6.1.0 INTRODUCTION

The present chapter provides a brief summary of the entire study and it gives the interpretation of results ensuring from the statistical analysis of data presented in the previous chapter. The implications along with suggestions for replicating the study or for investigating of other closely related problems in other settings and with different samples and tools also presented.

We are at the beginning of a new century, and intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer & Salovey (1990) then Goleman (1995). IQ alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995).
The present investigation on Emotional Intelligence, Aptitude and Achievement carried out among higher secondary school students in this study. Further, the study has attempted to find out the influence of the demographic variables such as gender, class, type of schools, living area. Also, certain variables namely aptitude and achievement had examined for its interaction on emotional intelligence among the sample. Though western tool is available, to consider measuring emotional intelligence as equally appropriate and valid across Indian population, development of the tool appeared warranted. The tool developed for the present study assessed subject achievement of the higher secondary school Commerce students labeled under the domains of emotional intelligence. The five domains of the Emotional intelligence are self-awareness, self-regulation, motivation, empathy and social skills. In this present study, the design of the research was adopted is normative survey method. The sample selected, included higher secondary school students. The tools used were scale of Emotional Intelligence constructed and standardized by S. Balasubramaniam (2003) based on the theory of emotional intelligence propounded by Daniel Goleman, Commerce Aptitude Inventory constructed and standardized by the investigator and Achievement test scores from the investigator school records. The other variables included the demographic details such as gender, class, type of institutions, living area. The statistic employed in conducting the first part of the study included analysis of variance, Pearson’s product moment, correlation and critical ratio (Z test), multiple regression analysis has carried out to predict the contribution of demographic variables and aptitude and achievement on the emotional intelligence of the Commerce students of higher secondary schools.
This further elucidate the main variables of interest namely; emotional intelligence, aptitude, and achievement of higher secondary school Commerce students had assessed. The calculated data analyzed using ANOVA, to examine impact on emotional intelligence, aptitude and achievement and ‘t’ test was used compared the difference between the trials in the three groups.

6.2.0 STATEMENT OF THE PROBLEM

Building one’s emotional intelligence has a life long impact. Many parents and educators, alarmed by increasing levels of conflict in young schoolchildren – from low self-esteem to early drug and alcohol use to depression, are rushing to teach students the skills, necessary for emotional intelligence. The training programs have helped school students to cooperate better and motivate more, thereby increasing learning skill and their better achievement in their subject.

Students’ emotions are important because their thoughts, feelings and moods affect their subsequent motivational behavior and learning. It is terribly unfortunate that students who are bright and competent, but lacking in emotional intelligence, will often sell themselves short and withdraw from programmes of academic or vocational success, prematurely. Moreover, the students of the age are more susceptible to high – risk behaviors in term of mental health, with the changing social and cultural milieu, fragmenting relationships in the families and the differentiated goals of members in the immediate environment of the subject individual.
Basic understanding of emotional intelligence and the dynamics of its concurrent and conjunct variables appear warranted, to have a clear picture of growing needs of the students. Among students the changing circumstances of social and cultural environment has all the more dishelmed the students’ population and therefore students should be immunized with empowerment, by finding their own voices; they identify their strengths and capabilities.

The skills associated with emotional intelligence develop throughout life. Family and educational institutions play a vital role in developing emotional intelligence. Basic skills related to handling emotions, settling disagreements amicably and getting along can be improved upon. There is a greater need for systematically and continuously imparting and facilitating students to develop emotional competencies such as self-awareness, self-control, self-confidence, empathy and they are of listening, resolving conflicts and co-operation.

The investigator has taken the topic for the present study, to confirm if the above factors really play role in the achievement of students in commerce. Hence, the present problem is stated as “Emotional Intelligence, Aptitude and Achievement in Commerce of Higher Secondary students.”
6.3.0 OBJECTIVES OF THE STUDY

The main objectives of the study are;

1. To find out the level of Emotional Intelligence and Aptitude in commerce among higher secondary students.

2. To find out the relationship between and among the variables Emotional Intelligence and Aptitude in Commerce and Academic Achievement.

