

Impact of Emotional Intelligence on Academic Performance of Students- A Study in Punjab Region

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Abstract

In this research an attempt has been made to investigate the impact of emotional intelligence on academic performance of students. Besides, measuring the impact, it was also seen that whether any relationship exists between emotional intelligence and academic performance. Today it is generally believed that obtaining good academic results are not only primarily determined by higher intelligence but also by higher “Emotional Intelligence” of students. Emotional intelligence incorporates the important aspects of self-awareness, self-management, social skills, stress management, adaptability and empathy, which have a profound effect on academic performance of students. In order to measure emotional intelligence, a questionnaire of 102 statements was designed and the academic performance was appraised on the basis of the results of all the three years of graduation. Pearson's correlation and Multiple regression analysis are used to analyse the objectives. It was proved, that there exists a significant positive correlation between emotional intelligence and academic performance. It was also seen that there was a significant impact of emotional intelligence on academic performance.

Keywords: Emotional Intelligence, Academic Performance

Introduction

Education is the process of developing the capacities and potential of the individual so as to prepare that individual to be successful. Education begins at birth and continues throughout life. There are various factors which affects a student's education. Some of these positively help students to achieve higher academic performance. One of these positive factors can be emotional intelligence. Emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Statement of the Problem

One of the major factor that affect an individual performance is his/her own intelligence. Academic achievement may also be affected by various other factors viz. study habits, personality, motivation, intelligence, parent's involvement, opportunities, attitude of peer group, socio-economic status, education and training (Chamorro-Premuzic & Furnham, 2003; Chamorro-Premuzic & Furnham, 2003a; Laidra et al., 2007; Sanders et al., 1955; Tella, 2007; Deary, 2007). There is another element which

can't be neglected while measuring academic performance i.e. emotional intelligence. This study tries to explore the relationship between emotional intelligence and academic performance of commerce/management students.

Literature Review

Emotional intelligence has emerged as much researched area and many researchers have contributed in this field, (Cherniss, 2010; Gardner, 1983; Goleman, 1995; Salovey & Grewal, 2005). Relationship of emotional intelligence can be seen with many variables like personality, job performance, engagement, leadership styles, health and many others, (Jensen et al., 2007, Martins et al., 2010). However this study aims at exploring its relationship with academic performance. Review of literature is done by referring to journals, books, magazines and internet. To give a clear picture of this concept, review is divided into following sections: Rationale underlying the concept of emotional intelligence, Different views about academic performance and Emotional intelligence and academic performance.

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Rationale underlying the concept of emotional intelligence

In view of Goleman (1995), IQ alone is no more the measure for success; it only accounts for 20% and the rest is attributed to emotional and social intelligence and luck.

Salovey and Mayer (1990), initially defined emotional intelligence as "a form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Later, they revised this definition of emotional intelligence as "the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth", Mayer & Salovey, (1997a). On similar lines, Goleman (2001) also defined emotional intelligence as an ability to perceive and recognize emotions, to assimilate emotions, to understand the message and meaning of the emotions.

According to Mayer and Salovey (1997b), emotional intelligence reflects not a single trait or ability but, rather, a composite of distinct emotional reasoning abilities: perceiving, understanding and regulating emotions. These emotional reasoning abilities are defined by Scherer et al., (2001) i.e. Perceiving emotions can be defined as the ability to perceive and identify emotions in one self and others, as well as in other stimuli including people's voices, stories, music, and works of art. Understanding emotions involves

comprehension of how basic emotions are blended to form complex emotions, how emotions are affected by events surrounding experiences, and whether various emotional reactions are likely in given social settings. Regulating emotions is the ability to regulate moods and emotions in oneself and in other people. When managing one's own feelings, people must be able to monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings.

It can be concluded that different people have different abilities regarding the management and regulation of emotions. An emotionally intelligent person would be the one who acknowledges emotions in him/her self, has an ability to express them appropriately in given social context, understands and accepts others emotions, has an ability to maintain fruitful relationships with others. There is strongly likelihood, that he/she may have positive self-image, can handle stressful situations wisely and knows how ones emotions affect thinking and behavior. Such a person have an accurate perception of one's own and others emotions. Emotional intelligence is knowing when and how to express emotions and how to control it.

