included in the base year assessment and later added to the 10th grade follow-up were omitted. These selection criteria yield a sample size of total 11,629 students.
The major findings of the study were:

1) Emotional and behavioral school engagements were significantly associated with current and short come academic outputs.

2) Only behavioral school engagement had effects on long term academic outcomes, over and above the effects of prior academic performance and social demographic characteristics.

- Vela (2003) conducted a research on “The role of emotional intelligence in the academic achievement of first year college students” as a Ph. D. study at the College of Graduate Studies Texas A & M University-Kingsville, Texas.

  The main aim of this research was to study the role of emotional intelligence in the academic achievement of first year college students.

  The subjects of the study included 760 first year college students from a selected university in South Texas. Emotional intelligence skills were measured by an adapted version of the Exploring and Developing Emotional Intelligence Skills (EDEIS) instrument.

  The major findings of the research were:

1) The results of the study showed that there was a significant relationship between selected emotional intelligence skills and academic achievement.

2) Results also suggested that gender differences in achievement might be influenced by emotional intelligence.

3) The results suggested that female students with high levels of time management, commitment ethic and stress management, tend to be more successful in their academic achievement.

4) The results suggested that male students with high levels of drive strength, time management, commitment ethic and stress management, tend to be more successful in their academic achievement.
Farooq (2003) conducted a research on “Effect of Emotional Intelligence on academic performance” as a Ph. D. topic in University of Karachi, Pakistan. The main aim of research was to study the effect of emotional intelligence and it's sub-components on academic performance of students.

In order to measure emotional intelligence, the Reuven Bar-on's 'EQ-i' test was selected. She had conducted the research on 246 adolescent students, out of which 123 males and 123 females.

The main conclusion of the research was that high performers had a repertoire of social and emotional skills essential for meeting the academic challenges, where as low performers posses insufficient competencies to meet challenging and competitive academic environment.

The other major findings of the research were:

1) It was proved that emotional intelligence had noteworthy positive effects on the academic performance of the students.
2) It was proved that interpersonal skills had considerable positive effects on the academic performance of the students.
3) It was also shown that intrapersonal skills had notable positive effects on the academic performance of the students.
4) It was proved that high academic performers had also noteworthy control of stress management, adaptability skills and positive mood.
5) No significant gender differences were found in academic performance of both emotionally intelligent adolescent boys and girls.

Austin et. al. (2005) conducted a research on “A preliminary study of emotional intelligence, empathy and exam performance in first year medical students” as an independent study.

The aim of the study was to examine the effects of emotional intelligence on academic progress of medical students.

In the UK medicine was studied as an undergraduate degree, in addition, there was an increasing recognition in the medical education literature that EI skills were
important for doctors, with much of the discussion being focused on the need for interpersonal EI/empathy when dealing with patients.

The participants were 156 first year medical students (53 males and 103 females). The EI scale described by Austin, Saklofske, Huang, and McKenney (2004) was used. This scale contained 41 items and gave an overall EI score and three subscale scores: Optimism/Mood Regulation, Appraisal of Emotion and Utilization of Emotion.

The major findings of the research were:

1) There was positive significant relationship between emotional intelligence and academic performance in medical students.
2) Female students were found to be more successful in the emotional intelligence and health and society exam component.
3) The positive association between EI scores and attitudes of students to the Talking With Families communication exercise showed that high-EI students found this exercise a more positive experience.

- Menzie (2005) conducted a research on “Emotional intelligence and social and academic competence in middle school youth” as a thesis for doctor of psychology in the state university of New Jersey.

The main purpose of this study was to examine the relationship between measures of children’s emotional intelligence and screening measures of psychological problems as well as to examine any relationship between academic and social competence and emotional intelligence.

The target population for this study were 57 student volunteers in the sixth, seventh and eighth grade who were attending middle school in two different suburban communities.

