

Main Findings, Educational Implications and Suggestions

A. Main Findings:

The main findings of the current study are as given below

1. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students.
2. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to gender(boys/girls)
3. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to locality(rural/urban)
4. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement higher secondary students with reference to type of school (government/private)

Educational Implications

The present study was particularly aimed to study the impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to gender, locality and recognition of schools. It can be asserted after analysis and interpretation of data that emotional intelligence plays a very massive role in determining the cognitive difficulty and academic achievement of students. These results have very significant importance for the teachers who are the accountable personnel for the student's carrier. The teachers who are called as 'nation builders' must actively engaged in all curricular and co-curricular activities of the school so that students can avail more opportunities and benefits for enlighten their prospective future.

For the classroom implication, it is the supreme duty of the teacher that first of all he/she should analyze and observe the students intelligence, attitudes, aptitudes, and abilities, stage of development, readiness, and motivation etc. before starting the teaching. The teacher should also know about the student's emotions, feelings, sentiments and provide him every kind of opportunity to explore his experience and make an endeavor to give their best in every discipline. The teacher can never be an effective

unless or until he keeps in consideration the needs and aspirations of the students. The teacher should organize the classroom activities in such a way that the students get equal opportunity for participation. The school should organize those kinds of programmes that not only improve the academic achievement of students but also play a very gigantic role in the all-round development of personality. The teacher should also use various modern teaching strategies and teaching aids in order to facilitate the teaching learning process. Interest oriented activities may also be used by the teacher for improving and enhancing the learning outcomes of the students.

Curriculum which is the corner stone of whole educational process includes all those activities and deeds which are being played inside and outside the four walls of the classroom. The all kinds of experiences provided to learners in and outside the classroom to bring about desirable changes in their behavior is known as curriculum. Curriculum is the basis for achieving the educational aims and objectives and it is also realized that the teacher's attitude towards students are also a part of the curriculum. It should be kept in the minds of the curriculum framers that such kind of activities should be included in the curriculum by which students can reduce their cognitive learning difficulty and can improve their academic performance.

Self-study, parent's liberal attitude and congenial environment may also be big factors in determining the better performance of students. Self-study overhauls all the aspects of the mind which may diminish the cognitive difficulties of students and can play a significant role in the academic achievement of students. The person having good emotional intelligence, low level of cognitive difficulty and good academic achievement always lead himself towards the betterment of himself and for the society as a whole.

C. Suggestions for Further Research

By the limitations suggested for study it is realized that during the course of research work, the suggestions for further research are put forth:

The current study was conducted on 12th class higher secondary students of Jammu district of J&K state only. This study can also be conducted in other districts of J&K state and the other states of India. In this present study a sample of 240 students were selected. This

study can also be conducted on a large sample. The present study is restricted to both government and private higher secondary school students of Jammu district. The young researchers can also conduct this study in a comparative manner with Kashmir division and any other state of India. This type of study can also be conducted on emotional intelligence, cognitive difficulty and academic achievement of the college going students also.

National Importance of the Study

In digital modern India the scientific research and technologies changed the life scenario of education and an individual at both national and international levels. Research has influenced the educational process from every angle by its immense scope and implications. The current study demands that emotions are the basis of everything what people do, feel, act, taking decision, making judgement and the basis of characteristics of personality. Academic achievement is regarded as one of the fundamental aims at national level within the realm of education that can be a measure of the achievement of the end goals of an individual's and an educational system's success in the future. Emotional intelligence plays a gigantic role in predicting the academic performance of students. Good academic achievement is the key to success in personal and professional life and it also fetch economic security and social respect. Academic achievement largely depends on the students cognitive and non- cognitive factors like, aptitude, achievement motivation, socio-economic conditions, attendance, personality traits and teaching learning methods. Good academic achievement of students displays their punctuality, sensitivity, gregariousness, intelligence and emotional maturity. Cognitive difficulty of students refers to their problems having in general awareness, concentration attention, perception, and reading difficulty, learning, memory and problem solving. Forgetting is another main factor of cognitive psychology which has an immense role in determining the cognitive difficulty of students at different levels. In the classroom, it is an established fact that the teacher must be acquainted with the interest, readiness and motivation of students in the classroom. Yet it is recognized that initially, the teacher should also know the ability, aptitude, intelligence, comprehension, cognitive abilities and emotional maturity of students. In order to make teaching learning process interactive and effective

the teacher must have the knowledge about all the above mentioned cognitive and non-cognitive factors.