3. To compare boys and girls in their
   i) Emotional Intelligence
   ii) Commerce Aptitude
   iii) Academic Achievement

4. To compare the students of different types of school with respect to their
   i) Emotional Intelligence
   ii) Commerce Aptitude
   iii) Academic Achievement

5. To compare students from rural and urban locality with respect to
   i) Emotional Intelligence
   ii) Commerce Aptitude
   iii) Academic Achievement
6.4.0 HYPOTHESES OF THE STUDY

EMOTIONAL INTELLIGENCE

Hypothesis: 1

1.1 There is no significant difference between boys and girls students in their emotional intelligence.

1.2 Boys and girls do not differ in dimension of emotional intelligence.

1.3 There is no association between sex and emotional intelligence of commerce students.

Hypothesis: 2

2.1 There is no significant difference between XI and XII Standard students in their emotional intelligence.

2.2 XI std. and XII std. students do not differ in dimensions of emotional intelligence.

2.3 There is no association between class and emotional intelligence.
Hypothesis: 3

3.1 Different type of schools do not differ with respect to Emotional Intelligence.

3.2 There is no significant different between the type of schools with respect to the dimensions of emotional intelligence.

3.3 There is no association between type of school and emotional intelligence.

Hypothesis: 4

4.1 There is no significant difference between rural and Urban students in their emotional Intelligence.

4.2 Rural and Urban students do not differ in their dimensions of emotional intelligence.

4.3 There is no association between locality and emotional intelligence.
SUBJECT APTITUDE

Hypothesis: 1

1.1 No significant difference is found between boy and girl students in their subject aptitude

1.2 There is no association between sex and subject aptitude of commerce students.

Hypothesis: 2

2.1 No significant difference is found in XI and XII standard students in their subject aptitude.

2.2 There is no association between class and subject aptitude.

Hypothesis: 3

3.1 There is no significant difference between the type of schools and subject aptitude.

3.2 There is no association between type of school and aptitude.
Hypothesis: 4

4.1 There is no significant difference between rural and urban students in their subject aptitude.

4.2 There is no association between locality and subject aptitude.

ACADEMIC ACHIEVEMENT

Hypothesis: 1

1.1 There is no significant difference between boys and girls students in their academic achievement.

1.2 There is no association between sex and academic achievement of commerce students.

Hypothesis: 2

2.1 There is no significant difference between XI and XII std. students in their academic achievement.

2.2 There is no association between class and academic achievement.
**Hypothesis: 3**

3.1 There is no significant difference between type of schools and achievement.

3.2 There is no association between type of school and academic achievement.

**Hypothesis: 4**

4.1 There is no significant difference between rural and urban students in their academic achievement.

4.2 There is no association between locality and academic achievement

**CORRELATION – HYPOTHESES**

1. There is a positive and significant relationship between emotional intelligence and aptitude in commerce students of higher secondary schools.

2. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of boys of higher secondary schools.
3. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of girls of higher secondary schools.

4. Boys and girls do not differ in their relationship between emotional intelligence and aptitude.

5. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of rural students of higher secondary schools.

6. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of urban students of higher secondary schools.

7. Rural and urban students do not differ in their relationship between emotional intelligence and aptitude.

8. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of XI standard students of higher secondary schools.

9. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of XII standard students of higher secondary schools.

10. XI standard and XII standard students do not differ in their relationship between emotional intelligence and aptitude.

11. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of Government school students of higher secondary schools.

12. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of aided school students of higher secondary schools.
13. There is a positive and significant relationship between emotional intelligence and aptitude in commerce of unaided schools students of higher secondary schools.

14. Government and aided school students do not differ in their relationship between emotional intelligence and aptitude.

15. Government and unaided school students do not differ in their relationship between emotional intelligence and aptitude.

16. Aided and unaided school students do not differ in their relationships between emotional intelligence and aptitude.

17. There is a positive and significant relationship between emotional intelligence and achievement in commerce students of higher secondary schools.

18. There is a positive and significant relationship between emotional intelligence and achievement in commerce of boys of higher secondary schools.

19. There is a positive and significant relationship between emotional intelligence and achievement in commerce of girls of higher secondary schools.

20. Boys and girls do not differ in their relationship between emotional intelligence and achievement in commerce of rural students of higher secondary schools.

