CHAPTER III

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3.1 INTRODUCTION

The present study being an attempt to understand the concept of Emotional Intelligence and Multiple intelligences and the influence of Emotional Intelligence and Multiple intelligences on Academic Achievement, an attempt was made to review the relevant literature. The sources of studies for review studies are refereed journals, other journals, books, dissertations, dissertation abstracts, and the Internet.

The reviewed studies have been summarized and grouped under the following major headings:

a) Studies on Emotional Intelligence and Academic Achievement
b) Studies on Multiple Intelligence and Academic Achievement
c) Major trends indicated in the review

3.2 STUDIES ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Many educational psychologists in their attempt to investigate what determines academic outcomes of learners, have come with more questions than answers. The learning outcomes (academic achievement and academic performance) have been determined by such variables as; family, school, society, and motivation factors.

A number of studies have attempted to investigate the relationship between Emotional Intelligence and Academic Achievement, and most studies of this kind have involved Grade Point Average (GPA). Emotional Intelligence could be expected to be related to academic achievement given that Emotional Intelligence, as
intelligence, is expected to be related to general intelligence, which has in turn been found to be predictive of academic achievement.

Lauer and Evens (1930) were among the first researchers to suggest that emotional stability may be related to academic success. The factor of neuroticism refers to an individuals’ tendency to experience negative emotions. Individuals who score high on measures of neuroticism tend to be easily upset and frequently experience negative emotions (e.g., anger, depression, anxiety). Scoring high on measures of neuroticism also makes it more difficult for these individuals to think clearly and to engage in effective decision-making. Individuals at the other end of the spectrum demonstrate high levels of Emotional Stability. Specifically, these individuals tend to be less emotionally reactive, more calm, and they report lower levels of stress.

In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success (Barton, Dielman and Cattell, 1972).

Cattell and Butcher (1968) tried to predict both school achievement and creativity from ability, personality and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

Barton, Dielman and Cattell (1972) conducted another study to assess more fully the relative importance of both ability and personality variables on the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor – which they called conscientiousness – predicted achievement in all areas. What was tested under personality was among others – whether the student is reserved or warmhearted,
emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self sufficient, uncontrolled or controlled, relaxed or tense.

Pope (1982) examined “The Relationship of Selected Intrapersonal, Interpersonal, and Life Management Skills to Academic Achievement among secondary school students”. The test was administered to 205 ninth and tenth graders. Academic Achievement was measured using a cumulative grade point average. The study reveals that a statistically significant positive correlation exists between academic achievement and the personal skills of growth motivation, commitment to ethic, drive strength, empathy, self esteem, time management, assertion, interpersonal awareness, decision making, stress management and leadership.

Arya (1984) investigated emotional maturity in relation to values of superior children in family. Results suggest that emotional maturity is positively related to the value of superior children in the family.

Sabapathy (1986) studied the relationship of manifest anxiety emotional maturity and social maturity of standard X students to their Academic Achievement. 1) Emotional maturity, socio-economic status and social maturity were found to be significant predictors of total academic achievement.

Manral Bheema, (1988) investigated the impact of several factors like emotional maturity and prolonged deprivation in University students’ indisciplined behaviour (IB) on their academic achievement. Emotional Maturity was related to Indisciplined Behaviour. All the dimensions of Indisciplined Behaviour were highly
related to achievement. Emotional Maturity and prolonged deprivation contributed to Indisciplined Behaviour. There was no significant difference between male and female students on Emotional Maturity. High deprived students differed from low deprived students in Emotional Maturity. High achievers differed from low achievers in Emotional Maturity.

Hudak and Anderson (1990) found that using an abstract conceptualizing learning style led to greater success in statistics and computer science courses, relative to three other learning styles (concrete experience, active experimentation, and reflective observation).

Arora (1992) examined the interactional effect of creativity and intelligence on emotional stability, personality, adjustment and academic achievement. Seventy teacher trainees from twelfth standard teacher trainees were selected from two intermediate schools in Aligarh city for the study. Findings indicate that high creative, high intelligence group was significantly higher in emotional stability than the remaining three creative intelligence groups and also all the high intelligence groups perform better than the low ones.

Singh (1993) investigated the emotional maturity of male and female students of upper and lower socio-economic status. The total sample consists of 640 adolescent (320 male and 320 female) students of Aligarh. The statistical analysis revealed that mean scores of male and female students of higher socio-economic status were lower than the corresponding mean scores of male and female students of lower socio-economic status in all the five areas of emotional maturity scale. The five areas are emotional instability, emotional regression, personality, disintegration and lack of independence.
Neisser et al. (1996) found that intelligence alone could account for 25% of the variance in academic achievement and concluded that intelligence scores were the single best predictor of academic success. Swart, 1996 (as cited by Bar-On, 1997) (N = 448) has found that more academically ‘successful’ college students (categorized as GPAs 1 standard deviation above the mean) had significantly higher total EQ-i scores(t= 1.94;p=.05] than academically unsuccessful students (GPAs 1 standard deviation below the mean). However, only the Stress Tolerance, Reality-Testing, Problem Solving, Self-Actualization and Optimism subscales demonstrated significant differences(p <.05) in this regard.

Finnegan (1998) argued on the basis of the results of his study that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child.

Abisamra (2000) reported that there is a positive relationship between Emotional Intelligence and academic achievement. He therefore canvassed for inclusion of Emotional Intelligence in the schools curricula.