Now a day's education has a very wide scope in the global world and competition is at its peak among students to top. It is difficult for students to manage their emotions so that they can face different situations in the school life. It is not an easy task to cope with emotions in order to best performance. The prediction for achieving success is mostly indicated by the emotional measures and the guardian and teachers are always found eager, to develop the intelligence of students and they are putting laid emphasis on their emotions for better academic performance. It has been analyzed that a student is affected by emotions in several ways. Keeping in view the progress and prosperity of educational system in the current scientific world this study wants the noble attention of educational policy makers, curriculum framers, teachers and parents at both state and national level research conducting agencies, political leaders in order to promote and improve the educational standards at national level. The latest teaching pedagogies and teaching techniques implemented at national levels in every school, college and university play a very gigantic role in improving and enhancing the performance of both teachers and taught at a very rapidity. Hence these modern trends in education has a prerequisite role in knowing the emotional maturity, motivation, readiness, aptitude, level of development, and cognitive abilities of students. The present study illumines the way for educational reformers at both state and national levels to identify the prevailing defects and to reform, renovate and overhaul the whole educational system.

SUMMARY

Conceptual Framework

Emotional intelligence has always been considered to be a very important factor in the educational life of an individual, as emotions not only motivate us for some action but also helps in analyzing the goals of life. The concept of emotional intelligence has emerged as a novel concept or idea which accelerates the growth of different disciplines such as, psychology, management and education. This term got existence when it was realized that the individuals having high intelligence quotient (IQ) had not been succeeded in their day to day life rather than those who had average intelligence quotient (IQ). It has been analyzed and investigated by the researches that intelligence quotient has only 20% contribution in the life success of an individual; where as 80% role is being played by several other factors. Thus for the good survival and success of life we have a critical need to be emotionally well-being. Charles Darwin was the first person who throws light on the values of emotions. According to him emotional system plays a significant role in the daily life of an individual. We cannot stop our emotions because they always happen in response to other situations and people. **Charles Darwin** wrote – in ‘The Expression of the Emotions in Man and Animals’ (1872/1998) – about the functional purpose of emotions. **Darwin** believed that emotions ensured survival by energizing required behaviour and also suggested valued information 'Darwin established that emotional expression plays a dynamic role in adaptive behaviour, which remains an important maxim of emotional intelligence to the present day' (**Bar-On 2001, p. 83**). Cognitive psychology takes us in the direction of studying all its related aspects of mental processes and their vital role in thinking, feeling, and behaving. The other major broad categories of this study are memory, perception, acquisition of knowledge and expertise, comprehension, understanding and production of language, problem solving, creativity, decision making and reasoning etc. Emotional intelligence can also reduce your cognitive difficulty or load which may result in good academic achievement of students. By decreasing the level of cognitive difficulty may increase the chance of success in life. Academic achievement has been determined as important goals of life, because it predicts your future success. Education is unique asset and academic achievement is an essential

element of it. The term academic achievement shifts one's notion to execute on the course materials and it also states the differentiation between the types and quantity of tasks that the students participate and that they execute at the initial or at the culmination of the course. It has been found a wrong decision for evaluators to result the students' performance in terms of high and low achievement which is identical with over and under achievement. It is recognized in the current era of education that the academic achievement is well-thought-out as the chief concern of the students, teachers and parents. According to **Clifford et al. (1986)**, achievement is the task oriented behavior that allows the individual's performance to be evaluated according to some internally and externally imposed criterion. It always persists in the minds of an individual to get high academic achievement so that he may go not only for a university education but also can apply and get an appreciated and treasured job in the society. So the educational status of an individual in a society is greatly depicted through the academic achievement.

Emotional Intelligence

It is evident from the literature, and is proven by the researches that emotional intelligence (also known as Emotional Quotient) has a pre-requisite role in everything, every action, every decision, and in every judgement of an individual. It is expected that emotions not only drive us to act but it also provides its help and guidance in determining the aims, objectives and goals of life as well, and it also attempts for pleasant ends and avoiding unpleasant one. In the current situations it is well known that the number of difficulties faced by children and youth may give rise to many psychosomatic problems which lead to anxiety, tensions, and frustrations and emotional upsets in everyday life. Emotional intelligence not only satisfies our longings but it also makes us competent in our own field. It is frequently seen that each and every individual get some experiences and relays their spirits and emotions in every day of life. Good emotions of a person can create for him a congenial environment in order to get cherished information about relations, associations, interactions behavior and about every aspect of life. The number of researches conducted in recent times in the said field proposes that emotions are constructive and productive and it could be beneficial at each stage of education for students, if it play its significant role in order to improve and boost their performance or

achievement in their personal life. Emotional Intelligence refers to “the capacity to understand emotional information and to reason with emotions” **John D. Mayer & Peter Salovey (1990)**. By getting the attributes of emotional intelligence in life, one becomes the competent to perceive, process, regulate and manage the emotions which further lead him to good personality development. Emotional intelligence is defined as “The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth” (**Mayer & Salovey1997**).