21. There is a positive and significant relationship between emotional intelligence and achievement in commerce of rural students of higher secondary schools.

22. There is a positive and significant relationship between emotional intelligence and achievement in commerce of urban students of higher secondary schools.
23. Rural and urban students do not differ in their relationship between emotional intelligence and achievement.

24. There is a positive and significant relationship between emotional intelligence and academic achievement in commerce of XI standard students of higher secondary schools.

25. There is a positive and significant relationship between emotional intelligence and achievement in commerce of XII standard students of higher secondary schools.

26. XI standard and XII standard students do not differ in their relationship between emotional intelligence and achievement.

27. There is a positive and significant relationship between emotional intelligence and achievement.

28. There is a positive and significant relationship between emotional intelligence and achievement in commerce of aided school students of higher secondary schools.

29. There is a positive and significant relationship between emotional intelligence and achievement in commerce of unaided schools students of higher secondary schools.

30. Government and aided schools students do not differ in their relationship between emotional intelligence and achievement.

31. Government and unaided school students do not differ in their relationship between emotional intelligence and achievement.

32. Aided and unaided school students do not differ in their relationship between emotional intelligence and achievement.

33. There is a positive and significant relationship between aptitude and achievement in commerce students of higher secondary schools.
34. There is a positive and significant relationship between aptitude and achievement in commerce of boys of higher secondary schools.

35. There is a positive and significant relationship between aptitude and achievement in commerce of girls of higher secondary schools.

36. Boys and girls do not differ in their relationship between aptitude and achievement.

37. There is a positive and significant relationship between aptitude and achievement in commerce of urban students of higher secondary schools.

38. There is a positive and significant relationship between aptitude and achievement in commerce of urban students of higher secondary schools.

39. Rural and urban students do not differ in their relationship between aptitude and achievement.

40. There is a positive and significant relationship between aptitude and achievement in commerce of XI standard students of higher secondary schools.

41. There is a positive and significant relationship between aptitude and achievement in commerce of XII standard students of higher secondary schools.

42. XI standard and XII standard students do not differ in their relationship between aptitude and achievement.

43. There is a positive and significant relationship between aptitude and achievement in commerce of Government school students of higher secondary schools.
44. There is a positive and significant relationship between aptitude and achievement in commerce of aided schools students of higher secondary schools.

45. There is a positive and significant relationship between aptitude and achievement in commerce of unaided schools students of higher secondary schools.

46. Government and aided school students do not differ in their relationship between aptitude and achievement.

47. Government and unaided school students do not differ in their relationship between aptitude and achievement.

48. Aided and unaided school students do not differ in their relationship between aptitude and achievement.

6.5.0 METHODOLOGY

In the present study the technique employed is normative survey and the data were collected from commerce students from Government, aided and unaided higher secondary schools in Cuddalore district.

6.5.0 SAMPLE

The students from higher secondary commerce student in Cuddalore district constitute the population.
The sample has been taken from the twelve higher secondary schools at Cuddalore district and data have been collected from three types of higher secondary schools. Each of these type of school has been further divided into two groups i.e., boys and girls. Seven Government schools, three aided and two unaided schools were selected. Among these two schools are for boys and three schools are for girls and another seven for co-education schools. In all, data were collected from 782 students by random and cluster sampling method.

6.7.0 TOOLS OF THE STUDY

After establishing the research objectives and pinning down the measures and sample for the present investigation, tools were selected. Questionnaire method was adopted in collecting the data and the tools used were basically self-report measures. The tools used in the study consisted of the following;

- **Emotional Intelligence Scale** – constructed and standardized by Balasubramanian S. (2003) based on the theory of Emotional Intelligence propounded by Daniel Goleman
- **Commerce Aptitude Test** – constructed and standardized by the investigator
- **Achievement Test scores** from the respective school records and the question of conversion of standard scores does not arise since the marks are the final common examination marks conducted by the Higher Secondary School Board of the state Government.
6.8.0 STATISTICAL TECHNIQUES USED

- ‘t’ test
- One-way ANOVA
- Pearson’s Product Moment Coefficient of Correlation and
- Stepwise Regression Analysis

6.9.0 FINDINGS OF DIFFERENTIAL ANALYSIS

GENDER

- It is found there is a significant difference in the Emotional Intelligence of boys and girls students. But there is no significant difference in the subject Aptitude and Academic Achievement of boys and girls of Commerce students of higher secondary schools.