Cover and Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Newsome et al. (2000) assessed 180 college students using the EQ-i as a measure of Emotional Intelligence and found no
correlation between academic performance and emotional intelligence, but did find correlation between Emotional Intelligence and personality which appeared to be overlapping construct. (Intrapersonal $r = -0.05$; Interpersonal $r = -0.04$; Adaptability $r = 0.08$; Stress Management $r = -0.04$; General Mood $r = -0.09$)

**Constantine and Ganior (2001)** studied the relationships among school counselors’ emotional intelligence, empathy and self-reported multicultural counseling knowledge and awareness. The results revealed that school counselors’ previous multicultural educational, Emotional Intelligence scores and personal distress empathy scores accounted for significant variance in their self-perceived multicultural counseling knowledge. Also, the school counselors with higher levels of Emotional Intelligence may not always be aware of salient cultural issues in counseling relationships.

**Kaur (2001)** conducted a study on a sample of 356 adolescents and found significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further the study revealed that no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional maturity of arts and science students.

**Mayer et al. (2001)** investigated the relation between concepts of emotional giftedness and Emotional Intelligence and attempted to relate a person’s level of Emotional Intelligence to the actual ways they cope with challenging social situations. Emotional Intelligence and social behavior were explored in a pilot study with adolescents. Emotional Intelligence was measured with the Multifactor Emotional Intelligence Scale, an ability based measure of emotional perception, facilitation, understanding and management.
General intelligence was measured with the Peabody Picture Vocabulary Scale. Each of the 11 adolescents also answered questions about how he or she had handled a difficult social encounter.

The study reveals that, students with high Emotional Intelligence appeared to better and more completely organize emotional material about peer relationships, compared to those lower in Emotional Intelligence. In addition, those higher in Emotional Intelligence portrayed emotional situations in a more accurate and rich fashion that included more of the subtle and sometimes conflicting feelings of those around them, compared even to other participants roughly matched on verbal intelligence.

Reiff et al. (2001) compared 128 students with (N = 54) and without (N = 74) learning disabilities on Emotional Intelligence. They found that those with learning disabilities had significantly lower scores than regular students on two EQ-i composites [Stress Management: F (1, 126) = 8.76, p=.004; Adaptability: F (1, 126) = 6.00, p=.016].

Sanchez et al. (2001) assessed personality factors in individuals who had dropped out of college in either their first or second year. All participants were also administered the Wechsler Adult Intelligence Scale (WAIS). They found that intelligence level did not explain their inability to complete college; average intelligence score in these individuals was 122, well above average. Instead, dropping out of college was related to personality factors. In particular, the participants in this study scored high on levels of Neuroticism. So not only does Emotional Stability enhance academic success, Neuroticism can hinder academic success.
**Schutte et al. (2001)** examined the link between Emotional Intelligence and interpersonal relations. Seven aspects of interpersonal relations were analyzed with emotional intelligence.

In studies 1 and 2, the participants with higher scores for Emotional Intelligence had higher scores for empathetic perspective taking and self–monitoring in social situations.

In study 3, the participants with higher scores for Emotional Intelligence had higher scores for social skills.

In study 4, the participants with higher score for Emotional Intelligence displayed more co-operative responses toward partners.

In study 5, the participants with higher scores for Emotional Intelligence had higher scores for close and affectionate relationships.

In study 6, the participants’ score for marital satisfaction were higher when they rated their marital partners higher for emotional intelligence.

In study 7, the participants anticipated greater satisfaction in relationships with partners described as having emotional intelligence.

**D’Ambrosio (2002)** suggested that students with emotional disturbances and learning disabilities can lack self-esteem, display poor social skills and experiences troublesome interpersonal relationships with peers and with authority. So, Emotional Intelligence can be learned and it is a strong criterion for a person’s measure of success. It is coping with anger, addressing life’s turmoil and self- efficacy that can predict life. He also added that if we integrate the Emotional Intelligence in the curriculum it will help the above said with their everyday life and provide with valuable knowledge to impact the rest of their lives.
**Van Der Zee et al. (2002)** found that personality was a better predictor of academic success relative to emotional intelligence. However, they did observe that Emotional Intelligence was able to account for a small portion of the variance.

**Pellitteri (2002)** examined the relationship between the components of Emotional Intelligence (perception of emotion, after regulation and emotional knowledge) and personality factors associated with adaption, represent by the hierarchical model of defense mechanisms.

The study revealed that the adaptive defense studies were correlated with overall Emotional Intelligence but not with the emotional perception and regulation components. Emotional knowledge was correlated with both adaptive and maladaptive defense styles and with general intelligence.

The skills represented by the emotional knowledge component such as analyzing emotions, understanding the blends of two or more emotions – overlap with the conceptual and verbal skills of general intelligence. This implies that some degree of cognitive reasoning and analysis is necessary to be emotionally intelligent. An individual needs to have an accurate conceptual understanding of emotions and use logical reasoning about emotions to effectively adapt his or her social and intrapersonal situations.

**Stottlemeyer (2002)** conducted a study entitled “Assessment of Emotional Intelligence and the Implications for Education” The study examines the role of Emotional Intelligence in Academic Achievement. The samples of the study were 200 eleventh and twelfth graders from three school districts in Texas. Students completed the assessment instrument Exploring and Developing Emotional Intelligence Skills. Academic Achievement was measured by the Texas Assessment of
Academic Skills. Other variables were examined as part of the study which consists of Gender Ethnicity, and Socioeconomic status.