Cognitive Difficulty

The concept of cognitive difficulties is exceedingly comprehensive and not well-defined. In floppy terms cognitive difficulty refers to the problems and issues related with general awareness, concentration, attention, perception, and reading difficulty, learning, memory and problem solving. In spite if an individual is having trivial cognitive difficulty then he may be able to function and work adequately. The individuals having the deep cognitive difficulty impedes their day to day functioning (**Broadbent, Cooper, Fitzgerald and Parkes, 1982; Lason, Alderton, Meideffer and Underhill, 1997**). The term cognitive refers to the general perspective which involves attention, perception, learning, memory, reasoning, decision making and problem solving etc. It is usually seen that every individual can learn, remember, reason and solve problems with prodigious accuracy. When we go and think through the general perspective the term cognition is often influenced by peripheral forces that may lead an individual to amiss. The identified and systematic errors are occurred by inclined processes of memory and reasoning. It has been analyzed and observed that individuals are likely to misunderstand the information that is frequently accessible to them. Many times the situations occur when this accessible information is not found optimally associated and related to the problem at the finale. Generally at the very occasions it is seen that individuals in the course of cognitive processing left behind the important information. According to the viewpoint of cognitive psychologists they often attempt to study and separate the function of specific cognitive processes as according to them cognitive processes function together. At many stages the communication between cognition and other processes occur which works in making interaction with other such systems.so it should be kept in mind that there are massive

factors which always regulate the direction and intensity of behavior. The cognitive difficulty of an individual may always result in deterioration in the psychological health of an individual. If an individual has cognitive difficulty, then it is assumed that he is unable to concentrate over the work he is doing and he always face difficulties in learning, remembering, taking judgements in different situations, giving late respond to what the people say to him, doing mistakes in counting the amount while purchasing anything etc.. Meanwhile the cognitive difficulty phenomenon could span over a variety of constituents for example, attention, perception, learning, recent memory, remote memory, spatial memory, forgetting, judgement, intuition, reasoning, decision making and problem solving etc.

Academic Achievement

The term academic achievement always refers its glance towards the success and pleasure of an individual. This term is constantly considered as nebulous because it does not embrace so much that it could be defined in definite terms. Nevertheless, the academic achievement of an individual comprises of his/her abilities, capabilities, skills to do hard work, aptitude etc. **According to Rao (1980)** achievement is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. It has extensively been observed that it is among the important goals and objectives of life which after getting, provide lots of pleasure for one in his/her life. According to the conducted researches in the said field it has been analyzed that, several factors play its gigantic role in the academic achievement of an individual which are functioning and operating within the individual and in his external environment. The intellectual, emotional and environmental are the fundamental factors which greatly influences the academic achievement variable of students. It has also been revealed from the researches that the students having high IQ and are highly creative students can bestow their best to various kinds of achievements in every competitive field. Moreover the school systems typically express or embrace the acquisition of knowledge and comprehension in an unambiguous intellectual province of e.g., numeracy, literacy, science, history etc. Good academic achievement reveals the aptitude of students which implies the prediction of their future life and it indicates both the EQ and IQ level of students. The better achievement at

different competitive stages of life also indicates the student's adjustment, good mental health, psychologically well-being, convergent thinking, emotional maturity, motivational state etc. It is recognized that from birth to death a person always endeavors to achieve more and more by getting education because education has the quality to infuse in a child a sense of ripeness and accountability by fetching in him anticipated modifications according to his requirements and demands of eternally changing society.

Significance of the Study

In 21st century, the world of scientific technologies the life of an individual moves from simple to very complex. In order to be settled in life one has to face very tremendous challenges in the prevailing situations of the society. In order to face these challenges one must have the ability to fight against this, so that he can make his life flexible, adjusted in the society, get renowned and achieve every success. Every individual in the society wants to be respected by others, loved by others and have self-esteem. Emotions are the basis of everything what people do, feel, act, decision, making judgement and the basis of characteristics of personality. Academic achievement is regarded as one of the fundamental aims within the realm of education that can be a measure of the achievement of the end goals of an individual's and an educational system's success in the future. Emotional intelligence plays a gigantic role in predicting the academic performance of students. Good academic achievement is the key to success in personal and professional life and it also fetch economic security and social respect. Academic achievement largely depends on the students cognitive and non- cognitive factors like, aptitude, achievement motivation, socio-economic conditions, attendance, personality traits and teaching learning methods. Good academic achievement of students displays their punctuality, sensitivity, gregariousness, intelligence and emotional maturity. The researcher signifies a study in the sense that how and why emotional intelligence bears its impact on the cognitive difficulties and Academic achievement of higher secondary students.

Statement of the Problem

On the basis of the above discussion the problem can be stated as under:

“Impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students”

Definitions of the Key Terms

Emotional Intelligence:

Emotional intelligence in this study brings up to the five different abilities such as, self-awareness, managing emotions, motivating one-self, empathy and handling relations with others. The five mentioned abilities have been reflected as the indication of emotionally well-being. Henceforth the related abilities in this investigation refer to the measurement of ‘Emotional Intelligence’ by using the Emotional Intelligence Test.