Different views about Academic Performance

"Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life." (Steinberger, 1993). Academic success is measured by outcomes, depends on quality of inputs, and is challenged by contextual factors. (Brisk, 1999). Academic achievement has been defined and measured in different ways. Most schools simply monitor students' performance in standardized tests; others prefer to define it based on performance of real life tasks, reflecting instructional goals of the schools (Sizer, 1992). According to Bastian et al., (2005), Afolabi et al., (2009), academic performance of a student can be judged by his/her grades.

Emotional intelligence and academic performance

Goleman (1995a) suggested that emotional intelligence can predict academic success better than traditional measures of intelligence. Some researchers have found a relation between emotional intelligence and academic success, whereas others have not. Research using the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT) has not observed any correlations between emotional intelligence and GPA (Bastian et al., 2005). Studies (Wraight, 2006; Alumran&Punamaki, 2008; Petrides et al., 2004) have shown no relationship between EI and GPA. Tariq et al., (2011) studied that whether any association exists between emotional intelligence and academic achievement or not. He found that emotional intelligence was not at all associated with academic success. Petrides et al., (2004) framed a model which states that if the IQ is low and trait EI is high then there is a negative impact on academic performance due to the increased pressure. However, it was also found that if the IQ is low and trait EI is also low then the pressure is so much that it heavily affects the academic performance of students. A study done on Bahraini adolescents showed non-significant correlation between academic achievement and emotional intelligence, Alumran&Punamaki (2008).

There are some studies which found that there exists a relation between EI and academic performance (Schutte et al., 1998; Jaeger, 2003; Ghazi et al., 2011; Abisamra, 2000; Fatima et al., 2011). Khajehpour (2011), studied the relationship between emotional intelligence, parent involvement and academic performance of high school students. He conducted the study on high school students by taking the sample of 300 adolescents (150 males and 150 females). It was seen that there was a positive and significant relationship of 0.318 between EI and academic achievement. When the multiple regression analysis was done it was seen that 62% prediction of academic achievement was done by both EI and parental involvement. Likewise, Low and Nelson (2004) reported that emotional intelligence skills are key factors in academic achievement and test performance

of high school and college students respectively.

There is a study done by Adetayo et al., (2011) which also showed that there is high, positive and significant relationship ($r= 0.69$) between student's achievement and emotional intelligence and student's achievement and parental involvement ($r= 0.74$). Jaeger, (2003) studied the effects of emotional intelligence instruction on academic performance among a convenience sample of 150 students in 5 sections of a general management graduate-level course in United States and found the same results.

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. Ridgell and Lounsbury (2004) found that emotional stability accounted for 29% of the variance in college freshmen GPA. Chamorro-Premuzic and Furnham (2003) also observed a positive correlation between academic success and Emotional Stability.

Need for the Study

Some studies revealed that many adolescents boys and girls inspite of having good IQ levels were not able to show equivalent performance. Their declining performance appeared as a result of their emotional disturbances, problem in managing relationships and an insufficient coping mechanism to deal effectively with environment.

This led to a need to explore the missing elements, which have profound effect on student's academic performance. However, since there are a number of factors as discussed earlier which influence academic performance. This study decided to only focus on emotional intelligence as a predictor of academic performance. Different components of EI were studied to see the relationship with academic performance.

Objectives

1. To study the relationship between emotional intelligence and academic performance.
2. To study the impact of emotional intelligence on academic performance.

Hypotheses

H₀1: There is no significant relationship between emotional intelligence and academic performance.

H₀2: There is no significant impact of emotional intelligence on academic performance.

Consequent, to testing Hypothesis 1, the following additional Hypotheses were also tested.

H₀3: There is no significant relationship between self-awareness and academic performance.

H₀4: There is no significant relationship between self-management and academic performance.

H₀5: There is no significant relationship between social skills and academic performance.

H₀6: There is no significant relationship between stress management and academic performance.

H₀7: There is no significant relationship between adaptability and academic performance.