Data analysis determined significant correlations between Emotional Intelligence skills and Academic achievement. Results also suggested that gender difference may be influenced by Emotional Intelligence skills. The resilience of students to succeed despite their low socioeconomic status may also be related to Emotional Intelligence skills.

**Thi Lam and Kirby (2002)** conducted an investigation to find out whether emotional intelligences would account for increases in individual cognitive based performance over and above the level attributable to traditional general intelligence. They measured the Emotional Intelligence with the Multifactor Emotional Intelligence Scale. The participants were 304 undergraduates in the western United States.

According to the results of the study, general intelligence made a significant contribution to the prediction of individual performance of a cognitive task. In addition, overall emotional intelligence, perceiving emotions and regulating emotions all contributed positively to individual cognitive based performance; the study also reveals that understanding emotions did not contribute to cognitive-based performance over and above the level attributable to general intelligence.

**Zeidner et al. (2002)** pointed out that there has been insufficient research conducted to fully understand the impact that Emotional Intelligence may or may not have an academic success. Research up to this point has provided conflicting evidence regarding the relation between Emotional Intelligence and academic success, which is often measured by GPA. The conflicting evidence may be, in
part, a result of the great variability in Emotional Intelligence measures available. Specifically, research using the Assessing Emotions Scale (AEES) found small correlations between Emotional Intelligence and GPA.

**Ashkanasy and Dasborough (2003)** examined the importance of emotional awareness and Emotional Intelligence in organizations. In the study, participants were 144 second year undergraduate students at an Australian University. During their classroom study, in which concepts were incorporated into the leadership course and also students completed self-report and ability tests of emotional intelligence.

The test results were compared with students’ interest in emotions and their performance in the course assessment. Results showed that interest in and knowledge of Emotional Intelligence predicted team performance, whereas individual performance was related to emotional intelligence. The result also reveals that Emotional Intelligence or at least learning about emotions can play a role in performance outcomes in leadership teaching.

**Barchard (2003)** examined the extent to which Emotional Intelligence predicted academic success using GPA. Participants completed 31 separate measures of emotional intelligence; six of the measures were found to correlate to academic success. However, when cognitive abilities and personality characteristics were statistically controlled for, none of the six measures of Emotional Intelligence predicted academic success. She suggested that measures of cognitive ability and personality characteristics provided the best predictors of academic success relative to emotional intelligence.
Bracket and Mayer (2003) found no correlation on any one of the three measures of Emotional Intelligence (AES, EQ-i, MSCEIT) and GPA when personality and Verbal Scholastic Aptitude Test (SAT) scores (which was used as a measure of cognitive ability) were statistically controlled.

Carmeli (2003) studied the relationship between Emotional Intelligence and work attitudes, behavior and outcomes. The study reveals that emotionally intelligent individuals are expected to recognize, manage and use the emotions to eliminate the ensuring obstacles and advances their career horizons better than people with low emotional intelligence. Teaching work can be demanding and leads to high levels of stress. Emotional Intelligence can enable people to control this stress effectively and prevent its negative effects on ones’ attitude towards his/her profession.

Chamorro – Premizic and Furnham (2003) also observed a positive correlation between academic success and Emotional Stability.

Chan (2003) assessed 259 adolescents on their Emotional Intelligence and social coping strategies using Emotional Intelligence Scale and the social coping questionnaire. In this study, an item factor analysis yield four dimensions of Emotional Intelligence, leading to the construction of four empirical scales of emotional intelligence. Students scored most highly on social skills and self-management of emotions, followed by empathy and utilization of emotions.

In coping with their being gifted, students endorsed to different degrees their use of 6 coping strategies, which were valuing peer Acceptance, Involvement in Activities, Attempting Avoidance, Denying Giftedness, Prizing Conformity and Discounting Popularity. Social
skills emerged as the most important component of Emotional Intelligence predicting the use of strategies of Valuing Peer Acceptance and Involvement in Activities.

The findings of the study also suggested that a high level of social skills or competence in managing other’s emotions, and, to a lesser extent, abilities in utilizing emotions and to a lesser extent abilities in utilizing emotions, appeared to prompt the use of adaptive coping strategies in valuing peer acceptance and in activity involvement, whereas a high level of skills in managing self-relevant emotions appeared to guard against the use of avoidance behaviors.

Thus promoting Emotional Intelligence in gifted adolescents or helping them enhance their Emotional Intelligence relevant to adaptive coping might eventually help them enhance their resilience in coping with problems arising from their being gifted.

Gakhar (2003) probes into the relationship between emotional maturity and self-concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage.

The study reveals that, there is significant difference in the emotional maturity of students of government and private schools. There is a significant difference in the emotional maturity of students who are in hostels and day scholars; and there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept. Students who are higher in their self-concept are also emotionally mature.

O'Connor and Little (2003) have argued that conceptually, it would seem more likely that ability measures of Emotional Intelligence; because they are based on a cognitive framework, would
better predict academic achievement than would self-report Emotional Intelligence measures. (Intrapersonal r=0.022; Interpersonal r =-0.10; Adaptability r = 0.13; Stress Management r = -0.29; General Mood r = 0.16).