Cognitive Difficulty:

According to the investigation cognitive difficulty states the problems and difficulties related with general awareness, concentration, attention, reading, learning, memory, comprehension, understanding, forgetting and problem solving etc.

Academic Achievement:

The term may be well-defined as an execution or improvement in a performance conceded successfully by an individual or a group of individuals at the end of an academic task. In the present study it was stated that the percentage of aggregate marks obtained by a certain student of 12th class student in his/her 11th class in the end term examination was considered their academic achievement.

Higher Secondary School:

A higher secondary school is that type of school where students are given secondary education. The students admitted in these schools typically fall between the age group of 17-19, after secondary education and before higher education.

Objectives of the Study:

Present study is designed to achieve the following objectives:

- 1) To study the impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students.
- 2) To study the impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of class higher secondary students with reference to Gender (Boys/girls)
- 3) To study the impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of higher secondary Students with reference to locality (Rural / Urban)
- 4) To study the impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of higher secondary students with reference to type of school (Government/Private).

Hypotheses of the Study

In the light of the above objectives the hypotheses of the study can be formulated as under:

- 1) There will be no significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students
- 2) There will be no significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to Gender (Boys/girls).
- 3) There will be no significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to locality (Rural / Urban).
- 4) There will be no significant impact of Emotional Intelligence on Cognitive Difficulty and Academic Achievement of Higher Secondary Students with reference to type of school (Government/ Private).

Delimitations of the Study

1. The present study is delimited to only district Jammu.
2. The study is delimited to only 12th class students.

3. The study is delimited to government and private higher secondary schools of Jammu district.
4. The sample of the present study consists of 300 students only.
5. The investigation has been confined to 8 higher secondary schools of Jammu district.

Research Gap

The researcher had reviewed many researches and found that the researches was conducted on various related areas. The one study found that Emotional Intelligence and academic achievement are correlated with each other. The good IQ level is not the sign of the lofty academic achievement of students. There may also be other factors which play the accountable role in high academic achievement of students. The another study is on Emotional Maturity of adolescents to intelligence, academic achievement and environment catalysts. As per this study it was established that there is highly positive significant correlation between general intelligence and emotional maturity. From the investigation of the study it was known that the high IQ level students have high emotional maturity and the vice versa. In this study it was also established that the students with good academic achievement have high IQ level. The emotional maturity plays a very gigantic role in the academic achievement of students. A study also found that there is a significant relationship of emotional maturity with intelligence, academic achievement and environmental catalysts. One study was conducted on to know the effects of emotional intelligence on gender wise (male and female) where the emotional intelligence of males and emotional intelligence of females indicates a significant difference in self-control and academic achievement. In the year 2002 the Maree and Ebersohn was conducted a study to determine the probable connotation of the construct emotional intelligence where the major impact on emotional intelligence puts not only on the qualitative level of intelligence actualization but also it influences the quantitative level of intelligence measurement and scholastic achievement. Few studies shows that that the capability to measure the emotional intelligence based on a cognitive framework may be the forecast of better academic achievement than the self- report of emotional intelligence measures. The persons who are emotionally mature and fit should be capable

to identify, understand experience and express human emotions in a vigorous, creative and dynamic ways. Few studies were based on emotional intelligence corroborates and compliments academic achievement of students. It was found that adolescents with higher level of responsibility perform better on scholastic performance, in adjustment and are more positive. In the year 2004 Petrides et.al. was conducted a research to know the relationship between the emotional intelligence, cognitive ability and academic performance of students. In this study the investigators were interest to know whether there is any significant relationship of emotional intelligence with cognitive ability and academic achievement or not. It was also established that cognitive relations between emotional intelligence and deviant school behavior, such as unlawful, absence and expulsion. The result of one study was revealed that there was a highly positive correlation between emotional intelligence and academic achievement of students and another study shows the relationship of emotional maturity of adolescent students with the cognitive and non-cognitive variables where the students who have good IQ level they display high class of emotional maturity and which reflects their good behavior and a dynamic personality. In the year 2006 Gakhar, S.C. E' Manhas, K.D. had conducted a study where significant correlation between Emotional Intelligence, Intelligence, Creativity and academic achievement were discussed. Many studies were conducted on emotional intelligence and a very few studies were conducted on cognitive difficulty. Pamela Qualter, Kathryn J. Gardner & Helen E. Whiteley in his study depicted the utility and efficacy of the term emotional intelligence in the field of research by making a critical analysis, and they also examined in their study the convenience of the construct of emotional intelligence in the debate on educational policy and practice. The investigators examined two major approaches of emotional intelligence to the theory and measurement and a bridge the proof and conformation of linking the term emotional intelligence to the life success and academic achievement. The researcher conclude that whereas the different constructs of emotional intelligence relics under discussion, among them some of the attributes encompassed by the term emotional intelligence can forecast that success of life and socio emotional programs of learning in schools can beneficially devote to the development of the different attributes. Ton de Jon in the year 2009 had written in the literature of educational research the cognitive load is a theoretical concept which plays a