H₀8: There is no significant relationship between empathy and academic performance.

Research Methodology

Sample Description

The sample for the study was taken as students who have done their graduation in commerce/management i.e. students who have undergone B.Com/BBA program. The students were taken from various colleges and universities of Punjab and sample size was taken as 200 in which 94 were girls and 106 were boys who belonged to commerce/management discipline. Formal permission from the concerned authorities of colleges and universities of Punjab was taken. The heads of different colleges and universities were personally contacted in order to get the permission for the test administration. As the test administration required approximately 45 minutes,

therefore, teachers who taught the classes were also asked to cooperate in sparing their lecture so that students could complete the questionnaire within class itself.

Designing of the Questionnaire

In this research the dependent variable is academic performance and the independent variable is the emotional intelligence (as measured by emotional intelligence scale). Academic performance of the students was measured by taking the average percentage of marks secured in three years of graduation of commerce/management graduates so that its relationship can be established with emotional intelligence. In cases where the students gave the response in terms of CGPA appropriate conversion factor was used to convert the CGPA into percentage. The conversion factor was 9 in all the cases.

To calculate emotional intelligence a questionnaire was designed. Based on extensive review of literature certain parameters were identified which was used while designing the questionnaire. In addition, standardised questionnaires viz. Emotional Quotient Inventory (EQ-i) by Reuven Bar-On (2000), Trait EIQue- short form by Petrides&Furnham (2001) and Self estimated measure of EI by Schutte et al., (1998) also helped in identifying the additional parameters. The parameters selected were self-awareness, self-management, social skills, stress management, adaptability and empathy.

There were 2 sections in the questionnaire. Section 1 consisted of the demographic information and information related to academic performance. Initially, Section 2 i.e. a questionnaire on emotional intelligence consisted of 114 statements that was created dimension wise on 5-point Likert scale and then for testing the questionnaire validity, it was given to a panel of four judges. The judges were experts in the field of psychology and human resource management. The questionnaire also included three columns viz. accept, reject and modify. The experts were asked to give their opinion by ticking on any one of the three columns (i.e. accept, reject and modify). The reliability of Section 2 of the

questionnaire i.e. emotional intelligence scale was checked by Cronbach Alpha and it was found to be 0.84. Cronbach alpha was also calculated for each dimension present in this study. The reliability was 0.604 for self-control, 0.734 for self-awareness, 0.705 for social skills, 0.635 for stress management, 0.62 for adaptability, 0.65 for empathy. The questionnaire was frozen with 102 questions.

Results and Discussion

In order to examine the relationship between emotional intelligence and academic performance, statistical tool of Pearson correlation has been used. Pearson correlation signifies the magnitude and direction of relationship between two variables. Its value ranges from -1 to +1, if the value of coefficient of correlation is closer to 1 it signifies a stronger relationship between the variables and if it is close to -1 it signifies a strong negative relationship.

In order to achieve the first objective of the study i.e. to study the relationship between emotional intelligence

and academic performance, Pearson's Correlation was used.

In accordance with the first objective, Hypothesis 1 (H_{01}) was framed which states that, there is no significant relationship between emotional intelligence and academic performance.

Table 1 shows the relationship between emotional intelligence and academic performance. Here, the coefficient of correlation is 0.611 ($r = 0.611$) and the significance level is 0.000 ($p = 0.000$) which shows that there is a significant positive correlation between emotional intelligence and academic performance. Hence, our null hypothesis (H_{01}) is rejected since, the relationship is significant ($p < 0.01$). There are some studies which support the present study that emotional intelligence is a predictor of academic performance (Abisamra, 2000; Fatima et al., 2011; Goleman 1995a; Low & Nelson, 2004).

Table 1 : Correlation Coefficient of EI and Academic Performance

		Percentage of marks	Emotional intelligence score (SC + SA + SS + SM + AP + EP)
Percentage of marks	Pearson Correlation	1	0.611**
	Sig. (2-tailed)		0.000
	N	200	200
Emotional intelligence score (SC + SA + SS + SM + AP + EP)	Pearson Correlation	0.611**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

The reason behind this relationship can be the management of emotions. A student who is emotionally intelligent will have control over his/her emotions, will deal positively with all kind of people and situations, will try to give his best in each and every thing and will perform better, will be more satisfied with his life which will ultimately lead in better performance.