The major findings of the research were:

1) There was a positive correlations between the academic and social competence scales of the Youth Scale Report and subscales of the EQI:YV.
2) The relationship existed between school problems, school success, psychological well-being and students’ EI.
3) The data indicates that the adaptability and stress management scales of the EQI:YV may have significant in predicting academic performance.

- Szuberla (2006)\textsuperscript{23} conducted a research on “Emotional Intelligence and School Success” as a Ph. D. study at the Walden university.

  The main aim of the study was to determine if and to what extent a relationship exists between emotional intelligence and school success among populations of elementary school children.

  This study investigated the connection between academic success and emotional intelligence in 61 school children from the age group ranged 10-13 years (grades 4-6) during 2005 at an elementary school in central Alaska. The MSCEIT:YV was taken as a measure of emotional intelligence. The MSCEIT:YV is a five-part questionnaire consist of 184 multiple choice questions using a Likert scale.

  The result showed that the statistically significant relationship was found to exist between school success and emotional intelligence.

- Rice (2006)\textsuperscript{24} conducted a research on “An examination of emotional intelligence: its relationship to academic achievement in army JROTC and the implications for education” as a Ph. D. study at the Capella University.

  The main aims of the study were:

  1) To examine the relationship between academic achievements as measured by current grade point averages and emotional intelligence skills as measured by the Personal Skills Map\textsuperscript{®} in Army JROTC.

  2) To explore differences in grade point average by gender.

  The total sample included data from approximately 500 cadets (an average of 15-25 cadets per high school). Cadets took the Personal Skills Map\textsuperscript{®} inventory as a part of their curriculum. The instrument used to quantify the skill levels was the Personal Skills Map\textsuperscript{®}, created and developed in 1976 by two psychologists- Dr. Darwin B. Nelson and Dr. Gary R. Low. The skills map has 244 items and it is un-
timed, self-assessment instrument which was used to identify key dimensions of personal skills and to place the results along a continuum with three major categories – skills to develop, skills to strengthen, and skills to enhance.

The major findings of the research were:

1) It was concluded that a correlation exists between grade point average and eleven skills of Personal Skills Map®.

2) There was no difference in different GPAs for males vs. females.

- Adeyemo (2007)²⁵ conducted a research on “Moderating Influence of Emotional Intelligence on the Link between Academic Self-efficacy and Achievement of University Students” as an independent study.

The main aim of study was to examine the influence of emotional intelligence on the link between academic self-efficacy and achievement among university students.

The participants in the study were 300 undergraduate students at the University of Ibadan, Ibadan, Nigeria. Their ages ranged from 16.5 through 30 years with mean age of 19.4 years. Emotional intelligence questionnaire constructed by Schutte et. al. (1998) was used to measure the participants’ EI and academic self-efficacy while participants’ first semester result was used as a measure of academic achievement.

The major findings of the research were:

1) The present study had important implications for teachers as well as educational and school counseling psychologists.

2) The significant relationships were found between: academic achievement and emotional intelligence (r = 0.33, p < 0.01); and academic achievement and academic self-efficacy (r = 0.28, p < 0.01).

3) At the tertiary level, emotional intelligence should be incorporated into the general study programme and made compulsory for all students irrespective of their areas of specialization.

4) Students’ academic achievement could also be enhanced by exposing them to self-efficacy intervention programme.
• Jaeger (2007) conducted a research on “exploring the value of emotional intelligence: a means to improve academic performance” as an independent study.

The main objectives of the study was to identify the value of emotional intelligence in predicting academic performance as measured by cumulative grade point average (GPA).

The sample for this study drew a stratified random sample of 864 first-year students from various specialty groups out of which 50.3% were male and 49.7% were female. To measure the non-cognitive construct of EI, the Bar-On Emotional Quotient Inventory-Short Form (EQ-i:S) (Bar-On, 2002) was administered to students during orientation. The Bar-On EQ-i:S was a 51-item self-report measure that required participants to indicate their ratings on a five-point Likert Scale (1 = very seldom true of me to 5 = very often true of me).

