A clear visualization of methodology is an imperative need for the successful completion of the research project. The detailed plan and procedure adopted by the investigator is given below:

In the present study four dependent variables namely “general well-being (Y_1), school-related well-being (Y_2), achievement goals (Y_3) and academic achievement (Y_4)” were considered. Each of these dependent variables was supposed to be related to common variable namely Emotional Intelligence (X) constituted by self-awareness (X_1), self-management (X_2), social awareness (X_3) and social skills (X_4). In the sequel the variables X_1,..., X_4 have been labeled as explanatory variables. The purpose of this study was to determine the relationship that existed between the emotional intelligence of students and their well-being, achievement goals and academic achievement. Further, it seeks to determine the influence of socio-demographic variables viz. gender, parents’ education, monthly income, area of residence (rural/urban), school attending (public/government) and caste on emotional intelligence, well-being, achievement goals and academic achievement. Another purpose of the study was to investigate the linear relationship among dependent variables and explanatory variables.

Therefore, keeping in view the nature of study the investigator adopted a descriptive survey method to carry out the study. Descriptive survey method deals with, what exists at present and it describes and interprets the current prevailing conditions, relationships and practices. It is a relationship study designed to analyze the relationship between variables (Gall, Borg, & Gall, 1996). An advantage to the correlational method is its usefulness in studying problems in education and in other social sciences. Correlational research permits the researcher to investigate relationships among a large number of variables. Another advantage of the correlational method is that it provides information about the degree to which certain variables are related.

**Objectives of the study**

The following were the objectives of the study:

1. To explore the relationship between the emotional intelligence and well-being.
2. To explore the relationship between the emotional intelligence and achievement goals.

3. To explore the relationship between the emotional intelligence and academic achievement of students at secondary level.

4. To see the dependency/linear relationship of variable $Y_1$ (general well-being,) on/with explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social-awareness) and $X_4$ (social skills) and to establish prediction equation for dependent variable $Y_1$ (general well-being) if the linear dependency will be found.

5. To see the dependency/linear relationship of variable $Y_2$ (school-related well-being,) on/with explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social-awareness) and $X_4$ (social skills) and to establish prediction equation for dependent variable $Y_2$ (School-related well-being) if the linear dependency will be found.

6. To see the dependency/linear relationship of variable $Y_3$ (achievement goals) on/with explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social-awareness) and $X_4$ (social skills) and to establish prediction equation for dependent variable $Y_3$ (achievement goals) if the linear dependency will be found.

7. To see the dependency/linear relationship of variable $Y_4$ (academic achievement) on/with explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social-awareness) and $X_4$ (social skills) and to establish prediction equation for dependent variable $Y_4$ (academic achievement) if the linear dependency will be found.

8. To compare students having high emotional intelligence and students having low emotional intelligence with respect to general well-being.

9. To compare students having high emotional intelligence and students having low emotional intelligence with respect to school-related well-being.

10. To compare students having high emotional intelligence and students having low emotional intelligence with respect to achievement goals.

11. To compare students having high emotional intelligence and students having low emotional intelligence with respect to academic achievement.

Secondary Objectives

12. To compare male and female students with respect to emotional intelligence, well-being, achievement goals and academic achievement.
13. To compare students with different levels of parents’ education (undergraduate and graduate) with respect to emotional intelligence, well-being, achievement goals and academic achievement.

14. To compare students with different levels of family monthly income (less than 15000 and more than 15000) with respect to emotional intelligence, well-being, achievement goals and academic achievement.

15. To compare rural and urban students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

16. To compare public and ordinary school students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

17. To compare general category and reserved category students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

**Hypotheses of the study**

The following were the hypotheses of the study:

1. There is no significant relationship between the emotional intelligence and well-being.

2. There is no significant relationship between the emotional intelligence and achievement goals.

3. There is no significant relationship between the emotional intelligence and academic achievement.

4. $\beta_1 = \cdots = \beta_5 = 0$, i.e., all the explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social awareness) and $X_4$ (social skills) do not have any significant linear relationship with the dependent variable $Y_1$ (general well-being).