progressively vital role in it. The fundamental thought of cognitive load theory is that cognitive capability of functioning in memory is restricted with the attention that if a learning task needs too much ability, learning will be hindered. It is recommended that instructional system should be designed so much that optimize the utilization of working memory ability and evade cognitive surplus. The educational research significantly has been sophisticated by cognitive load theory and it has been used to explain and clarify a big and bulky set of experimental findings. In this research article the open questions were explored to set out and the demarcations of cognitive load theory by verifying a number of problematic conceptual methodological and application related issues. In this study it is concluded by pre-scenting research plan for further studies of cognitive load. There was one paper written by Richard Menary which asserts that cognitive abilities and cognitive character and its expansion in integration terms should be kept in consideration. The obtained and acquired practice and experience of generating information that is gathered and saved in an openly assessable environment may play a positive role in the expansion of cognitive abilities. The investigator identifies these cognitive abilities (2007). He said that such process is incorporated with our cognitive character as compared to artifacts; for instance notebooks. In the current research paper the investigator were very interested about the two paths to cognitive expansion that he compared in the paper. The first one he calls artifact extension which is in the current classic and standard position of the pivotal connection of a representative with an artifact. As compared to this acculturated cognition, does not grievance that artifacts themselves expanded our cognitive abilities, but to a certain extent the obtained and acquired practices for controlling and operating artifacts and the information saved in them expand our cognitive abilities. According to the investigation the investigator present a sequence of arguments and cases which reveal that an acculturated approach plays a better role for the both epistemic and cognitive cases of the diffusion of ability and character. H. Brissart , M. Leroy, E. Morele, C. Baumann, E. Spitz & M. Debouverie said that in multiple sclerosis (MS) in cognitive impairments are often found. In terms of methods and designs the efficiency and usefulness of cognitive treatment and remedial interventions and interference have been discharge in the majority of the study. The investigators prepared and framed the objective to judge the effectiveness of cognitive remediation and therapy in MS patients with a cognitive

intervention (ProCogSEP program), against to a control intervention . There were two neuropsychologists correspondingly who appraised the patients and conducted the group discussions. As against to its own baseline ProCog-SEP Group displayed development in verbal memory [free recall ($p = .02$), learning ($p = .002$)], in visual memory [free ($p = .05$) and delayed recall ($p = .007$)], in working-memory ($p = .03$), in verbal fluency ($p = .05$) and in language ($p = .01$). Primarily in verbal and visual memory and in verbal fluencies intergroup analysis displays advantage of cognitive program. Some studies shows the cognitive status (GCS) a complex and multiple of cognitive abilities which are reflecting full function. According to the research works and other related literatures it has been found that there is a significant relationship between cognitive processing speed and GCS as well as age related alterations of processing speed on cognitive performance. Houman Alipour & Mohamad Goldust in the year 2015 studied to judge and evaluate the relationship between blood pressure components and cognitive functions and cognitive reserve. It is seen that hypertension makes use of a slight and delicate impact on the brain that is demonstrated by reduced cognitive function. The investigators conducted a cross-sectional study on 500 subjects who were assessed and estimated from general population. The neurological tests which were employed showed a negative relationship with age, memory and there were positive relation of executive function and education. According to the outcome and findings of the investigation it has been seen that hypertensives (HT) were less effective and useful than the normotensives (NT) in the test of memory with interference at 10 s (MI-10) (-32% , $p = 0.043$), clock drawing test (CLOX) (-26% , $p < 0.001$), and mini-mental state examination (MMSE) (-7.4% , $p = 0.02$). Lower MMSE, MI-10, and CLOX were predicted by higher systolic (OR, 0.94, $p = 0.032$; OR 0.96, $p < 0.001$; OR 0.94, $p < 0.001$) and higher pulse pressure (BP) (OR 0.95, $p = 0.04$; OR 0.97, $p < 0.001$; and OR 0.92, $p < 0.001$). The cognitive reserve index (CRI) was 8% lower in the HT ($p = 0.04$) and was predicted by higher pulse BP (OR 0.86, $p < 0.001$). The BP vectors of lower MMSE, MI-10, and CLOX were associated with higher values of systolic and diastolic BP, whereas CRI was low towards higher systolic and lower diastolic. One study shows both the cognitive biases and emotion regulation(ER) difficulties are influential and helpful in comprehending characteristic features of depression. Though about interplay, it is known that it plays an important role as risk factor to depression. The

investigators conducted a cross-sectional study in order to investigate and find how the consequent use of ER process are adopted and changed by multiple cognitive biases, and it is also seen that how depressive symptoms are normalized. Controlled and adjusted by ER habits consequently. In the study all the participants first completed a computerized version of the scrambled sentences test, when their movements of eye were registered and then they also accomplished questionnaires judging and assessing positive reappraisal, brooding and depressive symptoms. There is a direct effect of both path and bootstrapping for cognitive biases on depressive symptoms and indirect effects through the use of reappraisal that was in turn associated to the use of brooding. According to these results and findings a superior and enhanced thought of how cognitive biases and ER habits interact to maintain depressive symptoms.