The major findings of the study were:
1) Emotional intelligence was significantly associated with academic performance.
2) This research also suggested that students with higher EI scores better-manage the demands and pressures of academic life.

• Kvapil (2007) conducted a research on “The Impact of emotional intelligence on the academic performance of at-risk high school students” as a Ph. D. study at the University of Incarnate Word.

The main aim of the study was to investigate the relationship between emotional intelligence and the academic performance of at-risk students.

The 300 student participants in this study were both regular students and students who had been labeled as at-risk, according to national standards and Texas state standards, and who are in danger of failing courses and dropping out from the traditional high school environment. This study also included 26 Math, English and science teachers. All participants took the Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT).
The major findings of the research were:

1) This study supported the hypotheses that there is a correlation between emotional intelligence and the performance of at-risk and non-at-risk students.

2) The findings also supported the correlation between teacher EI and student performance.

3) The correlation also existed between verbal ability and emotional intelligence, and the predictive ability of emotional intelligence testing.

- Fatima et al. (2011) conducted a research on “An empirical evidence of relationship between emotional intelligence (EI) and academic achievement (AA) of undergraduate students”, as an independent study.

This study aims to verify the relationship between emotional intelligence and academic achievement of undergraduate students in one of the public sector universities of Pakistan.

The participants of the study were 96 undergraduate students studying in various departments of four main faculties of the university in Rawalpindi. These faculties were Education, Agricultural Sciences, Management Sciences, IT sciences. Bar-On emotional quotient inventory (EQ-I) was being used as a tool to collect data from students. Also, as part of measure, data on academic achievement were collected from the university’s record of students’ scores in their previous semester.

Analyses of relationship among emotional intelligence and academic achievement in this investigation indicated that there was a positive and significant relation among emotional intelligence and academic achievement of the participants. This suggests that emotional intelligence of the students had significant effect on their academic achievement.

### 3.3 Parental Support and Academic Performance

With parental support (involvement) and academic achievement, studies have been shown that this two aspects seem to be positively related. Parents play an invaluable role in laying the foundation for their children’s learning. Findings have
been revealed that parents’ involvement in education of their children have been found beneficial to parents, children and schools (Tella and Tella 2003)\textsuperscript{29}.

Zhang and Carrasquillo (1995)\textsuperscript{30} also remarked similarly that when children are surrounded by caring, capable parents and are able to enjoy nurturing and moderate competitive kinship, a foundation for literacy is built with no difficulty. Cotton and Wikelund (2005)\textsuperscript{31} found that the more intensively parents are involved in their children’s learning, the more beneficial the achievement effects are. Thus, it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in parents–teacher associations and help children develop plans for their future; children like to respond and do well in school.

As a matter of fact, McMillan (2000)\textsuperscript{32} noted that parental pressure has a positive and significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children’s academic performance.

Here, the other past researches related to parental support and academic performance are mentioned in brief below.

- Deutscher and Ibe (2003)\textsuperscript{33} conducted a research on “In what ways does Parent Involvement affect Children’s Academic Performance?” as an independent study.

This work examined the role of parent involvement on children’s academic performance.

This study took place at a K-12 Charter school in a large rural area in Southern California. For this work, approximately 400 of the 7\textsuperscript{th} through 11\textsuperscript{th} graders were included. Parent involvement was measured in various ways, including a self-report survey, number of parents who volunteered, number of parents who took the first Collegial Teaching Certificate class and the number of parents that viewed their child’s progress online. In regards to performance, several measures like STAR testing and grades were utilized. The STAR scores were examined to assess the children’s performance in the areas of reading, mathematics, science, social science, and writing.
In regards to the relationship between the Family Involvement Survey and STAR Data a few significant results were found.

- Khajehpour and Ghazvini (2011)\textsuperscript{34} conducted a research on “The role of parental involvement affect in children’s academic performance” as an independent study.