5. $\beta_1 = \cdots = \beta_5 = 0$, i.e., all the explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social awareness) and $X_4$ (social skills) do not have any significant linear relationship with the dependent variable $Y_2$ (school-related well-being).

6. $\beta_1 = \cdots = \beta_5 = 0$, i.e., all the explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social awareness) and $X_4$ (social skills) do not have any significant linear relationship with the dependent variable $Y_3$ (achievement goals).
7. $\beta_1... \beta_5 = 0$, i.e., all the explanatory variables $X_1$ (self-awareness), $X_2$ (self-management), $X_3$ (social awareness) and $X_4$ (social skills) do not have any significant linear relationship with the dependent variable $Y_4$ (academic achievement).

8. There is no significant difference between the students having high Emotional intelligence and students having low emotional intelligence with respect to general well-being.

9. There is no significant difference between the students having high emotional intelligence and students having low emotional intelligence with respect to school-related well-being.

10. There is no significant difference between the students having high emotional intelligence and students having low emotional intelligence with respect to achievement goals.

11. There is no significant difference between the students having high emotional intelligence and students having low emotional intelligence with respect to academic achievement.

**Secondary Hypotheses**

12. There is no significant difference between male and female students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

13. There is no significant difference between students with different levels of parents' education (undergraduate and graduate) with respect to emotional intelligence, well-being, achievement goals and academic achievement.

14. There is no significant difference between students with different levels of family monthly income (less than 15000 and more than 15000) with respect to emotional intelligence, well-being, achievement goals and academic achievement.

15. There is no significant difference between rural and urban students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

16. There is no significant difference between public and ordinary school students with respect to emotional intelligence, well-being, achievement goals and academic achievement.
there is no significant difference between general category and reserved category students with respect to emotional intelligence, well-being, achievement goals and academic achievement.

**Pilot study**

The “Emotional Competence Inventory” by Boyatzis et al. (1999) and “Achievement Goals and Students Well-Being”, questionnaire by Kaplan & Maehr (1999) were administered on a sample of 50 students of 10th standard of the same population from which final sample was to be selected to find out the appropriateness of the questionnaire or any difficulty faced by the students while responding to the items of the questionnaire regarding comprehension of statement and adequacy of language of items. Simple instructions were given for filling up the questionnaire. The results of the pilot study ensured the adequacy of the questionnaire for the purpose of the study.

**Sample**

The sample of the study includes 400 students of age range 13-16 years of 10th standard from 10 secondary schools of Jhajjar and Rohtak districts. The schools were selected randomly and the subjects were taken as a cluster from each school the investigator visited. Among the participants 241 were males and 159 were females and these were residents of rural and urban areas. The sample students were from general and reserved categories and further, they were from a mixed socio-economic background. The investigator picked up 40 students from each school to make a total sample of 400 students.

In order to compare students having high EQ and student having low EQ with respect to (i) well-being (ii) school-related well-being (iii) achievement goals and (iv) academic achievement a sample of 27% high scoring and 27% low scoring students in the respective categories was obtained by applying Kelley’s (1939) criterion of top 27% and bottom 27%.

**Delimitations of the study**

Certain delimitations of the study must be considered. They are listed below:

1. The study has been delimited to a sample of 400 students studying in 10th standard.
2. The sample used was confined to Jhajjar and Rohtak districts of Haryana state.
3. The data collected was self-reported and, therefore, subject to the limitations of that process.
4. The study has been delimited to the use of following tools:
   i. “Emotional Competence Inventory” by Boyatzis et al. (1999)

**Description of the tools**

**Emotional Competence Inventory** is comprised of 4 scales and 45 items. The response scale for all the items in the survey was a 5-point Likert scale with anchors of 1-“never” to 5-“always”. This inventory includes self-awareness, self-management, social awareness and social skills.

**Self-awareness** consists of Knowing one’s internal states, preferences, resources and intuitions. This dimension contains the competencies of emotional self-awareness, accurate self-assessment, and self confidence.

**Self-management** involves the management of one’s internal states, impulses, and resources to facilitate reaching goals.