- It is found that there is a significant gender difference in the Dimensions of self-awareness, self-regulation, motivation, empathy and social skills of Emotional Intelligence of boys and girls Commerce students.

CLASS

- There is a significant difference in subject Aptitude and Academic Achievement of Commerce students of higher secondary schools. But there is no significant difference in
Emotional Intelligence of XI std. and XII std. Commerce students.

- It is inferred that there is a significant class difference in the dimensions of self-awareness, social skills and empathy of Emotional Intelligence of Commerce students. It is observed that there is no significant difference in self-regulation and motivation of XI std. and XII std. students.

**TYPES OF INSTITUTION**

- There is a significant difference between Government and aided higher secondary school students. But it is found that there is no significant difference in Emotional Intelligence between aided and unaided, Government and unaided higher secondary Commerce students.

- It is found to be significant difference in self-awareness between
  (i) Government and aided schools.
  (ii) Aided and unaided schools.

  No significant difference found in self-awareness between Government and unaided schools.
There is a significant difference in self-regulation between
(i) Aided and unaided schools.
(ii) Government and unaided schools

No significant difference is found in self-regulation between Government and aided schools.

There is a significant difference between aided and unaided schools. But there is no significant difference in motivation between
(i) Government and aided schools
(ii) Government and unaided schools

There is a significant difference between Government and aided schools in the empathy of Emotional Intelligence. But there is no significant difference in Empathy between
(i) Aided and unaided schools
(ii) Government and unaided schools.

There is a significant difference in social skill between
(i) Government and aided schools
(ii) Aided and unaided schools.

But there is no significant difference in social skills is found Government and unaided schools.

➢ There is a significant difference in subject aptitude between Government and unaided higher secondary Commerce students. There is no significant difference in Subject Aptitude of
Government and aided, aided and unaided higher secondary Commerce students.

- It is observed that there is a significant difference in Academic Achievement of aided and unaided, Government and unaided Commerce students of higher secondary schools but there is no significant difference between Government and aided higher secondary school Commerce students.

**LOCALITY**

- It is found that there is a significant difference in Emotional Intelligence between rural and urban Commerce students of higher secondary. But there is no significant difference in subject Aptitude. Academic Achievement between rural and urban Commerce students of higher secondary schools.

- There is significant difference in self-awareness, motivation and social skills of rural and urban students. But it is found that there is no significant difference in self-regulation and empathy of rural and urban Commerce students of higher secondary schools.
6.9.1 FINDINGS OF CHI-SQUARE TESTS.

1. There is a significant association between gender and emotional intelligence. There is no association between gender and subject aptitude.

2. There is a significant association between class and emotional intelligence class and subject aptitude, class and academic achievement.

3. There is a significant association between type of institution and emotional intelligence, type of institution and academic achievement and also there is an association between type of institution and subject aptitude.

4. There is a close association between locality and emotional intelligence, locality and subject aptitude. There is no association between locality and academic achievement.

6.9.2 FINDINGS OF CORRELATION ANALYSIS

1. There is a significant relationship between emotional intelligence and aptitude in commerce among higher secondary school students. The relationship of dimensions of emotional intelligence and aptitude are
also **significant** except for one dimension i.e., self-regulation and aptitude.

2. There is a **significant relationship**

   (i) between emotional intelligence and aptitude of boys;
   (ii) between the dimensions of emotional intelligence and aptitude of boys except for one dimension i.e., self-regulation and aptitude.
   (iii) between emotional intelligence and aptitude of girls;
   (iv) between the dimension of emotional intelligence and commerce aptitude of girls of higher secondary schools except two dimensions i.e., self-regulation and aptitude, motivation and aptitude.

   When ‘r’ value of emotional intelligence and commerce aptitude of boys and girls are compared, it is found that there is **no significant relationship**.

3. There is a **significant relationship**

   (i) between emotional intelligence and aptitude XI std. students.
   (ii) between the dimensions of emotional intelligence and aptitude of XI std. students except for one dimension i.e., self-regulation and aptitude.
   (iii) between emotional intelligence and aptitude of XII std. students and
(iii) between the dimensions of emotional intelligence and commerce aptitude of XII std. students except for two dimensions i.e., self-regulation and aptitude, motivation and aptitude.

