CHAPTER 5

DISCUSSION
Chapter - V

DISCUSSION

The present study as stated earlier was carried out mainly to find out whether emotional intelligence and need achievement contribute to over and under achievement and academic achievement of students with the assumption that students having high emotional intelligence and high need achievement are over achievers and good at academics, otherwise those having low emotional intelligence and low need achievement are under achiever and poor in academic performance.

The Statistical analysis of the data reveals that EQ is not a significant predictor of academic achievement in comparison to IQ. The data also shows there is significant correlation between EQ and IQ. It is found the difference in over and under achievers on emotional intelligence and its dimension, gender has also effect emotional intelligence. Need achievement does not contribute to over and under achievement according to the study. It has to be discussed according to hypothesis.

Hypothesis 1

“EQ is a significant predictor of academic achievement than IQ”

From the present study it is found that this hypothesis is not supported, it has been found that EQ is not the significant predictor of academic achievement. The present study shows that EQ is not predicting achievement this finding is consistent with the finding of Karen et-al 2002, O, Conner et-al 2002, Scott et-al 2004 Bastian et-al 2005 which also indicates that there is not any relationship between EQ and academic achievement. Karen examined the relationship of emotional intelligence with academic achievements. He conducted the study on students age ranges 18 to 32 years, found that there is not any relationship between emotional intelligence and academic achievements. Scott et-al 2004 was also used to measure how emotional intelligence can contribute to the success of adolescent his study also
consistent with the findings of the present study, which show that emotional intelligence do not play any role in academic success of adolescent. Bastian et al 2005 also found the same.

Different studies have been conducted to show that EQ is reliable predictor of academic achievement (Barbra 2002, Drago et-al 2004. Habiba et al 2008. Downey et al 2008. Marquez et al 2006) Downey et al prove that EQ is reliable predictor of achievement. He conducted study on secondary school students and sueit was used to assess emotional intelligence. It has been found that the development of emotional intelligence improves performance of secondary school students. The findings of the study conducted by Habibah et-al 2008 show that mean EQ scores of low academic performance was found to be low. Barbara 2002 also found the same. Drago et-al 2004 study also proved that EQ is related to academic performance. Most of the studies show that IQ is a reliable predictor of academic achievement. The present study also indicates that IQ contributes 31% in academic achievement, as most of the school subjects based on reasoning, problem solving, computerization and needs scientific mind, therefore we can say that there is a need to incorporate the emotional intelligence tendencies in the curriculum to have control over their lives and achieving success in a better way.

Hypothesis 2

“There is a positive relation between EQ and IQ.”

This hypothesis is supported by the result of the present study. The present study finding is consistent with the finding of Mac Cann et-al 2006, according to him there is a positive correlation of 0.66 between emotional intelligence and cognitive intelligence. He suggested new scoring and test construction methods for emotional intelligence suggested as alternatives for current practice, where most test are scored by group judgment and in rating based format. Both the ratings-based format and the proportion-based scores resulting from group judgments may act as method effects, obscuring relationships between EI tests, and between EI and intelligence. As we found from the concept of Thomdike 1930, Weshler 1944,
Gardner 1983 Sternberg 1990 that intelligence includes not only the intellectual capability but also non-intellectual elements are also there in the concept of intelligence, which form the part of emotional intelligence theory. Because social intelligence interpersonal and interpersonal intelligence, effective dealing with the environment are present in concept of emotional intelligence. Therefore we can say that the roots of emotional intelligence go back to Thorndike (1930). According to Bar-On study 2003 the present study finding is not consisting with Bar-On Study, which states that EQ is different from cognitive intelligence and suggesting that Neural System supporting somatic state activation and personal judgment in decision making may over react with critical components of a neural circuitry subserving emotional intelligence and social intelligence independent of the neurological system supporting cognitive intelligence. Test of cognitive ability are measures of performance they assist the ability to solve problems in various cognitive domains. Emotional intelligence test knowledge of emotion but necessarily the ability to perform task, that are related to the knowledge that is accessed.