In the current research study the topic chosen by the investigator has not been investigated earlier. By making a review of earlier researches, articles, journals, conference papers and working- papers associated with my topic, it is now clear that the investigator by his sincere efforts did not find any study which has been done either in the country or abroad earlier on the present topic. The topic selected for investigation is new and yet have not been investigated, that is why the researcher has got the attention for this topic. Hence the novelty of the topic is also one of the reasons which motivated the researcher to select the said topic for the present study. The above review reveals that many scholars have studied the different factors which affect the academic achievement of the students. However this comprehensive and concise research work laid emphasis on studying the correlated variables of emotional intelligence, cognitive difficulty and academic achievement.

Variables Studied

The variables that have been studied in the present study are as under

1. Emotional Intelligence
2. Cognitive Difficulty
3. Academic Achievement

Selection of the Tools

It is seen in every type of research that the investigator needs such kind of instruments to collect certain evidences and explore them in new arenas. The instruments which are used are called tools. In the current research study the researcher employed the following standardized tools to collect data on the selected psychological variables:

1. **Emotional Intelligence Test of Dr. Ekta Sharma by Prasad Psycho Corporation New Delhi**

“Emotional intelligence refers to the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships” (Goleman, 1998). It describes abilities distinct from, but complimentary to, academic intelligence, the purely cognitive capacities measured by Intelligence Quotient (IQ). Many people who look smart but lack emotional intelligence end up working for people who have lower IQ than those but who excel in emotional intelligence skills. Howard Gardner gave one of the most influential theories of intelligence in 1983. He pointed out the distinction between intellectual and emotional capacities. His list of seven kinds of intelligence includes not just the familiar verbal and mathematical abilities but also two personal varieties: knowing one’s inner world and social adeptness. Mayor and Salovey (1993) gave a comprehensive theory of Emotional Intelligence describing it as, “A type of social intelligence that involves the ability to monitor one’s own and others’ emotions and to discriminate among them and to use this intelligence to guide one’s thinking and actions.”

Latest psychological research shows that an individual’s emotional quotient contributes much more vibrantly to one’s productivity and success in life than much researched IQ. Daniel Goleman (1995) says that as much as 80% of adult success in life than much comes from Emotional Quotient (EQ). In the present study, taking a wider view of intelligence, Emotional Intelligence has been categorized into five domains as has been explained by Daniel Goleman.

1. *Self-Awareness (SA)*: Knowing what we are feeling at the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self confidence.
2. *Managing Emotions (ME)*: Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.

3. *Self-Motivation (SM)*: Using our deepest preferences to move and guide us towards our goals, to help us take initiative and strive to improve, and to preserve in the face of setbacks and frustrations.
4. *Empathy (E)*: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and atonement with a broad diversity of people.
5. *Handling Relationships (HR)*: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

For the current research study the investigator employed Emotional Intelligence Test developed by Dr. Ekta Sharma. This test constitutes of 60 items from five domains of Emotional Intelligence i.e., Self Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handling Relationships. The response pattern in the scale is of Likert type i.e., on a five-point continuum from always, most often, occasionally, rarely to never. As all the items are socially acceptable, though positively and negatively stated, the scoring for each statement in the scale is done in descending/ascending order for determining the emotional intelligence by giving a score of 5 for always, 4 for most often, 3 for occasional, 2 for rarely, 1 for never and reverse for negative items.

Reliability and Validity

The five dimensions of emotional intelligence having the values of alpha reliability, the value of self-awareness is 0.667, for managing emotions the value is 0.604, for motivating one-self the value is 0.839, for empathy the value is 0.645 and for handling relationships the values is 0.837. Thus, it could be inferred that all the items are highly correlated and test developed is highly valid.

2. Cognitive Difficulty Scale by Dr. V. N. Yadav, Dr. Suraj Mal, Indu and Diksha by Prasad Psycho Corporation New Delhi first published in the year 2016.

Cognition is a general term which involves attention, perception, learning, memory, reasoning, decision making, problem solving etc. In general an individual can perceive, learn, remember, reason and solve problems with great accuracy. It is generally assumed that cognition is influenced by external forces and it can lead to an individual astray.

