ABSTRACT

The study was conducted by descriptive survey method and the stratified random sampling method was used to select the sample of the population. The survey method was conducted in District Anantnag of Jammu and Kashmir. The secondary schools of Anantnag formed the population of the study and the secondary school students formed the target population. The district comprises of 232 secondary schools, out of which 140 are government schools and 92 are private schools. Government schools form 60% and private schools form 40% of the population respectively. There are 28 urban government and private secondary schools and 204 rural government and private secondary schools in District Anantnag comprising 12% and 88% respectively.

Ten percent of the secondary schools were selected randomly for the sample which was 23 secondary schools out of 232 secondary schools in District Anantnag. Out of the 23 secondary schools, 12% were selected randomly from urban secondary schools which were 3 secondary schools and 88% were selected from the rural secondary schools, which were 20 secondary schools. From the 3 urban secondary schools, 1 was government and 2 were private secondary schools. While as from 20 rural secondary schools, 13 were government and 7 were private according to the proportionate of the sample in rural and urban areas of the District Anantnag. Random table was used for selection of the sample. From the 23 secondary schools, all the students were taken whoever was present on that day. The total sample of the study was 544 students.

After selection of the sample, three tools were selected for the collection of data for the study which are: Mental Health Battery by Gupta, A.S. and Singh, A.K.
Emotional Intelligence Inventory by Mangal, S.K. and Mangal, S. (2004) and Achievement Motivation Scale by Deo, P. and Mohan, A. (2011). After collection of data, data processing was done followed by analysis of the data. Major findings of the study were: Significant difference was found between categories of mental health with respect to academic achievement. Significant difference was found between categories of emotional intelligence with respect to academic achievement. Significant difference was found between achievement motivation categories with respect to academic achievement. Significant relationship was found between emotional intelligence, mental health and achievement motivation with academic achievement. Also significant multiple correlation was found between emotional intelligence, mental health and achievement motivation with academic achievement predicting the influence of all these variables on academic achievement. Significant difference was found between government and private school students with respect to academic achievement, emotional intelligence and mental health but no significant difference was found between government and private school students with respect to achievement motivation. No significant difference was found between female and male students with respect to academic achievement, emotional intelligence, mental health and achievement motivation. Significant difference was found between rural and urban school students in respect of academic achievement but no significant difference was found between rural and urban school students with respect to emotional intelligence, mental health and achievement motivation. Also significant difference was found between categories of SES with respect to academic achievement.

**Key Words:** Emotional Intelligence; Mental Health; Achievement Motivation; Socio-Economic Status; Academic Achievement