When ‘r’ value of XI std. and XII std. between emotional intelligence and commerce aptitude are compared, there is no significant relationship.

4. There is a significant relationship
   (i) between emotional intelligence and aptitude of Government schools students;
   (ii) between the dimensions of emotional intelligence and aptitude of Government school students except for one dimension i.e., self regulation and aptitude.
   (iv) between emotional intelligence and aptitude of aided school students;
   (v) between the dimensions of emotional intelligence and commerce aptitude of aided school students except for one dimension i.e., self-regulation and aptitude.

There is no significant relationship
   (i) between emotional intelligence and aptitude of unaided school students.
   (ii) between the dimension of emotional intelligence and aptitude of unaided school students of higher secondary schools.
When ‘r’ value of Government and aided school students, Government and unaided school students and aided and unaided school students between emotional intelligence and commerce aptitude are compared, it is found that there is no significant relationship.

5. There is a significant relationship
   (i) between emotional intelligence and aptitude of rural students;
   (ii) between the dimensions of emotional intelligence and aptitude of rural students except for one dimension i.e., self regulation and aptitude.
   (iii) between emotional intelligence and aptitude of urban students;
   (iv) between the dimensions of emotional intelligence and commerce aptitude of urban students of higher secondary schools except for two dimensions i.e., self regulation and aptitude, motivation and aptitude.

When ‘r’ value of rural and urban students between emotional intelligence and commerce aptitude are compared, there is no significant relationship.

6. There exists a significant relationship between emotional intelligence and achievement in commerce among the higher secondary school students. Dimensions of emotional intelligence and academic achievement are also significant except for one dimension i.e., empathy and achievement.
7. There is a significant relationship
(i) between emotional intelligence and achievement of boys;
(ii) between the dimensions of emotional intelligence and achievement of boys;
(iii) between emotional intelligence and achievement of girls;
(iv) between the dimensions of emotional intelligence and achievement of girls of higher secondary schools except for two dimensions i.e., motivation and achievement, empathy and achievement.

When ‘r’ value of boys and girls between emotional intelligence and achievement are compared, there is no significant relationship.

8. There is a significant relationship
(i) between emotional intelligence and achievement of XI std. students;
(ii) between the dimensions of emotional intelligence and achievement of XI std. students except for one dimension i.e., empathy and achievement.
(iii) between emotional intelligence and achievement of XII std. students and
(iv) between the dimensions of emotional intelligence and achievement of XII std. students except for two dimensions i.e., motivation and achievement, empathy and achievement.

When ‘r’ value of XI std. and XII std. between emotional
Intelligence and achievement are compared, there is \textit{no significant relationship}. 

9. There is a \textit{significant relationship} 
   (i) between emotional intelligence and achievement of Government school students; 
   (ii) Between the dimensions of emotional intelligence and achievement of Government schools students except for two dimensions i.e., motivation and achievement, empathy and achievement.  
   (iii) Between emotional intelligence and achievement of aided school students; 
   (iv) Between the dimensions of emotional intelligence and achievement of aided school students except for one dimension i.e., empathy and achievement.  

But there is \textit{no significant relationship} 
   (v) Between emotional intelligence and achievement of unaided school students; 
   (vi) Between the dimensions of emotional intelligence and achievement of unaided school students of higher secondary schools. 

When ‘r’ value of Government and aided school students, Government and unaided school students and aided and unaided school students between emotional intelligence and achievement are compared; it is found that there is \textit{no significant relationship}. 

269
10. There is a significant relationship

(i) between emotional intelligence and achievement of rural students.

(ii) between the dimensions of emotional intelligence and achievement of rural students except for one dimension i.e., empathy and achievement.

(iii) between emotional intelligence and achievement of urban students of higher secondary schools;

(iv) between the dimensions self awareness and achievement, social skill and achievement.

But there is no significant relationship

(v) Between the dimensions self regulation and achievement, motivation and achievement, empathy and achievement of urban students of higher secondary schools.

When ‘r’ value of rural and urban students between emotional intelligence and achievement are compared, there is no significant relationship.