**Social Awareness** refers to being aware of others’ feelings, needs and concerns.

**Social Skills** are the basic skills in interpersonal relationships. It involves adeptness at inducting desirable responses in others.

This inventory consists of 45 statements with internal consistency $\alpha = .73$

**Achievement Goals and Students Well-Being** questionnaire is comprised of 10 scales and 71 items. The response scale for all the items in the survey was a 5-point Likert scale with anchors of 1-“never” to 5-“always”.

Psychological well-being was treated in this study as a phenomenological organization of students’ emotional, cognitive, and behavioural experiences. This construct is known to be composed of various dimensions and was, therefore, assessed with a variety of measures. The measures included students’ report on their general emotional tone as well as disruptive behaviour in the class, students’ perception of their social relationship with peers, and perceptions of academic efficacy.
**General Well-Being:** General emotional tone, perceptions of relationship with peers, and general behavioral control were assessed with scales adopted from the Self-Image Questionnaire for Young adolescents (SIQYA), developed by Petersen et al. (1984). The SIQYA was found to be highly correlated with the Rosenberg Self-Esteem Inventory (SEI) which is a well validated measure of self-esteem. Three scales are taken from the SIQYA; the scales are labeled Emotional Tone, Peer Relationship, and Impulse control with internal consistency as: (i) Emotional Tone: Boys $\alpha = .81$, girls $\alpha = .85$, (ii) Peer Relationship: boys $\alpha = .85$, girls $\alpha = .81$ and (iii) Impulse Control: boys $\alpha = .72$, girls $\alpha = .76$.

**School-Based Measures**

Six of the scales were adopted from the patterns of adaptive Learning Survey (PALS) by Midgley, Maehr, and Urdan (1993).

**School-Related Affect:** A 7 item scale measures affective experiences in school, with internal consistency as $\alpha = .82$.

**Perceived Academic Efficacy:** A 6 item scale measuring perceived academic efficacy to master the material taught in school with internal consistency as $\alpha = .84$.

**Personal and Perceived Emphasis of Achievement Goals:** The scales measuring personal and perceived achievement goals have internal consistency as: perceived mastery emphasis: $\alpha = .83$; Perceived performance emphasis: $\alpha = .75$; personal mastery goals: $\alpha = .80$; personal performance goals: $\alpha = .84$.

**Self-Reported Disruptive Behaviour** A 5 item scale measuring self report of disruptive behaviour has internal consistency $\alpha = .83$

**Procedure of data collection**

The 450 students of 10th standard from ten secondary schools of Jhajjar and Rohtak districts as subjects responded to a 116-items survey which was administered by the investigator himself in the students' classes. The teacher was not present in the room. Students were informed that participation in the study is voluntary and assured that their identities and answers would be kept confidential. The items were read aloud and time was given to respond. The students were encouraged to ask for clarification regarding unclear items. The time it took to fill the survey was approximately 1 hour.
The students who did not provide full information were dropped out from the final analysis. Thus, the investigator was left with 400 students due to subject mortality during the course of administration of the tools.

**Scoring of the tools**

The Emotional Intelligence inventory has four sub-scales and the Achievement Goals and Student Well-Being questionnaire has ten sub-scales. The subjects were supposed to respond on a five point scale i.e. Always, Sometime, Can’t say, Rarely and Never. Every ‘always’ response was awarded 5 score, ‘sometimes’ was awarded 4 score, ‘cannot say’ was awarded 3 score, ‘rarely’ was awarded 2 score and ‘never’ response was awarded 1 score and opposite for the reverse statements. Total score on each sub-scale was calculated by adding the scores of all statements.

**Statistical techniques used**

The following statistical techniques were used for the analysis of data.

(i) Cronbach’s Alpha model to test the reliability of the data.

(ii) Descriptive Statistics

(iii) Q-Q plots to check the normality.

(iv) ‘t’-ratios were worked out to find out the significance of difference between means of various groups.

(v) Spearman’s Rank correlation.

(vi) Stepwise Multiple Linear Regression.

**SPSS 16.0 software was used for analysis of the data.**