  The main aim of the study was to examine the role of parental involvement on children’s academic performance.

  The population of this investigation consisted in 3 areas of Tehran, Iran. From this population a sample of 200 boy students was drawn through a randomized process from 10 schools by multistage cluster sampling and questionnaire conducted on them. The family involvement questionnaire constructed by Fantuzzo, Tighe, and Child (2000) was used as a measure of parental involvement. It is a forty-two item scale with response anchor based on Likert four point format. Finally, based on marks given to each student by their teacher in the semester prior, they were asked to report their marks for Literature and Mathematics. Marks were categorized in a range of scores from 0 to 20.

  It was proved from the study that parental involvement and academic achievement had positive and significant correlation.

3.4 Emotional Intelligence, Parental Support and Academic Performance

Here, in this section the researcher had narrated the literature review where all the three parameters were studied together. The aim of the study is to get an idea how do these parameters affect each other.

- Aremu et. al., (2006)\textsuperscript{35} conducted a research on “relationship among emotional intelligence, parental involvement and academic achievement of primary school students in Ibadan, Nigeria” as an independent study.

  The objectives of the study were:
1) To examine the relationship between emotional intelligence and academic achievement.

2) To investigate the relationship between parental involvement and academic achievement.

The population of this investigation consisted of in-school adolescents who were in senior secondary schools in Ibadan, Oyo State, Nigeria. It was from this population that a sample of 500 (250 males and 250 females) adolescents was drawn through a randomized process from 10 senior secondary schools. The participants ranged in age between 14 through 18 years.

This study used a questionnaire titled Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS). The researchers developed the questionnaire, which was in three sections. Section A of the (SEIPIRS) contained a personal data in which participants were expected to tick their gender, age, class and combination of subjects. Section B of the (SEIPIRS) contains items on emotional intelligence which were adapted from the 33 items Emotional Intelligence Scale (by Schuttle, Haggerty, Cooper, Golden & Dornheim, 1998). Section C of the instrument is on parental involvement. This also contained 10 item statements. Also, as part of measure, data on academic achievement were collected from the record of students’ scores from school in English Language and Mathematics of the term preceding the administration of the questionnaires.

The major Findings of the study were:

1) It was proved that emotional intelligence and parental involvement significantly predicted academic achievement of primary school students.

2) The positive relationship was observed for emotional intelligence and academic achievement, and as well for parental involvement and academic achievement.

- Adetayo (2010)\textsuperscript{36} conducted a research on “Emotional intelligence and parental involvement as predictors of academic achievement in financial accounting” as an independent study.
The main objectives of the study were:

1) To examine the relationship between independent variable (emotional intelligence and parental involvement) and dependant variable (students’ achievement in financial accounting).

2) To investigate the joint relationship between emotional intelligence and parental involvement on students’ achievement in financial accounting.

The correlational survey research design was adopted in this study. A total of 200 senior secondary school II Financial Accounting students were selected through simple random sampling techniques from five secondary schools in local government of Ogun state.

Two research instruments were used for data collection they were students’ emotional intelligence and parental involvement rating scale (SEIPIRS) and Financial Accounting Achievement Test (FAAT). The SEIPIRS has three sections. Section A contained a personal data in which participants were expected to elicit information on their gender, age and class. Section B of the SEIPIRS contains 33 items on emotional intelligence adapted from the emotional intelligence scale developed by Schutter, Haggerty, Cooper, Golden & Dornhein, 1998. The section C of SEIPIRS is on parental involvement which contained 20 items. The second instrument which was the Financial Accounting Achievement Test (FAAT) comprised of 50 multiple choice questions with 5 options per item drawn from NECO curriculum in senior secondary school Financial Accounting.

Findings from research revealed a positive and significant relationship between emotional intelligence, parental involvement and students’ achievement in Financial Accounting. The result also implied that the predictor variables jointly and significantly predict the dependent variable.