Saklofske et al. (2003) have also suggested that emotional and social competence in dealing with an academic environment could be expected to contribute to overall academic achievement and thus it could be expected that self-report Emotional Intelligence measures will also show reasonable associations with measures of academic achievement.

Shanwal (2003) examined the differences in Emotional Intelligence in children belonging to various eco-cultural groups and also the relationship between Emotional Intelligence on the one hand and academic achievement attention and social functioning on the other. The sample consists’ of 200 children (100 from rural and 100 from urban school) of fourth standard studying in four Municipal Corporation of Delhi (MCD) primary school selected randomly. The overall sample of 200 children as well as the eco-cultural groups did not show much difference on the socio-demographic variables.

The four components of Emotional Intelligence namely Identification of emotions, Assimilation of emotions, Understanding of emotions and Regulation of emotions correlated significantly with the overall Emotional Intelligence score. The rural children emerged as having higher Emotional Intelligence in comparison to their urban counter parts.

The study distinctly indicates that rural domicile seems to have positive influence on the degree of Emotional Intelligence and female sex is another factor, which favourably vary with higher emotional intelligence.
High scholastic performance was found to correlate with the regulation of emotions component of emotional intelligence. Academic achievement showed positive correlation with one component of emotional intelligence.

**Douglas et al. (2004)** investigated whether the relationship between conscientiousness and performance is stronger for individuals who are high on emotional intelligence. The study found that among highly conscientious workers, those high in Emotional Intelligence had higher performance scores than did those low in emotional intelligence. In contrast, highly conscientious workers high in emotional intelligence, who were able to properly calibrate their fastidious attention to detail at work with the savvy to know when and how to do so, had higher performance scores. For individuals low in emotional intelligence, conscientious was associated with decreases in performance scores. This suggests that conscientious, without savvy and skill needed to bring it to life and regulate and channel it in appropriate ways in order to realize its potential, is not sufficient for a high level of performance.

**Drago (2004)** examined the relationship between Emotional Intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with some students being better prepared for the collegiate environment than others, the role of Emotional Intelligence in academic achievement must be better understood.

Noncognitive factors such as Emotional Intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the
State-Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT), and the Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analyses were used to test the hypotheses.

Results demonstrated that Emotional Intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain Emotional Intelligence abilities. No significant relationship, however, was found between Emotional Intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students’ ability to recognize, use, and manage their emotions. This suggests the need to incorporate Emotional Intelligence curriculum into college degree programs to help students increase their emotional intelligence.

**Low and Nelson (2004)** reported that Emotional Intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively.

**Pandey and Tripathy (2004)** investigated the developmental changes and gender differences in Emotional Intelligence in the Indian context. The study was based on a sample of 100 children (50 boys and 50 girls) from five age groups. (5-6 years; 8-9 years, 11-12 years, 14-15 years and 17-18 years). The results of the study indicated that there was increase in Emotional Intelligence with age and females were more proficient in managing and handling their own emotions as well as of others.

**Parker et al. (2004)** studied the transition from high school to university was used as the context for examining the relationship between Emotional Intelligence and academic achievement. During the first month of classes 372 first-year full-time students at a small
Ontario university completed the short form of the Emotional Quotient Inventory (EQ-i: Short). At the end of the academic year the EQ-i: Short data was matched with the students’ academic record. Predicting academic success from Emotional Intelligence variables produced divergent results depending on how the former variable was operationalized.

When EQ-i: Short variables were compared in groups who had achieved very different levels of academic success (highly successful students who achieved a first-year university GPA of 80% or better versus relatively unsuccessful students who received a first-year GPA of 59% or less) academic success was strongly associated with several dimensions of emotional intelligence.

Results are discussed in the context of the importance of emotional and social competency during the transition from high school to university.

In this study, the more successful students were found to score significantly higher than the less successful students on three out of the four short version EQ-i subscales [Intrapersonal: F(1, 127) =30.43,p<.001; Stress Management(1, 127) = 32.44, p<.001; Adaptability: F(1, 127) = 89.45, p<.001]; [results for the Interpersonal subscale not significant and not assessed on the short form EQ-i measure).

Parker et al. (2004) investigated relationship between Emotional Intelligence and academic achievement in high school was examined. Students (N=667) attending a high school in Huntsville, Alabama completed the Emotional Quotient Inventory (EQ-i:YV).

At the end of the academic year the EQ-i:YV data was matched with students’ academic records for the year. When EQ-i:YV variables were compared in groups who had achieved very different levels of
academic success (highly successful students, moderately successful, and less successful based on grade-point-average for the year), academic success was strongly associated with several dimensions of Emotional Intelligence.

Results are discussed in the context of the importance of emotional and social competency on academic achievement. They found low-to-moderate correlations between the EQ-i and high school GPAs of high school students (Intrapersonal r = -0.01; Interpersonal r = -0.08; Adaptability r = 0.06; Stress Management r = -0.09; and General Mood not assessed on the short form EQ-i measure).

Petrides et al. (2004) examined the role of trait Emotional Intelligence on academic performance (as measured by GPA) in individuals with low Intelligence Quotient (IQ) relative to individuals with high Intelligence Quotient. The Verbal Reasoning Test (VRT) was used as a measure of cognitive ability. To measure Emotional Intelligence, they selected questions from multiple existing measures of Emotional Intelligence to fit their operational definition, conducted a pilot test of their measure on 20 individuals, and found an internal consistency of the overall scale scores of 0.76. Results suggested that trait Emotional Intelligence was related to academic performance, but only in individuals with low Intelligence Quotient scores. Specifically, high trait Emotional Intelligence was more important for academic success in individuals with low Intelligence Quotient, whereas individuals with high Intelligence Quotient did not benefit academically as a result of high trait emotional intelligence.