Nathan Brody et-al also find a distinction between EQ and IQ and found that they are distinct capabilities IQ seems to be genetically endowed EQ can be enhanced with proper training and learning environment. As far as relationship between IQ and EQ concerned IQ contributes to 20% and rest goes to emotional intelligence (Goleman 1995). This also proved that both emotional intelligence and IQ contribute side by side to success in academics and personal life. EQ is not the opposite of IQ. Some people are blessed with a lot of both, some with little of either. What researchers have been trying to understand is how they complement each other, how ones ability to handle stress, for instance affects the ability to concentrate and put intelligence in use among the ingredients for success, researcher now generally agree that IQ counts for about 20%, the rest depends on everything from class to luck to the neural pathways that have developed in the brain over millions of years of human evolution.
Hypothesis 3

"There is a significant difference in self-awareness between over and Under Achievers."

This hypothesis is supported by the findings of the present study. It can be seen that those who achieve above their intellectual capability (means perform more than their IQ) are over achievers and those who perform lower than their intellectual capabilities (means perform low than their IQ) are underachievers. So over achievers are high scores on self awareness as compared to underachievers. It shows that there is high level of self awareness which contribute to over achievement. One who understands about their potentialities and weakness learn accordingly. For e.g. if one have science skill and lacking in English poetry then they took science subjects as a career in future life and successful in his or her life. the finding of the present study is consistent with the findings of the (Mestre et-al 2007) who studied that academic achievement is correlated with understanding oneself, emotions and manage accordingly. It shows that emotional abilities are associated with indicators of social and academic adaptation to school.

If there is a cornerstone to emotional intelligence on which most other emotional skills depend, it is a sense of self-awareness, of being smart about what we feel. A person whose day starts badly at home may be grouchy all day at work without quite knowing why. Once an emotional response comes into awareness or, physiologically, is processed through the neocortex—the chances of handling it appropriately improve. Scientists refer to "metamood," the ability to pull back and recognize that "what I'm feeling is anger," or sorrow, or shame. Same as the case with the students in the academic situation, those who are aware about their emotions deal effectively with the environment of the school and release stress during examination which leads to improve in performance.

In Goleman's analysis, self-awareness is perhaps the most crucial ability because it allows us to exercise some self-control. The idea is not to repress feeling (the reaction that has made psychoanalysts rich) but rather to do what Aristotle
considered the hard work of the will. "Anyone can become angry—that is easy," he wrote in the Nicomachean Ethics. "But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—this is not easy." When Damasio worked with patients in whom the connection between emotional brain and neocortex had been severed because of damage to the brain, he discovered how central that hidden pathway is to how we live our lives. People who had lost that linkage were just as smart and quick to reason, but their lives often fell apart nonetheless. They could not make decisions because they didn't know how they felt about their choices. They couldn't react to warnings or anger in other people. If they made a mistake, like a bad investment, they felt no regret or shame and so were bound to repeat it.

Hypothesis 4

"There is a significant difference in self-regulation between over and Under Achievers"

It shows that mean of overachievers is greater than the underachievers. This indicates that over achievers were high levels of self-regulation as compared to underachievers. As Downey et-al 2008 shows that emotional management is significantly related to academic achievement. They study of Vinod Kumar Sanwal 2003 also show that better regulators of emotions are good at academics. Self regulation is about striking a balance. That is clear understanding of what it is to regulate your behavior knowledge of how well you do it. So if one has the clear understanding about their behavior and its regulation. It helps him to do it at school accordingly. For e.g. if parents pressurize him to do better at exams, they try to do better appropriately and able to manage stress according to the situation. The results of the present study is consistent with the findings of the Bouffard, T et-al (1995) Results showed that both for males and females there exists systematic relations between learning goal, self-regulation and academic achievement. Relations were also found for performance goal, but for boys only. Results also show that, among the four profiles of goal orientation, more self-regulatory strategies were reported and higher academic performance was achieved by students having
high concern with both learning and performance goals than by the others. More girls were classified in this profile, but in each profile girls were found to report more self-regulatory strategies and to achieve higher academic performance than did boys. We can also say that one having this skill of self-regulation perform better inspite of having low IQ and those lacking in this perform poorer because they do not regulate their emotional setbacks which hinders in their academic achievement. Therefore it is the responsibility of parents and teachers to understand the child, parents from the initial stage to teach this skill among their children.