Memories and reasoning processes, for example are susceptible to certain well identified, systematic errors. In general term it is observed that individuals tend to over value information that is easily available to them. It is done even when this information is not optimally relevant to the problem at end. Sometimes important information is left behind in the course of cognitive processing. Cognitive psychologists try to study and often isolate the function of specific cognitive processes because they consider that cognitive processes work together. Sometimes the interaction between cognition and other processes occur at many levels it works in interaction with other systems. Therefore, it is thought to be important that numerous factors which may determine the intensity and direction of the behaviour. If an individual has difficulty in cognitive processing it may result in deterioration in the psychological health of an individual. The cognitive difficulty may also be an indicator of prolonged heightened stress. There is no one right way to study cognition. Naïve researchers sometimes seek the best method by which they study cognition. Their search inevitably will be in vain. All cognitive processes need to be studied through a variety of covering operations. The varied methods of study seek a common understanding of cognition that may lead to the same concrete conclusions. For example, suppose studies of reaction times, error rates and patterns of individual differences all lead to the same conclusion. All these methods must be scientific. Non-scientific methods of study can commit errors and lead to wrong conclusions. To assess and identify cognitive difficulty in the individual has remained a problem due to various reasons and issues. However, there are host of measuring tests of cognition available all over the world, but there is a virtual scarcity of indigenous test. Hence, a need to develop a cognitive difficulty measure was perceived by the investigators and the present test was prepared for the purpose.

In the current study the researcher also employed Cognitive Difficulty Scale developed by Dr. V. N. Yadav, Dr. Suraj Mal, Indu and Diksha. This scale consists of 40 items which are having five five-point continuums from always, often, uncertain, sometimes to never. According to this scale a score of 5 for always, 4 for often, 3 for uncertain, 2 for some times, 1 for never and reverse for negative items.

Reliability and Validity

As far as reliability of the construct is concerned, it was determined by test re-test method on a sample of 120 subjects and it was 0.82. The internal consistency reliability was determined by adopting odd even procedure. Using Spearman Brown formula, the reliability coefficient correlation of the test was found to be 0.89.

The validity of the test was determined by correlating the scores on the present measure with the scores of Broadbent et.al. (1982) cognitive failure measure. The coefficient of correlation was .66, which was significant beyond .001 level of confidence.

Findings

The main findings of the current study are as given below

1. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students.
2. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to gender(boys/girls)
3. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to locality(rural/urban)
4. There is a significant impact of emotional intelligence on cognitive difficulty and academic achievement higher secondary students with reference to recognition (govt./private).

Educational Implications

The present study was particularly aimed to study the impact of emotional intelligence on cognitive difficulty and academic achievement of higher secondary students with reference to whole as well as in context of their gender, locality and type of schools. It can be asserted after analysis and interpretation of data that emotional intelligence plays a very massive role in determining the cognitive difficulty and academic achievement of students. These results have very significant importance for the teachers who are the accountable personnel for the student's carrier. The teachers who are called as

'nation builders' must actively engaged in all curricular and co-curricular activities of the school so that students can avail more opportunities and benefits for enlighten their prospective future.

For the classroom implication, it is the supreme duty of the teacher that first of all he/she should analyze and observe the students intelligence, attitudes, aptitudes, and abilities, stage of development, readiness, and motivation etc. before starting the teaching. The teacher should also know about the student's emotions, feelings, sentiments and provide him every kind of opportunity to explore his experience and make an endeavor to give their best in every discipline. The teacher can never be an effective unless or until he keeps in consideration the needs and aspirations of the students. The teacher should organize the classroom activities in such a way that the students get equal opportunity for participation. The school should organize those kinds of programs that not only improve the academic achievement of students but also play a very gigantic role in the all-round development of personality. The teacher should also use various modern teaching strategies and teaching aids in order to facilitate the teaching learning process. Interest oriented activities may also be used by the teacher for improving and enhancing the learning outcomes of the students.

Curriculum which is the corner stone of whole educational process includes all those activities and deeds which are being played inside and outside the four walls of the classroom. The all kinds of experiences provided to learners in and outside the classroom to bring about desirable changes in their behavior is known as curriculum. Curriculum is the basis for achieving the educational aims and objectives and it is also realized that the teacher's attitude towards students are also a part of the curriculum. It should be kept in the minds of the curriculum framers that such kind of activities should be included in the curriculum by which students can reduce their cognitive difficulty and can improve their academic performance.

Self-study, parent's liberal attitude and congenial environment may also be big factors in determining the better performance of students. Self-study overhauls all the aspects of the mind which may diminish the cognitive difficulties of students and can play a significant role in the academic achievement of students. The person having good

emotional intelligence, low level of cognitive difficulty and good academic achievement always lead himself towards the betterment of himself and for the society as a whole.