Petrides et al. (2004) have also assessed the influence of Emotional Intelligence on the academic achievement of individuals with different levels of cognitive ability (N = 901, Year11 high school students, with grades ranging from A to G). They reported that scores on the Total Emotional Intelligence Quotient (TEIQ) moderated the
relationship between intelligence and academic achievement, with the effect maintained after controlling for personality (Eysenck Personality Questionnaire-Revised) for lower Intelligence Quotient students (Grades D to G) up to approximately 1 SD above the mean. In particular, they found that the TEIQ was significantly, but differentially associated across a range of academic subjects. Within the lower Intelligence Quotient group, individuals who also had high self-reported Emotional Intelligence were found to score better in English and overall General Certificate of Secondary Education performance. Negligible results, however, were found for mathematics or science performance, regardless of the Intelligence Quotients within the sample.

Based on these results, Petrides et al. (2004) have concluded that higher self-reported Emotional Intelligence may act as a ‘stabilising influence’ during assessments and have suggested that Emotional Intelligence will likely have more of an effect where the demands of the situation outweigh an individual’s resources. Thus, compared to high Intelligence Quotient students (Grades A to C), lower Intelligence Quotient students will be more likely to need to draw on non-cognitive abilities, such as Emotional Intelligence, to compensate for their lower intellectual ability in academic settings.

However, results from studies on the relationship between academic achievement and Emotional Intelligence (regardless of the type of measure) have been mixed, with there being just as many studies reporting significant differences as those that have not, although most correlations have been generally low.

Petrides et al. (2004) examined participants’ estimates of own and Parental Psychometric Intelligence (IQ) and Emotional Intelligence (EI). The participants were 224 undergraduate and postgraduate students at two British Universities. The study reveals
that gender differences are directly estimated overall Intelligence Quotient, with men significantly higher estimates than women. Both genders rated their fathers as more intelligent than their mother. The estimates of Emotional Intelligence of self, father and mother, participants consistently associated the direct overall estimate with the emotional understanding and dependability factor. Therefore, it seems that people think the emotional understanding is at the core of Emotional Intelligence.

The pattern of results of estimated Emotional Intelligence closely resembles that of estimated Intelligence Quotient. Women give significantly higher self-estimates of Emotional Intelligence than men and participants of both genders give significantly higher estimates of their mother’s Emotional Intelligence than of their father’s emotional intelligence. These findings are in accord with lay views of “rationality” as a male trait and “emotionality” as a female trait.

**Tiwari and Srivastava (2004)** assessed social competence with self-report instruments instead of using more objective measures from parents, peers, or teachers. There were problems with the Intelligence Quotient scores of the participants, which may pertain to the students’ lack of motivation or fear of failure. The participants were adolescents living in a medium to high socioeconomic context whose social and emotional adjustment may be higher than adolescents living in disadvantage contexts.

**Tyagi (2004)** examined the Emotional Intelligence of secondary teachers in relation to Gender and Age. The sample consisted of 500 secondary teachers (350 male and 150 females) belonging to secondary schools (urban-rural) from Dhula district, Maharashtra. The result of the study reveals the level of Emotional Intelligence of secondary teachers was extremely low. The level of EQ was
independent of gender and age. There was no significant difference among the groups.

**Woitaszewski and Aalsma (2004)** conducted an investigation to understand the contribution of Emotional Intelligence to the social and academic success of gifted adolescents. Thirty nine gifted adolescents participated. Multifactor Emotional Intelligence scale was used to measure the emotional intelligence.

The study found that the social and academic success of the gifted adolescent participants were essentially independent of the overall Emotional Intelligence level of these students.

In the result of the study, it was expected that the Emotional Intelligence levels of the gifted and talented participants could vary appreciably. Instead, it appears possible that the residential school setting influenced the results struggling students may have honed emotional problem solving skills overtime in a supportive environment that encourages exploration of emotional and social dilemmas. However, this conclusion does not explain why none of the gifted students studied demonstrated a higher than average level of emotional intelligence.

**Austin et al. (2005)** examined the role of Emotional Intelligence and academic success in first year medical students. It is important to note that in the United Kingdom, where the study was conducted, medicine is studied as an undergraduate degree, so the participants were all students transitioning from high school to college. Emotional Intelligence scores were positively correlated to performance on the Health and Society exam during the first term, but not during subsequent terms. However, Emotional Intelligence was not correlated to performance on any of the Biomedical Sciences exams. Theses findings suggest that there may be some limited
advantage for individuals with high Emotional Intelligence early in the program, but that advantage may quickly dissipate.

Bastian et al. (2005) examined the influence of emotional intelligence, cognitive ability and personality factors on life skills. The findings were similar to other research; when cognitive and personality factors were statistically controlled for, Emotional Intelligence was only able to account for a small part of the variance.