Hypothesis 5

“There is a significant difference in motivation between over and Under Achievers”

This hypothesis is supported by the results. This shows that motivation is high in over achievers as compared to underachievers. This show that their good academic achievement inspite of having low IQ is because of their high motivation (overachievers), and for under achievers inspite of having high IQ they perform poorly because of their lack of motivation. The finding of the present study is consistent with the findings of Vinod Kumar Sanwal 2003. This study shows that motivation is positively correlated with academic achievement. It means that higher the motivation higher the academic achievement. Motivation should never be thought of as operating in isolation. Evidently, we need to sufficiently self aware in order to appreciate what it is that derive us to achiever underachieve from time to time and in different situations.

Similarly, we have to be able to perform to the best of our ability, especially when under pressure. According to Maslow hierarchy theory of needs (1940) in which self actualization is the last and considered as growth need, it is understand from this that those having the need to self actualize they perform better. Motivation is the deriving force which pulls the individual forward, so those who are motivated to achieve something like position, grade etc work hard in order to reach to the maximum. It is concluded that over achievers inspite of having low 1
perform good. There is a need to develop motivation among students by applying various techniques. The main target is underachievement, so why they achieve low inspite of having high IQ. This is most successfully done by Dweck (1999) who gave two theories of intelligence. Self theory and incremental theory, Self theory illustrates that there is affixed intelligence and is genetically endowed while incremental theory show that intelligence is increased through efforts. Students who hold an entity theory of intelligence are less likely to attempt challenging tasks and are at risk for academic underachievement.

According to Dweck, people's self-theories about intelligence have a profound influence on the fixed level of intelligence. Mindset has given them new insight into their children and students. "One very brilliant children stop working because they're praised so often that it's what they want to live as brilliant not as someone who ever makes mistakes," Dweck said. "It really stunts their motivation. Parents and teachers say they now understand how to prevent that how to work with low-achieving students to motivate them and high-achieving students to maximize their efforts." The point is to praise children's efforts, not their intelligence, she said.

Individuals may not necessarily be aware of their own mindset, but their mindset can still be discerned based on their behavior. It is especially evident in their reaction to failure. Fixed-mindset individuals dread failure because it is a negative statement on their basic abilities, while growth mindset individuals don't mind failure as much because they realize their performance can be improved. These two mindsets play an important role in all aspects of a person's life. Dweck argues that the growth mindset will allow a person to live a less stressful and more successful influence on their motivation to learn. it is concluded that growth mindsets may be the characteristics of overachievers.

Hypothesis 6

“There is a significant difference in empathy between over and Under Achievers.
This hypothesis is supported by the present study. It indicates that overachievers are high on empathy than underachievers. Empathy is the capacity to enter into someone else mind and personality, and by so doing imaginatively experience that persons subjective feelings or inner emotions. It includes the ability to apply those skills and attributes at groups and organizational levels as well as person to person. It has been found a difference in empathy of over and underachievers. The present study findings is consistent with the findings of Karen et al (2002) who investigate that empathy and academic achievement are related to each other it shows that those having high scores on empathy are good at academics. The present study findings is also consistent with the study of Burgess, Jill (2005) who studied that empathy remains an elusive concept, there is however, a wealth of literature focusing on the importance of empathic skills in children for establishing and maintaining positive relationships and social and emotional development. Numerous successful programs have been developed to teach children empathy and compassion for other living things. The more recent and often controversial views regarding the place of "values education" in schools brings renewed focus on the crucial and highly desirable goal for children to empathise with others. Central to values education is the teaching of empathy skills and many educators now view empathy as an essential component for successful learning. Recent studies reveal improved academic performance in children who have strong empathy skills. The present study finding is not consistent with the findings of Rouhani et-al (2008) who found that there is not any relation in empathy and academic achievement.