- Khajehpour (2011)\(^{37}\) conducted a research on “Relationship between emotional intelligence, parental involvement and academic performance of high school students” as an independent study.

The main aim of the study was to find relationship between emotional intelligence, parental involvement and participants’ academic achievement.
The population of this investigation consisted of in-school adolescents who were in high schools in Tehran, Iran. It was from this population that a sample of 300 (150 males and 150 females) adolescents was drawn through a randomized process from 10 high schools by multistage cluster sampling. The participants ranged in age from 15 through 18 years. The students’ emotional intelligence and parental involvement rating scale (SEIPIRS) was used as a research tool.

It was proved that there was a positive and significant relation among emotional intelligence, parental involvement and academic achievement of the participants.

3.5 Critical Review of Past Researches and Scope of Present Study

The researcher gave a review of twenty relevant Indian and foreign researches. This included nine Ph. D. studies and eleven independent studies. Independent studies included the research paper published in international or national journals. These studies covered the emotional intelligence, parental involvement and support to their children and academic performance of the students. The referred studies were carried out from year 2002 to 2011. The number of sampling students were ranged from 57 to 11,629 students. In past researches, to measure EI and its skills, reputed emotional intelligence measures/tests were used. The past researches gave the clear idea about the importance of emotional intelligence and its applicability to the education field. The researchers had highlighted the role of parental support on academic achievement also. A brief review of past researches is presented in Table 2.1.

Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like India, where most researchers are yet to show interest in the construct. The present study differs from past reported researches in the following aspects:

- For the present research, the researcher had prepared the tool of Emotional Intelligence Scale to measure emotional intelligence of students.
• The present research is conducted for eighth and ninth standard students of Gujarat Board and Central Board.
• The combined effect of emotional intelligence and parental support was checked on academic achievement of students.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Researcher (year)</th>
<th>Level of research</th>
<th>Title of the research</th>
<th>Tools</th>
<th>Sample</th>
<th>Main objectives of research</th>
<th>Major findings of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Katyal and Awasthi (2005)</td>
<td>Independent study</td>
<td>Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh</td>
<td>Codaty’s Emotional Intelligence Test (2001)</td>
<td>150 adolescents of age approx. 15 years</td>
<td>To find out gender differences in emotional intelligence among adolescent boys and girls of Chandigarh</td>
<td>Girls having higher emotional intelligence than that of boys. However, the difference touched only 0.10 level.</td>
</tr>
<tr>
<td>2.</td>
<td>Thakkar J. (2007)</td>
<td>Ph. D.</td>
<td>Construction and Standardization of Emotional Intelligence Test for the Students of the Secondary Schools of Gujarat State</td>
<td>Self Prepared</td>
<td>5146 students of standard 8th, 9th and 10th.</td>
<td>To construct and standardized emotional intelligence test for the students of secondary schools</td>
<td>1) Students from urban area had higher emotional intelligence score than rural level students. 2) Emotional quotient of students of 10th standard was higher than 8th and 9th standard.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>-------------------</td>
<td>------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Malekar and Mohanty (2011)</td>
<td>Independent study</td>
<td>Constructing an Emotional Intelligence Radar for Indian School Students</td>
<td>Reuven Bar-on's 'EQ-i-YV' test</td>
<td>5464 students, age group 9-14.</td>
<td>Constructing cluster based on the scores of EI, its factors, communication scores and other variables.</td>
<td>There was evidence-identifying EI as important in predicting personal success.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Stottlemyer (2002)</td>
<td>Ph. D.</td>
<td>An examination of Emotional intelligence: its relationship to achievement and the implications for education</td>
<td>Exploring and Developing Emotional Intelligence Skills (EDEIS) instrument</td>
<td>200 eleventh and twelfth grade students</td>
<td>To examine emotional intelligence and its relationship to student achievement.</td>
<td>1) There was a significant relationship between selected emotional intelligence skills and academic achievement 2) Interpersonal communication skills were significantly related to achievement.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6.     | Vela (2003)       | Ph. D.            | The role of emotional intelligence in the academic achievement of first year college students | Exploring and Developing Emotional Intelligence Skills (EDEIS) instrument | 760 first year college students | To study the role of emotional intelligence in the academic achievement of first year college students. | 1) There was a significant relationship between selected emotional intelligence skills and academic achievement.  
2) Female students with high levels of time management and stress management, tend to be more successful in their academic achievement. |
2) High academic performers had also noteworthy control of stress management, positive mood and adaptability skills. |
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Researcher (year)</th>
<th>Level of research</th>
<th>Title of the research</th>
<th>Tools</th>
<th>Sample</th>
<th>Main objectives of research</th>
<th>Major findings of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Austin (2005)</td>
<td>Independent study</td>
<td>A preliminary study of emotional intelligence, empathy and exam performance in first year medical students</td>
<td>EI scale of Austin, Saklofske, Huang, and McKenney</td>
<td>156 first year medical students</td>
<td>To examine the effects of emotional intelligence on academic progress of medical students.</td>
<td>1) There was positive significant relationship between emotional intelligence and academic performance in medical students. 2) Female students were found to be more successful in the emotional intelligence and health and society exam component.</td>
</tr>
<tr>
<td>9.</td>
<td>Menzie (2005)</td>
<td>Ph. D.</td>
<td>Emotional intelligence and social and academic competence in middle school youth.</td>
<td>Reuven Bar-On's 'EQI:YV' test</td>
<td>57 student volunteers in the sixth, seventh and eighth grade</td>
<td>To examine the relationship between measures of children’s emotional intelligence and screening measures of psychological problems.</td>
<td>There was a positive correlations between the academic and social competence scales of the Youth Scale Report and subscales of the EQI:YV.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>10.</td>
<td>Szuberla (2006)</td>
<td>Ph. D.</td>
<td>Emotional Intelligence and School Success</td>
<td>Mayor Salovey Carsuo Emotional Intelligence Test MSCEIT: YV test</td>
<td>61 school children of age group ranged 10-13 years (grades 4-6)</td>
<td>To determine relationship exists between emotional intelligence and school success among population of elementary school children.</td>
<td>The statistically significant relationship was found between school success and emotional intelligence.</td>
</tr>
<tr>
<td>11.</td>
<td>Rice (2006)</td>
<td>Ph. D.</td>
<td>An examination of emotional intelligence: its relationship to academic achievement in army JROTC and the implications for education</td>
<td>Personal Skills Map® of Nelson and Low</td>
<td>500 cadets</td>
<td>To examine the relationship between academic achievements and emotional intelligence skills in Army JROTC.</td>
<td>It was concluded that a correlation exists between grade point average and eleven skills of Personal Skills Map®.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>-----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>12.</td>
<td>Adeyemo (2007)</td>
<td>Independent study</td>
<td>Moderating Influence of Emotional Intelligence on the Link between Academic Self- efficacy and Achievement of University Students.</td>
<td>EI test of Schutte et. al.</td>
<td>300 UG students at University of Ibadan, Ibadan, Nigeria. Age 16.5-30.</td>
<td>To examine the influence of emotional intelligence on the academic achievement among university students.</td>
<td>The significant relationships were found between academic achievement and emotional intelligence.</td>
</tr>
<tr>
<td>13.</td>
<td>Jaeger (2007)</td>
<td>Independent study</td>
<td>Exploring the value of emotional intelligence: a means to improve academic performance</td>
<td>Reuven Bar-On's 'EQ-i:S' test</td>
<td>864 first-year students</td>
<td>To identify the value of emotional intelligence in predicting academic performance as measured by cumulative grade point average (GPA)</td>
<td>1) Students with higher EI scores better-manage the demands and pressures of academic life. 2) Emotional intelligence was significantly associated with academic performance.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>15.</td>
<td>Fatima et. al. (2011)</td>
<td>Independent study</td>
<td>An empirical evidence of relationship between emotional intelligence and academic achievement of undergraduate students.</td>
<td>Reuven Bar-On (EQ-I) Test</td>
<td>96 undergraduate students</td>
<td>To verify the relationship between emotional intelligence and academic achievement of undergraduate students in one of the public sector universities of Pakistan</td>
<td>There was a positive and significant relation among emotional intelligence and academic achievement of the participants.</td>
</tr>
</tbody>
</table>
### C) Parental Support and Academic performance