Chan (2005) assessed the self-perceptions of 212 gifted students regarding their creativity, family hardiness and Emotional Intelligence of Chinese gifted students in Hong Kong. The result findings reveal that there were in general no gender and age group differenced on these self-perceptions with the exception that younger students perceived that their families as more hardy than did older students. The results of regression analysis indicated that family hardiness and Emotional Intelligence had separate and direct effects on self-perceived creativity and their effects were additive, rather than multiplicative, as their interaction terms did not yield significant increment in variance accounted for in the criterion of prediction. Similar results were obtained when difference components of Emotional Intelligence were considered, with some suggestive evidence that family hardiness could interact with specific components of Emotional Intelligence in the prediction.

Gakhar and Manhas (2005) conducted a study on “Cognitive correlates of Emotional Intelligences of Adolescents”. The study was conducted on 400 of class XI studying in various private and government schools in both urban and rural areas of 3 districts of Jammu and Kashmir. Significant and positive correlations were found between emotional intelligences and the entire cognitive variable namely, intelligence, creativity and academic achievement. No significant difference was observed between boys and girls with
respect to emotional intelligence. Similar result was obtained for the adolescents of rural and urban areas and also scheduled and non-scheduled caste.

**Kaufhold and Johnson (2005)** examined Emotional Intelligence skills and potential problem areas of elementary educators. The study provided elementary of Emotional Intelligence skills to utilize in the work place and beyond. The study revealed that elementary educators do not perceive any personal “enhanced” Emotional Intelligence skills. The comparison between Masters level and Bachelor’s level educator’s perceptions of personal Emotional Intelligence skills were similar. Master’s level teacher viewed themselves having higher self-esteem, stress management, and anger management themselves skills, while Bachelor’s level teachers perceived themselves as having more enhanced assertion skills.

**Shobana Zambare (2005)** studied the relationship between the emotional competencies and intelligence among B.Ed. trainees. The normative survey method was adopted. The sample consisted of 157 B.Ed. trainees of college of education, Jalgoan (Maharastra) admitted to the academic year 2002-2003. Tools used for the study were (1) Oaks Verbal intelligence test. (2) H.C.Sharma and R.Bharadwaj’s Emotional Competency Scale. The study revealed that the trainees of high intelligence group have higher emotional competency indices than the low and medium intelligence groups.

**Paloma Gil-Olarte Marquez et al. (2006)** examined relations between Emotional Intelligence and important social and academic outcomes for high school students. The result supports the incremental validity of Emotional Intelligence and provides positive indications of the importance of Emotional Intelligence in adolescent’s academic and social development. Students with high Emotional Intelligence tended to be more prosocial and perform better in school.
**Parker et al. (2006)** asked incoming freshmen to complete the EQ-i during the first week of classes (intelligence and personality were not assessed). At the beginning of their second year, participants were identified as “those who remained” and “those who with drew” from the University. Participants who had withdrawn from the university were matched to remaining participants on age, gender and ethnicity. They found that participants who returned also showed higher scores on the interpersonal, intra personal, adaptability and stress management subscales of the EQ-i.

**Parker et al. (2006)** research does provide some initial evidence suggesting a relationship between transition into college and Emotional Intelligence. However, there is a great deal of overlap between Emotional Intelligence measures and personality characteristics and / or cognitive ability may be predicting a successful transition from high school to college, and not Emotional Intelligence.

**Ramganesh and Alex Raj (2006)** conducted a study on the emotional maturity of B.Ed., teacher trainees. The study was conducted on 153 B.Ed trainees studying in a college of education at Pondicherry. The study analyzed the emotional maturity of the trainees with respect to gender, locale, level of education, demographic – minority and non-minority status.

The study reveals that a) Both the male and female trainees have the same level of emotional maturity. b) The emotional maturity of trainees of rural areas is greater than that of their urban counterparts. C) There is no significant difference in the emotional maturity of students having graduate and post graduate levels of education. D) There is no difference in the emotional maturity levels of students who belong to minority and non-minority status.
Ryan (2006) compared the Emotional Intelligence levels and ENTER (tertiary entrance) scores of 375 students with their Intelligence Quotients. According to her findings, students with high level of Emotional Intelligence often achieved higher ENTER scores than students of the same Intelligence Quotient (IQ) but a lower level of emotional intelligence. Her study also found that a number of “mainstream students” (students with IQs of 70 to 120) with high Emotional Intelligence gained higher ENTER scores than students who had Intelligence Quotients over 121, but lower Emotional Intelligence were very good at controlling and managing their emotions.

Sobha (2006) studied the Emotional Intelligence and frustration tolerance of adolescents. The study was carried out on a sample of 400 students (184 male, 216 female) studying in plus one and plus two classes in various higher secondary schools located in Thiruvananthapuram district, Kerala.

The study reveals that the male and female adolescents do not differ in respect of emotional intelligence. Women are found to have a higher level of Emotional Intelligence and frustration tolerance than men.

Rural students are found to have a higher level of Emotional Intelligence and frustration tolerance than urban students. The Emotional Intelligence of adolescents is found to be positively and significantly related to frustration tolerance. The positive correlation reveals that people with a high Emotional Intelligence can tolerate setbacks to a great extent.

Chan (2007) examined components of leadership competencies in relation to Emotional Intelligence and successful intelligence among 498 Chinese gifted students in Hong Kong. These students rated themselves significantly higher on goal orientation than
leadership flexibility, which was also rated significantly higher than leadership self-efficacy. They perceived greater strengths in social skills and utilization of emotions than management of emotions and empathy and in practical abilities as opposed to analytical and creative abilities.