Perhaps the most visible emotional skills, the ones we recognize most readily, are the "people skills" like empathy, graciousness, the ability to read a social situation. Researchers believe that about 90% of emotional communication is nonverbal. Harvard psychologist Robert Rosenthal developed the PONS test (Profile of Nonverbal Sensitivity) to measure children's ability to read emotional cues. Children who score well are more popular and successful in school, even when their IQs are quite average.
Educators can point to all sorts of data to support this new direction. Students who are depressed or angry literally cannot learn. Children who have trouble being accepted by their classmates are 2 to 8 times as likely to drop out. Some psychologists go further and challenge the very idea that emotional skills can or should be taught in any kind of formal, Classroom way.

Hypothesis 7

"There is a significant difference in social-skills between over and Under Achievers."

This hypothesis is supported by the present study findings, which shows that social skill is high in overachievers as compared to underachievers. This findings is consistent with the findings of Pau et al (2003) who studied that academic achievement is related to social skill. It has been found that over achievers are better at social skill, it happens because they have the potential to interact with the external environment, better at dealing with others, they are good at working with others, therefore this motivates them to do better in academics while the main concern is why the students underachieve inspite of having high or average IQ it can be seen that that they are shy, introvert, socially isolated which leads to academic underachievement. According to Bellini (2006), effective programs follow a series of steps. Beginning with an assessment of a student’s social functioning, educators distinguish between those deficits that can be successfully addressed and those that are unlikely to respond to intervention. For example, the inability to ask a question may be due to either inadequate socialization or an aspect of a specific condition or disability. Such behavior may also be due to a performance problem, in which a student knows what to do, but uses an “inappropriate” response because it meets his/her needs. Successful treatment begins with a thorough, individualized assessment, which then forms the basis for a specific intervention strategy. Educators then monitor student progress to modify or refine the intervention, if needed.

Many social skills curricula provide lesson plans and guidance for both individual and group activities. Most involve modeling successful social skills through
activities, games, and role-play, with teachers and peers providing the necessary feedback that allows the student to rehearse interactions Luiselli, McCarty, Coniglio, Zorrila-Ramirez, & Putnam, (2005). In this way, students practice and internalize skills within the classroom, which can often lead to transfer of certain skills to other settings, especially when direct support is provided to promote the transfer of skills.

**Hypothesis 8**

“There is a significant difference in emotional intelligence between over and Under Achievers.

This hypothesis is supported by the present study. The results show that there is a difference in emotional intelligence of over and underachievers it means that overachievers are high on emotional intelligence as compared to underachievers. This indicates that emotional intelligence is the characteristics which leads to over and underachievers. The findings of the present study is consistent with the findings of Barbara (2002), Drago et al (2004), Habibah et al (2008), Downey et-al (2008) Marquez et al (2006) and Daniel Goleman (1999) these studies show that emotional intelligence and academic achievement are positively related to each other. Goleman study show that primary school children having above average IQ did poorly in school, this is because of their lack of control over emotional life. Underachievement is the main focus, so their under achievement is because of their low EQ this proved that EQ is the force which helps the students to become good at academics. As we know that IQ is inherent while EQ can be nurtured and learned skill. So it is the responsibility of parents to develop emotional skills among their children at the very early stage. Secondly school should develop emotional literacy program at every stage of student’s life so that they become achieve success and become successful in career also.