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Researcher (year)</th>
<th>Level of research</th>
<th>Title of the research</th>
<th>Tools</th>
<th>Sample</th>
<th>Main objectives of research</th>
<th>Major findings of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Deutscher and Ibe (2003)</td>
<td>Independent study</td>
<td>In what ways does Parent Involvement affect Children’s Academic Performance?</td>
<td>Self-report survey</td>
<td>400 students</td>
<td>To examine the role of parent involvement on children’s academic performance</td>
<td>Significant results were found between the Family Involvement Survey and STAR Data (academic).</td>
</tr>
<tr>
<td>17.</td>
<td>Khajehpour and Ghazvini (2011)</td>
<td>Independent study</td>
<td>The role of parental involvement affect in children’s academic performance</td>
<td>Family involvement questionnair e constructed by Fantuzzo, Tighe, and Child (2000)</td>
<td>200 students</td>
<td>To examine the role that parental involvement on children’s academic performance</td>
<td>Parental involvement and academic achievement had positive and significant correlation</td>
</tr>
</tbody>
</table>
## D) Emotional intelligence, Parental support and academic performance

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Researcher (year)</th>
<th>Level of research</th>
<th>Title of the research</th>
<th>Tools</th>
<th>Sample</th>
<th>Main objectives of research</th>
<th>Major findings of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Aremu et. al., (2006)</td>
<td>Independent study</td>
<td>Relationship among emotional intelligence, parental involvement and academic achievement of primary school students in Ibadan, Nigeria.</td>
<td>Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS)</td>
<td>500 adolescents, age 14-18 years</td>
<td>1) To examine the relationship between emotional intelligence and academic achievement. 2) To investigate the relationship between parental involvement and academic achievement</td>
<td>1) Emotional intelligence and parental involvement can significantly predict academic achievement of primary school students. 2) Positive relationship was observed for emotional intelligence and academic achievement, and parental involvement and academic achievement.</td>
</tr>
<tr>
<td>19.</td>
<td>Adetayo (2010)</td>
<td>Independent study</td>
<td>Emotional intelligence and parental involvement as predictors of academic achievement in financial accounting.</td>
<td>Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS)</td>
<td>200 senior secondary school</td>
<td>To examine the relationship between emotional intelligence &amp; parental involvement and students’ achievement in financial accounting.</td>
<td>'There was positive and significant relationship between emotional intelligence, parental involvement and students’ achievement in Financial Accounting.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Researcher (year)</td>
<td>Level of research</td>
<td>Title of the research</td>
<td>Tools</td>
<td>Sample</td>
<td>Main objectives of research</td>
<td>Major findings of the research</td>
</tr>
<tr>
<td>---------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------</td>
<td>--------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>20.</td>
<td>Khajehpour (2011)</td>
<td>Independent study</td>
<td>Relationship between emotional intelligence, parental involvement and academic performance of high school students</td>
<td>Student Emotional Intelligence and Parental Involvement Rating Scale (SEIPIRS)</td>
<td>300 adolescents students</td>
<td>To find significant relationship between emotional intelligence, parental involvement and participants’ academic achievement</td>
<td>There was positive and significant relation among emotional intelligence, parental involvement and academic achievement of the participants</td>
</tr>
</tbody>
</table>
References

Correctional Service of Canada.