The study reveals that Gender emerged as a significant factor in predicting leadership self-efficacy, suggesting that boys might feel more confident as leaders as girls. Age also emerged as a significant factor in predicting goal orientation, suggesting that older children might have clearer and more concrete goals than younger children. However the contributions of gender and age were relatively minor compared with the contributions of Emotional Intelligence and successful intelligence components.

**John Louis Manoharan and Christie Doss (2007)** examined the emotional maturity of post graduate students in Pondicherry region. The study was conducted on 256 students from the Pondicherry University and four affiliated colleges. The study revealed that the level of emotional maturity of post graduate students is low. The emotional maturity of female students is higher than that of the male students. Arts group students have higher numerical score than the science students.

**Madeline Justice and Sue Espinoza (2007)** examined the Emotional Intelligence skill of students’ entering a University secondary teacher education program and also investigated whether the teacher preparation program through traditional preparation was preparing students emotionally for the public school classroom. 160 beginning teacher candidates were surveyed using the Emotional Intelligence Assessment Process. According to the Emotional Intelligence scale the candidates needed to strengthen skills in assertion, comfort, empathy, decision making, drive strength, time
management, commitment ethic, self-esteem, stress management and deference. The skills leadership, aggression and change orientation were current strengths.

Salami (2007) conducted an investigation to find out the relationships of Emotional Intelligence and self-efficacy to work attitudes of secondary school teachers in southwestern Nigeria. The sample consists of 475 secondary school teachers randomly selected from south western Nigeria. Measures of demographic data from, career commitment, organizational commitment, emotional intelligence, self-efficacy and work-family conflict were administered to the teachers.

Results of the study indicate that Emotional Intelligence and self-efficacy had significant relationships with work attitudes. However, age, sex and work experience had none. The Emotional Intelligence was significantly related to career commitment and organizational commitment. Results of this study also revealed that Emotional Intelligence was negatively and significantly related to work-family conflict.

Sridhar and Hamid Reza Badiei. (2007) studied the level of Teacher Efficacy (TE) and Emotional Intelligence (EQ) of primary school teachers in relation to gender, age and educational level. It made use of simple random sampling in selecting 100 primary school teachers from all the urban primary school teachers in Mysore South. The study sample responded to two valid and reliable inventory instruments. Teacher Efficacy Scale (TES), and Emotional Intelligence Test. The mean accounted for TE was 35 on Teaching Efficacy and 25 on Personal Efficacy; both fall under Moderate category of Emotional Intelligence. There is no, however, significant difference between the Means of TE and EQ with reference to two of independent variables which are considered in this study (gender, educational level). In
respect of the third independent variable (age) a significant difference has been observed.

**Rupinderjit Kaur Kamboj (2007)** examined the relationship between Emotional Intelligence and self-actualization of secondary school teachers. The study was conducted on a sample of 1360 secondary school teachers (680 Males and 680 Females) from different rural, urban, government and private secondary schools affiliated to Punjab School Education Board in the Punjab State. The tools used for the data collection were Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, and Self-Actualization Inventory by K.N.Sharma.

The study revealed that there is a positive and significant correlation between Emotional Intelligence and self-actualization of secondary school teachers. Therefore it can be concluded that those teachers who have high Emotional Intelligence are more self-actualized than who have low emotional intelligence.

**Wagerman and Funder (2007)** found that conscientiousness was able to successfully predict GPA in college seniors above and beyond the more traditional measures associated with academic achievement (e.g., high school GPA and SAT scores). Specifically, conscientiousness accounted for 37% of the variance in GPA for college seniors.

**Yongyuan et al. (2007)** studied the relationship between Emotional Intelligence (EI) and academic achievement and also examined the Emotional Intelligence and personal factors that effect on academic achievement. The samples were 861 upper secondary school students from three southernmost border provinces in Thailand. The instrument was The Emotional Intelligence Inventory which developed under the framework of Bar-On. Data were analyzed
through percentage, mean, standard deviation, correlation and multiple regression.

The results were 1) Fourteen factors of Emotional Intelligence were significantly positive related to academic achievement, and only one factor was not related, namely impulse control. 2) Factors of Emotional Intelligence in self-actualization, interpersonal relationship, reality testing and optimism, whereas the personal factors in the study plans, sex, father’s occupation, mother’s education, number of siblings and religions have significantly effect on academic achievement.

**Downey et al. (2008)** examined the relationship between Emotional Intelligence (EI) and scholastic achievement in Australian adolescents. Two hundred and nine secondary school students (86 males and 123 females) each completed the Adolescent Swinburne University Emotional Intelligence Test (SUEIT) and academic achievement data was collected for all subjects from year seven to eleven.

Academic success was found to be associated with higher levels of total emotional intelligence, via assessment of the Emotional Intelligence of different academic levels (80th percentile, 20th percentile, and middle groups). Regression analyses also revealed that dimensions of the Adolescent SUEIT differentially predicted secondary school subject grades: Emotional Management and Control was found to significantly predict Mathematics ($r^2 = 0.06$) and Science ($r^2 = 0.04$); the Understanding Emotions sub-scale significantly predicted scores for Arts ($r^2 = 0.12$) and Geography ($r^2 = 0.08$). It was concluded that the development of EI may offer educators significant opportunities to improve scholastic performance and emotional competencies.
Umadevi (2009) investigated the relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement of primary school student teachers. Emotional Intelligence Scale and Achievement Motivation Test were administered on 200 Diploma Teacher training students. The study reveals that there is a positive relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in between Emotional Intelligence and Achievement Motivation.