It is extremely important to understand that performance of an individual is significantly influenced by emotional state of a person. It seems fair to say that an individual’s inner world of thoughts, feelings and emotions affect his/her behavior.
When emotions are activated they tend to have a pervasive influence on consciousness; they influence information processing (perception, judgment, interpretation, decision making) and ultimately behavior (Kavanaugh, Zimmierberg, and Fein, 1996). Therefore, it is very important to have emotional harmony and contentment within one-self. Such a person is considered emotionally intelligent and more successful than an adolescent who is filled with inner conflicts, therefore, is less likely to utilize his mental energy constructively for the attainment of desired goals. These adolescents primarily direct their energy inwards, for the management of emotions, rather than outwards to resolve every day life problems as it actually requires critical analytical thinking and problem solving ability. For instance, as it is known that a depressed adolescent who has unhealthy emotions prefers to live in past where as an emotionally healthy person enjoys to lives in future. His emotional harmony and contentment enables him to use emotional intelligence with conflict free mind. Such adolescents are in a better position to make their Jives successful than depressed ones by directing their mental energy outwards to reach their goal.

Goleman shows that the seeds of what he calls emotional intelligence are sown early in life, and affect not only how the person gets along with others, but also how they succeed in academic pursuits. In contrast to cognitive intelligence which is “God given” Emotional intelligence can be strengthened later in life with proper tutoring and commitment. Emotions, then it behoove us to understand how we can use them to enhance learning in our students. It s also important to help students know how their emotional intelligence works to help or hinder heir success as a school student. Fortunately, in the past fifteen years, significant new insights as to how he brain produces emotions have been discovered and the way in which they affect performance in all aspects of life has begun to emerge. Perhaps the most important element of EQ for effective academic performance is delaying gratification.

Hypothesis 9

“There is a significant difference in need achievement between over and Under Achievers
This is not supported by the present study. It shows that there is not any significant difference of over and under achievers on n-achievement. The findings of the present study is consistent with the findings of Ghuman (1976) who examined aptitude, personality traits and achievement motivation of academic over and underachievers in a sample of 1948 higher secondary school students studying in various schools of Raipur, Madhya Pradesh. The purpose of the study was to find out the differences in the aptitude, personality traits and need achievement of overachieving and underachieving students with regard to sex, academic stream and residential background. No significant differences were found between over-achievers and underachievers on aptitude, personality traits and achievement motivation. This shows that there is not any significant difference in need achievement of over and underachievers. This happens because of the psychosocial factors that inhibits the achievement derive, parents and teachers are not playing sufficient role which makes the child de-motivated. As parents also sometimes label the child as intelligent which stunt their motivation to learn and inhibits intrinsic motivation [dweck2003] there are other factors also which makes the child over and under achievers, so it is the duty of parents and teachers to develop achievement motivated tendencies and not praise the child much.

Various studies have been conducted which indicates that there is a significant correlation between need-achievement and academic performance [mclelland1972, Christian 1975, Parikh 1976 Rajeeve 1982, Fultz1993 Miriam vock et al 2006., G,C Ilogu (2007) according to McClelland training enhances the achievement motivation in an indirect fashion christian also show that achievement motivation was positively related with academic achievement,

Miriam Vock et al [2006] studied the role of need for cognition, achievement motivation, and conscientiousness on academic underachievement was investigated. Forty-seven male and 46 female students in Grades 7 to 10 participated in the study. All relationships between underachievement scores and need for cognition, achievement motivation scales, and conscientiousness showed linearity.
Hypothesis 10

“There is a significant difference in self-awareness between Boys and Girls”

This hypothesis is not supported by the present study which show that boys and girls do not differ on self awareness, it means that the level of self awareness is similar in boys and girls. The present study is consistent with findings of (Ellen Van Velsor, Sylvester Taylor, Jean B. Leslie 2006). Focuses on how membership in a self/rater agreement group (underraters, accurate raters, overraters) is related to self-ratings and others' ratings of self-awareness and leadership effectiveness. It also examines gender differences in the likelihood of self/rater agreement and in perceived self-awareness. Finally, the article examines agreement group and gender differences in terms of two components of self-awareness: knowledge of self and willingness to improve. Contrary to common belief, our research shows that women are not more likely to underrate their own skills on measures of leadership competency, and that gender differences do exist, both in rated self-awareness and in one of its subcomponents, knowledge of self. In addition, this research found underraters were rated highest in self-awareness by direct reports and highest in terms of overall leadership effectiveness. Managers who tend to overrate themselves compared to other’s ratings were perceived as lowest of the three groups in both self-awareness and effectiveness.

