ABSTRACT

The present study “INFLUENCE OF EMOTIONAL INTELLIGENCE, LOCUS OF CONTROL AND RIGIDITY ON MATHEMATICS ACHIEVEMENT OF STUDENTS AT DEGREE LEVEL” is designed with ‘mathematics achievement’ as dependent variable and ‘emotional intelligence’, ‘locus of control’ and ‘rigidity’ as independent variables. Sex, location of institution and type of management of college were treated as background variables. The sample selected for the study was based on stratified random sampling technique. The investigator adopted Normative Survey Method for the present study. The tools used for the study were Mathematics Achievement Test, Emotional Intelligence Scale, Locus of Control Scale and Rigidity Scale. The hypothesis and objectives were formulated and suitable statistical methods such as Pearson’s Product Moment Coefficient of Correlation, the two–tailed test of significance of difference between means, the test of significance of difference between correlation coefficients, ANOVA, Scheffe’s Method, Partial Correlation, Multiple Correlation and Multiple Regression Analysis were used to analyse the collected data. The study revealed significant correlation between each independent variable and the dependent variable. The study also reported significant mean differences in the scores of the dependent variable for any two contrasted groups developed on the basis of the scores in each independent variable (low, average and high groups developed for each independent variable). The findings suggested that emotional intelligence is the highest influencing independent variable on the score of mathematics achievement of students, followed by locus of control (internality score); while rigidity explains only negligible variation in the score of mathematics achievement. Major conclusions and suggestions were given on the basis of the analysis of data.