3.3 STUDIES ON MULTIPLE INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Howard Gardner, a psychologist and professor of neuroscience from Harvard University, developed the theory of Multiple Intelligences (MI) in 1983. According to Howard Gardner, human beings have nine different kinds of intelligence that reflect different ways of interacting with the world.

Each person has a unique combination, or profile. Although we each have all nine intelligences, no two individuals have them in the same exact configuration -- similar to our fingerprints. Learning through a variety of unique experiences allows children to better understand themselves as lifelong learners, and to see how others acquire knowledge and apply their skills.

For Gardner, intelligence is:

¾ the ability to create an effective product or offer a service that is valued in a culture;

¾ a set of skills that make it possible for a person to solve problems in life;
¾ the potential for finding or creating solutions for problems, which involves gathering new knowledge.

Campbell and Campbell (1999) assert that Gardner’s theory of multiple intelligences serves to correct negative, implicit beliefs of the teacher that diminish expectations and weaken student achievement.

Campbell, Campbell, and Dickinson (1999) state that many educators, acutely aware of the deficiencies and limitations of standardized measures, believe that new approaches to assessment will capture more of what students know and can do both “within and outside of school.” Multiple intelligence theory has generated a great deal of enthusiasm among some educational communities for its individualized approach and practical application in the classroom.

Gibson and Govendo (1999) begin their article by noting that a great deal has been written concerning the use of multiple intelligence theory for academic tasks. They proceed to describe applications of multiple intelligence theory in relation to the affective aspects of classrooms. These aspects they address include the physical and social environment, classroom customs and routines, transitions, and social skills and problem solving.

Armstrong (2000) asserts that multiple intelligence theory makes its greatest contribution to education by suggesting that teachers need to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in American classrooms.

Multiple intelligence theory resonates among teachers for a variety of reasons. One major reason is that teachers and schools are being held to higher standards than ever before due to federal and state accountability requirements (No Child Left Behind Act, 2002). Schools and districts that fail to meet accountability guidelines in a
timely manner must modify their instructional approaches in order to raise student performance on standardized assessments.

Applied multiple intelligence theory has potential as a powerful alternative to traditional instruction for this purpose.

**Stanford (2003)** states that multiple intelligences (MI) can make the greatest contribution to education. He suggests that teachers “expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in U.S. classroom”.

Multiple intelligences has helped students who don’t experience success in school and lack motivation. By incorporating Multiple intelligences into the classroom, students can experience success and academic growth.

Learners in any given class are individuals and vary in their aspirations, intelligences and skills, and thus approaches to teaching should cater to these differences. In practical terms that implies a variety of approaches and strategies, choice and learner participation in all aspects of the learning and assessment process.

**Nolen (2003)** focuses specifically on the academic application of multiple intelligence theory. She describes several of the learning benefits of teachers employing multiple intelligence theory in the classroom. She contends that when instruction is individualized based upon the intelligences of each of the students; learning is optimized for the entire class.

Multiple intelligence theory restructures the classroom to focus on individual learners and refocuses the teacher’s attention to meeting individual student needs. She also says that instruction based on multiple intelligence theory helps teachers recognize successful students who are active learners.
3.4 MAJOR TRENDS INDICATED IN THE PREVIOUS STUDIES

It is apparent from this collection of review that a clear understanding of the relationship between Emotional Intelligence, and academic achievement has as yet not been achieved. Most studies, regardless of the type of Emotional Intelligence assessment, have typically found low correlations with assorted indices of academic achievement.

Emotional Intelligence has also been found in a number of studies to be able to differentiate successfully between individuals who may be classified as academically successful from those that are less academically successful. In particular, the obtained results appear to suggest that Emotional Intelligence may be of greater importance to less academically successful individuals who may make greater use of their Emotional Intelligence skills to compensate for deficiencies in other areas. It is possible, therefore, that Emotional Intelligence is a ‘threshold’ variable, which is more relevant to certain populations than it is to others.

There is a very limited amount of research focusing on the relationship of Multiple Intelligence with instructional approaches and student achievement and these studies do not establish unequivocally significant relationship between Multiple Intelligence and academic achievement.

In conclusion a higher Emotional Intelligence may help academic performance, but this certainly does not mean that all those with high Emotional Intelligence score well academically. It’s just that Emotional Intelligence has been proved (in some studies) to be a better predictor of academic success as compared to other variables like academic record, IQ and economic/demographic factors. So we still have to conduct our researches to establish the relationship between this intelligence and academic achievement.
3.5 CONCLUSION

Academic achievement might ensure that an individual is intellectually capable of performing in the working world. Academic achievements can open doors at recruitment. What our academic achievements do not indicate is whether a person is actually capable of coping with the day to day pressures and other requirements of the corporate world.

An individual’s ability to apply his or her knowledge creatively has become far more important than the knowledge itself. Once you are employed, it is important to transfer your knowledge into skills. Knowledge far more reaching than an academic qualification must come into play.

Academic qualification measures our ability to be intellectually effective (IQ). It does not however reflect an individual’s Emotional Intelligence (EQ). Emotional Intelligence is a key factor to building career success. Academic Achievement is therefore no use if we cannot develop the Emotional Intelligence to support it.

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 a country like India, where most researchers are yet to show interest in the construct.