Hypothesis 11

“There is a significant difference in self-regulation between Boys and Girls”.

This is not supported by the present study. It shows that there is no difference of self regulation in boys and girls. As we finds from the study of Mac Cann et al 2006 that girls are more on self regulation as compared to boys. This study examined whether school student’s motivational beliefs, use of cognitive and self-regulatory strategies, willingness to delay gratification, and academic achievement vary as a function of their gender and ethnicity. Participants were 364 college students. In this study, self-regulation is influenced by the student’s gender and
ethnicity. Male Caucasian reported a higher tendency to delay gratification and self-efficacy beliefs than female minority students. Academic delay of gratification is associated with motivation, use of cognition, and self-regulation. Overall, minority students tended to report lower delay of gratification and obtained lower. This article show that there is a difference of self regulation of boys and girls, girls are high on self regulation as compared to boys. This is not consistent with the present study finding. As learning starts early at the childhood stage, so the mechanism of regulation of emotions are similar in boys and girls, the parents treats in the same way of both the gender.

Hypothesis 12

"There is a significant difference in motivation between Boys and Girls".

This hypothesis is supported by the present study which shows that boys and girl differ on academic motivation; girls are more on academic motivation as compared to boys. This shows that girls are more oriented towards their performance as compared to boys. Previously, it has be seen that only boys go to school, and girls are considered as home working but as far as awareness about their potentialities among girls they find in every field, this may be the reason that their level of motivation derives her to reach their full potential. Girls tend to outperform boys in a number of subjects, particularly reading and writing. On the other hand, boys still outperform girls in math and science, though the gap is narrowing. Why do these differences exist and what can be done to change this inequality? Despite the fact that gender achievement is narrowing in primary and most of secondary school, by college there is still a significant gap between men and women who go into he fields of math, physics, and engineering. It is not a matter of ability differences. So why are these fields still male dominated? This web project will discuss issues in gender achievement and motivation.

The relationship between academic achievement motivation and English language proficiency was studied in a group of 160 Nigerian secondary students. Results showed that there were no significant gender differences between male and
female students with regards to either academic motivation or language proficiency. However, mastery of English was found to be positively linked to student motivation levels. This was true for both male and female students.

This study explored Ridley and Novak's (1983) hypothesis that gender differences in science achievement are due to differences in rote and meaningful learning modes. To test this hypothesis, he examined gender differences in fifth- and sixth-grade student's (N = 213) self-reports of confidence, motivation goals (task mastery, ego, and work avoidance), and learning strategies (active and superficial) in whole-class and small-group science lessons. Overall, the results revealed few gender differences. Compared with girls, boys reported greater confidence in their science abilities. Average-achieving girls reported greater use of meaningful learning strategies than did their male counterparts, whereas low-ability boys reported a stronger mastery orientation than did low-ability girls. The results further showed that students report greater confidence and mastery motivation in small-group than whole-class lessons. In contrast, students reported greater work avoidance in whole-class than small-group lessons. In general, the findings provide little support for Ridley and Novak's hypothesis that girls tend to engage in rote-level learning in science classes. Differences in self-reports of motivation and strategy-use patterns were more strongly related to the student's ability level and to the structure of learning activities than to gender.

The possibility of gender-related differences in student motivation throughout their schooling was investigated. Subjects were 538 elementary-school students, 1,519 high-school students, and 2,434 junior-college students from the Montreal (Quebec, Canada) area. The Adolescents Academic Motivation Scale was administered to assess students' motivational styles toward two main academic activities, "going to school" and "doing homework." Findings indicated that motivation does not occur under the same conditions for males and females. Results support the existence of gender-related differences across all levels of schooling. From grade six to junior college, girls are significantly more self-determined and less externally regulated and motivated toward academic activities than boys who, in contrast, are
significantly less self-determined. This gap in academic motivation is even more significant considering that more boys drop out of school than girls (in the Montreal areas, 42% compared to 28%, at the high school level). Because gender-related differences in motivational styles could have a great impact on teaching, learning and the evolution of society, it seems imperative that future research focus on their antecedents.