It is clear from the result that emotional intelligence predicts academic performance. Further, in order to

get a clearer picture of the study, the relationship between emotional intelligence dimensions and academic performance was also seen.

Consequent, to testing Hypothesis 1, the following additional Hypotheses (H_{03} , H_{04} , H_{05} , H_{06} , H_{07} and H_{08}) were also tested.

H_{03} : There is no significant relationship between self-awareness and academic performance.

Table 2 : Correlation Coefficient of Self Awareness and Academic Performance

		Percentage of marks	Average of self awareness
Percentage of Marks	Pearson Correlation	1	0.414**
	Sig. (2-tailed)		0.000
	N	200	200
Average of self awareness	Pearson Correlation	0.414**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

Self-awareness refers to the ability to assess realistically one's own abilities and self-confidence. Table 2 shows the relationship between self-awareness and academic performance. Here, the coefficient of correlation is 0.414 ($r = 0.414$) and the significance level is 0.000 ($p = 0.000$) which shows that there is a significant positive correlation between

self-awareness and academic performance. Hence, our null hypothesis ($H_{0,3}$) is rejected since, the relationship is significant ($p < 0.01$). The result self-awareness and academic performance (Ridley 1991; Urdang, 2010; Farco, 2011).

$H_{0,4}$: There is no significant relationship between self-management and academic performance.

Table 3 : Correlation Coefficient of Self - Control and Academic Performance

		Percentage of marks	Average of self control
Percentage of Marks	Pearson Correlation	1	0.408**
	Sig. (2-tailed)		0.000
	N	200	200
Average of self control	Pearson Correlation	0.408**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

Self-management refers to the ability to handle one's emotions so that they help rather than interfere with the task at hand. Table 3 shows the relationship between self-control/self-management and academic performance. Here, the coefficient of correlation is 0.408 ($r = 0.408$) and the significance level is 0.000 ($p = 0.000$) which shows that there is a significant positive correlation between self-awareness and academic performance. Hence, our null hypothesis ($H_{0,4}$) is rejected since, the relationship is significant

($p < 0.01$). The result indicated that there is moderate correlation among self-management and academic performance (Dembo & Eaton, 2000; Thomas, 1980). It does not affect heavily on one academic performance, however this factor can't be neglected.

$H_{0,5}$: There is no significant relationship between social skills and academic performance.

Social skill is any skill facilitating interaction and communication with others.

Table 4 : Correlation Coefficient of Social Skills and Academic Performance

		Percentage of marks	Average of social skills
Percentage of Marks	Pearson Correlation	1	0.426**
	Sig. (2-tailed)		0.000
	N	200	200
Average of social skills	Pearson Correlation	0.426**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2tailed)

Table 4 shows the relationship between social skills and academic performance. Here, the coefficient of correlation is 0.426 ($r = 0.426$) and the significance level is 0.000 ($p = 0.000$) which shows that there is a significant positive correlation between social skills and academic performance. Hence, our null hypothesis (H_05) is rejected since, the relationship is significant ($p < 0.01$). Studies viz. (Chen et al., 1997; Welsh et al., 2001) support the present study result which states that there exist a significant and positive correlation among social skills and academic performance.

H_06 : There is no significant relationship between stress management and academic performance.

Stress management involves controlling and reducing the tension that occurs in stressful situations by making emotional and physical changes. Table 5 shows the relationship between stress management and academic performance which is positive and significant with a 0.416 correlation coefficient value ($r = 0.416$ and $p = .000$), rejecting the null hypothesis (H_06) $p < 0.01$. Managing stress is one of the challenging tasks for any individual in daily life.