11. It is inferred that there is a significant relationship between aptitude and academic achievement in commerce among the higher secondary school students.

12. There is a significant relationship

(i) between aptitude and achievement of boys;

(ii) between aptitude and achievement of girls;
When ‘r’ value of boys and girls between aptitude and achievement are compared, it is found that there is no significant relationship.

13. There is a significant relationship
   (i) between aptitude and achievement of XI std. students;
   (ii) between emotional intelligence and achievement of XII std. students.

   When ‘r’ value of XI std. and XII std. between aptitude and achievement are compared, there is no significant relationship.

14. There is a significant relationship
   (i) between aptitude and achievement of Government school students;
   (ii) between aptitude and achievement of aided school students;
   (iii) between aptitude and achievement of unaided school students;

   When ‘r’ value of Government and aided school students, Government and unaided school students, it is found that there is no significant relationship. But there is a significant relationship between aided and unaided school students.

15. There is a significant relationship
   (i) between aptitude and achievement of rural students;
   (ii) between aptitude and achievement of urban students;
When ‘r’ value of rural and urban student between emotional intelligence and achievement are compared, they are also significant relationship.

6.10.0 CONCLUSION

The present study has been undertaken to examine the correlation or rather the influence of variables-, Emotional Intelligence, Aptitude on Academic Achievement among Commerce students of higher secondary schools.

Emotional Intelligence totally depends on the environment. It is related neither to the development of some organ or to the physiological process. Secondly Emotional Intelligence plays an important role in Academic Achievement of the students. Student should be made emotionally intellectual by the experts who pave the way for the bright future of them. So the results of this study will be very useful to Commerce students to improve their Emotional Intelligence which is the need of hour.

Commerce is one of the greatest realms of human intellectual achievement which has always been held in the high esteem by every society and for that reason it has occupied a key position in almost all system of education. It demands more experience and more thinking and cumulative thought process. It is a wide and broad based subject involving the development of concepts, skills, computation and application of these in solving problems in our day to day life. The objectives of teaching commerce are to develop commercial and business knowledge, self-reliance and love for hard work, process of thinking and reasoning and successful
problem solving. Hence, Aptitude is directly related with Emotional Intelligence and Academic Achievement.

From the research, the researcher is able to find that all the variables like Emotional Intelligence, Aptitude are contributing to Academic Achievement. Emotional Intelligence plays a vital role in the development of students not only in Academic Achievement but also in all stages of life. Thus teachers, parents, schools, society should help the students in developing Emotional Intelligence

6.11.0 RECOMMENDATIONS OF THE STUDY

- Students need to be involved in skill development programme focused on the emotional intelligence skills of time management, drive strength etc.

- For the promotion of emotional intelligence among the students they can be motivated to view emotionally literate films and plays.

- By integrating emotional quotient skills into academic subjects, performance, achievement, critical thinking and creative thinking can be enhanced.
➤ Students need to build effective communication skills and Health relationships through programme, emphasizing the emotional intelligence skills.

➤ It may be emphasized that parents of nuclear family to have frequent get together with the family members.

➤ For the promotion of healthy atmosphere, inspirational subjects like art, literature, poetry and music help in developing appreciation of beauty and sublime emotions in life.

➤ It is recommended to develop moral values and virtues which helps in developing tolerance and stability of emotions among students.

➤ Emotions may be sublimated through constructive activities like sports, games, dramatics and similar co-curricular activities which are of great value.

6.12.0 SUGGESTIONS FOR FURTHER STUDY

To overcome the limitations of the present study and to expand the research findings of the survey, a few suggestions are given for the further research;
- The present study is limited to commerce students of higher secondary schools. Science and other group students are not included. Therefore, the study may be extended to other group students also.

- The present study is conducted among 782 numbers of samples. The same study can be attempted on a larger sample and in different areas.

- The present study deals with the level of emotional intelligence and aptitude. Emotional stability, self concept, interest and level of aspiration of these groups could also be examined.

- The same study may be undertaken for the teachers working in higher secondary schools.

- Comparative study may be conducted at Primary and Secondary school levels.

- It is suggested that the studies can be done to investigate the emotional intelligence of the Business course students.