**Hypothesis 13**

"There is a significant difference in empathy between Boys and Girls"

This hypothesis is not supported by the present study this shows that gender do not effect on empathy. The results from dozens and dozens of studies show that girls are better at empathy as compared to boys that is having the same feelings as another person would have, when one person feels distress or delight girls tend to experience this spontaneous matching of feeling with others as boys do [Goleman 1998] but this is not show with the present study findings.

Eisenberg, Nancy; Lennon, Randy (1983) examined the male and female differences in empathy and related capacities. In general, sex differences in empathy were found to be a function of the methods used to assess empathy. The literature is discussed according to method used to assess empathy and affective role taking. Where appropriate, meta-analyses were also computed. There was a large sex difference favoring women when the measure of empathy was self-report scales; moderate differences (favoring females) were found for reflexive crying and self-report measures in laboratory situations; and no sex differences were evident when the measure of empathy was either physiological or unobtrusive observations of nonverbal reactions to another's emotional state. Moreover, few sex differences were found for children's affective role taking and decoding abilities. This finding is not consistent with the findings of the present study. So it happens that there is no treatment of difference in boys and girls at home which leads to similar scores indeed a major review of data on male female sex differences argues that men have
as much latent ability for empathy, but less motivation to be empathic than do women.

**Hypothesis 14**

"There is a significant difference in social-skills between Boys and Girls.

This hypothesis is not supported by the present study which shows that boys and girls do not differ on social skill. Social skill includes developing and sustaining interpersonal relationship, communicating with others, working within groups. This shows that social skill is not a characteristic of gender, both the gender have the same skill to develop relations, working with others etc. It is good that parents socialize the child of both the gender in the same way educators planned various strategies to boys and girls to work together which leads to better at handling relationships. Going for workshops, tours and for other educational purposes which helps them to be better at learning to work with each other.

**Hypothesis 15**

"There is a significant difference in emotional intelligence between Boys and Girls".

This is supported by the findings of the present study which shows that girls are high on emotional intelligence as compared to boys. This findings is consistent with the findings of Pau et al 2003, Chauhan V, L, Bhatnagar 2003, Brakkett et al 2004, Katyal et al 2005, Vinod Kumar Shanwal 2003) which show that boys and girls differ on emotional intelligence. Girl's emotional intelligence is higher than boys gender differences in Measured and Self-Estimated Trait Emotional Intelligence.

Two hundred and sixty predominantly white participants completed a measure of trait emotional intelligence (EI) and estimated their scores on 15 EI facets on a normal distribution with 100 points as the mean and 15 points as a standard deviation. Females scored higher than males on the "social skills" factor of measured
trait EI. However, when the 15 facets of self-estimated EI were combined into a single reliable scale and the participant's measured trait EI scores were held constant, it was demonstrated that males believed they had higher EI than females. Most of the correlations between measured and self-estimated scores were significant and positive, thereby indicating that people have some insight into their EI. Correlations between measured and self-estimated scores were generally higher for males than females, and a regression analysis indicated that gender was a significant predictor of self-estimated EI. Though IQ is equal for the sexes on average, women consistently score higher than men in emotional intelligence. This article reviews worldwide research on gender and emotional intelligence. The research shows that women do indeed score higher than men in three of the four emotional intelligence skills including self-management, social awareness, and relationship management. Women also scored higher than men in overall emotional intelligence. Katyal et al (2005) examined gender differences in emotional intelligence in a sample of 150 tenth grade students studying in different government schools in Chandigarh. The students were randomly selected for the study. The data was collected through standardized “Emotional Intelligence Test”. The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than boys.