Table 5 : Correlation Coefficient of Stress Management and Academic Performance

		Percentage of marks	Average of stress management
Percentage of marks	Pearson Correlation	1	0.416**
	Sig. (2-tailed)		0.000
	N	200	200
Average of stress management	Pearson Correlation	0.416**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

A study conducted by (Virginia M. et al., 2009; Owoyele, 2009) found that if stress level is high then it affects academic performance and if it is handled well then a person can out do in his/her field. Walter (1991), found that though a stress management program had no effect on anxiety but did improve GPA among study participants.

H_07 : There is no significant relationship between adaptability and academic performance.

Adaptability in the field of organizational management can in general be seen as an ability to change something or oneself to fit to occurring changes. Table 6 shows the relationship between adaptability and academic performance. Here, the coefficient of correlation is 0.318 ($r=0.318$) and the significance level is 0.000 ($p=0.000$) which shows that there is a significant positive correlation between adaptability and academic performance. Hence, our

null hypothesis (H_07) is rejected since, the relationship is significant ($p < 0.01$). Studies viz., (Parker et al., 2004; Pishel, 1973) support the present study result

which states that there exist a significant and positive correlation among adaptability and academic performance.

Table 6 : Correlation Coefficient of Adaptability and Academic Performance

		Percentage of marks	Average of adaptability
Percentage of Marks	Pearson Correlation	1	0.318**
	Sig. (2-tailed)		0.000
	N	200	200
Average of adaptability	Pearson Correlation	0.318**	1
	Sig. (2-tailed)	0.000	
	N	200	200

**Correlation is significant at the 0.01 level (2 - tailed)

H_08 : There is no significant relationship between empathy and academic performance.

Empathy refers to learning to sense what others are feeling and to use that information to cultivate rapport with broadly diverse people. Table 7 shows the relationship between empathy and academic performance. Here, the coefficient of correlation is 0.349 ($r = 0.349$) and the significance level is 0.000

($p = 0.000$) which shows that there is a significant positive correlation between empathy and academic performance. Hence, our null hypothesis (H_08) is rejected since, the relationship is significant ($p < 0.01$). Studies viz., (Austin et al., 2007; Hojat et al., 2002) found that there was no significant relationship between empathy and academic performance, which is in contradiction with the present study.

Table 7 : Correlation Coefficient of Empathy and Academic Performance

		Percentage of marks	Average of empathy
Percentage of Marks	Pearson Correlation	1	0.349**
	Sig. (2-tailed)		0.000
	N	200	200
Average of Empathy	Pearson Correlation	0.349**	1
	Sig. (2-tailed)	0.000	
	N	200	200

** Correlation is significant at the 0.01 level (2-tailed)

Empathy is a very important social and emotional skill that people have to varying degrees. Schools are slowly beginning to recognize the importance of teaching social and emotional learning skills, including empathy. Further, it needs to be explored as to how empathy is related to academic performance.

After studying the relationship of emotional intelligence with academic performance, its impact needs to be seen which is in accordance with the second objective.

H_02 : There is no significant impact of emotional intelligence on academic performance.

Stepwise regression was used to measure the impact of emotional intelligence on academic performance.

Table 8 gives the Model Summary which tells about the R Square, which is the variance explained by the independent variable. The first model accounts only for 18.1% of variance in the academic performance. The second model accounts for 28.8%, third model for 33.5% and fourth model which is the best fit accounts for 37.3% of the variance.

Table 8 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.426	0.181	0.177	5.351622
2	0.537	0.288	0.281	5.002022
3	0.579	0.335	0.325	4.847409
4	0.610	0.373	0.36	4.721246

Table 9 : ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1256.849	1	1256.849	43.885	0.000 ^a
	Residual	5670.692	198	28.64		
	Total	6927.541	199			
2	Regression	1998.557	2	999.279	39.939	0.000 ^b
	Residual	4928.983	197	25.02		
	Total	6927.541	199			
3	Regression	2322.055	3	774.018	32.941	0.000 ^c
	Residual	4605.486	196	23.497		
	Total	6927.541	199			
4	Regression	2580.958	4	645.239	28.947	0.000 ^d
	Residual	4346.583	195	22.29		
	Total	6927.541	199			

ANOVA table 9 tells that the overall model is significant, $p = 0.000$ and at least 1 or more of the individual variables will most likely have a significant relationship with the dependent variable i.e. academic performance.