**Hypothesis 16**

“There is a significant difference in need achievement between Boys and Girls”

There is a significant difference in need achievement of boys and girls. This is not supported by the present study which shows that boys and girl do not differ on need achievement. Parents and teachers train children to be independent and achievers (Winterbottom, 1958) and to fear failure (Teevan & McGhee, 1972). Being rewarded for striving increases our achievement motive; being punished for unsatisfactory behavior and having our successes disregarded leads to a fear of failure. To the extent we are self-reinforcing, we could presumably increase our achievement motivation by emphasizing our successes and simply using our
failures as cues for us to try harder. Matina Horner [1970] has proposed one of the more ingenious explanations for the failure of most women to achieve high level goals. The motive to avoid success is stable personality disposition acquired early in life in conjunction with sex role standards and acts as an inhibiting factor in achievement motivation. Horner postulates that many women experience anxiety in competitive situation and learn to fear success because of its incongruence with the traditional female role.

The role of gender in shaping achievement motivation has a long history in psychological and educational research. In this review, gender differences in motivation are examined using four contemporary theories of achievement motivation, including attribution, expectancy-value, self-efficacy, and achievement goal perspectives. Across all theories, findings indicate girls' and boys' motivation-related beliefs and behaviors continue to follow gender role stereotypes. Boys report stronger ability and interest beliefs in mathematics and science, whereas girls have more confidence and interest in language arts and writing. Gender effects are moderated by ability, ethnicity, socioeconomic status, and classroom context. Additionally, developmental research indicates that gender differences in motivation are evident early in school, and increase for reading and language arts over the course of school. The role of the home and school environment in the development of these gender patterns is examined. Important implications for school professionals are highlighted. The relations between reward history and present student motivational orientation, external rewards for student's grades were common at all levels of schooling. Reward history related to student's motivational orientation and performance in school, and these relations were generally stronger for boys than for girls.
Conclusion

1. Over achievers were high emotional intelligent as compared to under achievers.
2. Self-awareness was high in Over achievers in comparisons to under achievers.
3. EQ was not found to be a significant predictor of academic achievement.
4. Positive relation was found between EQ and IQ.
5. Self-Regulation was high in Over achievers in comparisons to under achievers.
6. Girls was found to be more emotional intelligent in comparisons to boys.
7. Motivation was high in Over achievers in comparisons to under achievers.
8. It was also found that girls have higher level of motivation as compared to boys.
9. Social-skill was high in over achievers in comparisons to under achievers.
10. Empathy was high in over achievers in comparisons to under achievers.
11. It was also found that girls and boys do not on the level self-awareness, self-regulation, empathy, social-skill and need achievement.
12. Over and under achievers do not differ on need achievement.

Suggestions for future research

The current research is only the beginning of a larger program to study the role of emotional intelligence in educational institutions. The findings of the study have provided valuable insights about variables that effect academic performance of the students. However, additional research is needed to fill in the gaps of the study and to broaden the understanding of the factors, which contribute in the development and management of emotional intelligence and academic performance. The present research is limited by its reliance on self-report questionnaire, which is vulnerable...
to possible distortions and response biases. It would be of interest to collect the data from variety of sources like parents and teachers by administering standardized tests. If different parenting styles are studied more precisely, useful information can be acquired, which can help in understanding their contribution in the development of emotional intelligence. Similarly, studying different teaching styles can be of help in gaining information about their impact on emotional intelligence and performance of the students. Further more; using a standardized achievement and intelligence test can yield valuable information about their correlations with emotional intelligence and need achievement. It would also be possible to study the need achievement in college students and primary level students.

Implications of the Study

The present research highlights the need to incorporate among student’s emotional skills. This research will help us to develop our children into emotionally balanced and stable individuals. If we are able to lessen the emotional turmoil of our young adults, we will perhaps be able to groom happier and stable individuals who would be able to concentrate more on positive aspects of life rather being continuously entangled in emotional distress. The phenomena of underachievement also become improved if emotional intelligence skills become developed. Need achievement also shown to be related to over and under achievement, so parents and teachers help the child in this regard, then the underachievement becomes improved.