Table 10 : Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta				Tolerance	VIF
1	(Constant)	41.643		3.883		10.723	0.000		
	Average of social skills	7.118		1.074	0.426	6.625	0.000	1	1
2	(Constant)	33.751		3.908		8.635	0.000		
	Average of social skills	5.834		1.032	0.349	5.655	0.000	0.948	1.055
	Average of stress management	4.059		0.746	0.336	5.445	0.000	0.948	1.055
3	(Constant)	27.244		4.174		6.527	0.000		
	Average of social skills	4.265		1.085	0.255	3.93	0.000	0.804	1.244
	Average of stress management	3.687		0.729	0.305	5.055	0.000	0.93	1.075
	Average of self awareness	3.489		0.94	0.24	3.71	0.000	0.808	1.237
4	(Constant)	21.767		4.371		4.979	0.000		
	Average of social skills	3.474		1.082	0.208	3.21	0.002	0.767	1.304
	Average of stress management	3.29		0.72	0.272	4.571	0.000	0.905	1.104
	Average of self awareness	3.499		0.916	0.241	3.82	0.000	0.808	1.237
	Average of empathy	2.75		0.807	0.203	3.408	0.001	0.903	1.107

Dependent Variable: Percentage of marks

The tolerance values are a measure of the correlation between the predictor variables and can vary between 0 and 1. The closer to zero the tolerance value is for a variable, the stronger the relationship between this and the other predictor variables. Variables with low tolerance are a point to worry. SPSS will not include a predictor variable in a model if it has a tolerance of less than 0.0001. VIF is an alternative measure of collinearity (in fact it is the reciprocal of tolerance) in which a large value indicates a strong relationship between predictor variables. From the table 10 it can be easily seen that there is no multicollinearity among the variables.

Model 4

Academic performance = 21.767 + 3.474 (social skills) + 3.290 (stress management) + 3.499 (self awareness) + 2.750 (empathy)

Among the various models that stepwise regression analysis resulted, it was seen that Model 4 best predicts a student's academic performance. It also tells that how much individually an emotional intelligence dimension contributes in depicting one's academic performance. Table 10 illustrates that for the Model 4, the coefficient of determination, (R^2) = 0.373. This justifies that 37.3% of the variation in the academic performance is explained due to the combination of stress management, social skills, empathy and self-awareness and rest is due to the unexplained variables.

Conclusion

The research of the present study indicates that there is significant and positive relationship between emotional intelligence and academic performance of students. A significant relationship is also seen among the factors of emotional intelligence and academic performance individually. To some extent each and every parameter viz. self-awareness, self-management, social skills, stress management, adaptability and empathy contributes in one's academic performance. If an individual can manage emotions and is well aware about oneself then the academic performance is positively affected.

Limitations and Scope for Further Research

The current research is only the beginning of a large program to study the role of emotional intelligence in educational institutions. The findings of the study have provided valuable insights about the variables that effect academic performance of the students. However, additional research is needed to fill in the gaps of the study and to broaden the understanding of the factors, which contribute in the development and management of emotional intelligence and academic performance.

One of the limitations can be the time that was taken by the students to complete the questionnaire that was a bit lengthy. Students might have got bored or felt it to be very time consuming. Language might be a problem for some of the students. The present research is limited by its reliance on self-report questionnaire, which is vulnerable to possible distortions and response biases. Generally, academic performance can be best defined by an individual's intelligence i.e. IQ (Vaillant, 1977). It would be of interest to collect the data from variety of sources like parents, teachers and peers by administering standardised tests. If different parenting styles are studied more precisely, useful information can be acquired, which can help in understanding their contribution in the development of emotional intelligence. Similarly, studying different teaching styles can be of help in gaining information. Further, the research can also be carried out on the factor viz. empathy, as to how empathy is related to academic performance or how it can contribute in knowing one's academic performance.

If the emotional turmoil can be lessen then perhaps be able to groom happier and would be able to concentrate more on positive aspects of life rather being entangled in emotional distress.

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