National Importance of the Study

In digital modern India the scientific research and technologies changed the life scenario of education and an individual at both national and international levels. Research has influenced the educational process from every angle by its immense scope and implications. The current study demands that emotions are the basis of everything what people do, feel, act, taking decision, making judgement and the basis of characteristics of personality. Academic achievement is regarded as one of the fundamental aims at national level within the realm of education that can be a measure of the achievement of the end goals of an individual's and an educational system's success in the future. Emotional intelligence plays a gigantic role in predicting the academic performance of students. Good academic achievement is the key to success in personal and professional life and it also fetch economic security and social respect. Academic achievement largely depends on the students cognitive and non- cognitive factors like, aptitude, achievement motivation, socio-economic conditions, attendance, personality traits and teaching learning methods. Good academic achievement of students displays their punctuality, sensitivity, gregariousness, intelligence and emotional maturity. Cognitive difficulty of students refers to their problems having in general awareness, concentration attention, perception, and reading difficulty, learning, memory and problem solving. Forgetting is another main factor of cognitive psychology which has an immense role in determining the cognitive difficulty of students at different levels. In the classroom, it is an established fact that the teacher must be acquainted with the interest, readiness and motivation of students in the classroom. Yet it is recognized that initially, the teacher should also know the ability, aptitude, intelligence, comprehension, cognitive abilities and emotional maturity of students. In order to make teaching learning process interactive and effective the teacher must have the knowledge about all the above mentioned cognitive and non-cognitive factors.

Now a day's education has a very wide scope in the global world and competition is at its peak among students to top. It is difficult for students to manage their emotions so that

they can face different situations in the school life. It is not an easy task to cope with emotions in order to best performance. The prediction for achieving success is mostly indicated by the emotional measures and the guardian and teachers are always found eager, to develop the intelligence of students and they are putting laid emphasis on their emotions for better academic performance. It has been analyzed that a student is affected by emotions in several ways. Keeping in view the progress and prosperity of educational system in the current scientific world this study wants the noble attention of educational policy makers, curriculum framers, teachers and parents at both state and national level research conducting agencies, political leaders in order to promote and improve the educational standards at national level. The latest teaching pedagogies and teaching techniques implemented at national levels in every school, college and university play a very gigantic role in improving and enhancing the performance of both teachers and taught at a very rapidity. Hence these modern trends in education has a prerequisite role in knowing the emotional maturity, motivation, readiness, aptitude, level of development, and cognitive abilities of students. The present study illumines the way for educational reformers at both state and national levels to identify the prevailing defects and to reform, renovate and overhaul the whole educational system.

Suggestions for Further Research

By the limitations suggested for study it is realized that during the course of research work, the suggestions for further research are put forth:

The current study was conducted on 12th class higher secondary students of Jammu district of J&K state only. This study can also be conducted in other districts of J&K state and the other states of India. In the present study a sample of 240 students were selected. This study can also be conducted on a large sample. The present study is restricted to both government and private higher secondary school students of Jammu district. The young researchers can also conduct this study in a comparative manner with Kashmir division or any other state of India. This type of study can also be conducted on emotional intelligence, cognitive difficulty and academic achievement of the college going students also.

शोध सार

अध्ययन में परिकल्पित किया गया है जिसमें देखा गया है की किस तरह भावनात्मक बुद्धि का प्रभाव संज्ञानात्मक कठिनाई जम्मू और कश्मीर राज्य के जम्मू जिले के उच्चतर माध्यमिक छात्रों के उच्चतर शैक्षिक उपलब्धि पर पड़ा है। न सिर्फ उप पर ही बल्कि पूरे ही स्कूल पर जिन रिसर्च किया है। इलाके पर लिंग और विभिन्न प्रकार के स्कूल पर भावनात्मक खुफिया बहुत ही महत्वपूर्ण कारक समझा जाता है। जो छात्रों को आगे भविष्य में सहायक साबित होता है प्रभाव नियंत्रण और शैक्षिक प्रदर्शन स्क्रीनिंग पर इ आई एक महत्वपूर्ण कारक है। छात्रों की सफलता उनकी बुद्धि पर निर्भर करता है जो उनको प्रगति और समृद्धि प्रबुद्ध करता है और उनको व्यक्तिगत लक्ष्यों को प्राप्त करने के लिए आशावादी बनता है। संज्ञानात्मक कठिनाई दूसरी और समस्याओं और कठिनाई से संदर्भित करता है। जिनका संबंध सामान्य जागरूकता एकाग्रता ध्यान ध्यान और पढ़ने में कठिनाई सीखने स्मृति और समस्या को सुलझाना। शोधकर्ता द्वारा अध्ययन को पूरा करने के लिए वर्णनात्मक सर्वेक्षण विधि द्वारा नियोजित किया गया है। इस अध्ययन में जम्मू जिले के आठ विभिन्न सरकारी और निजी उच्च माध्यमिक स्कूल के १२ वीं कक्षा के २४० छात्रों के नमूने का चयन किया गया। यह कार्य लगभग एम्फिल शोध प्रबंध पर आधारित है। प्रस्तुत शोध कारक में शोध कर्ता मनोवैज्ञानिक स्तर पर डाटा एकत्र करने के लिए दो मानकी कृत उपकरणों का प्रयोग किया गया जिन में फेला भावनात्मक बुद्धि परीक्षण डाक्टर एकता शर्मा (Dr. Ekta Sharma by Prasad Psycho Corporation New Delhi) और दूसरा संज्ञानात्मक कठिनाई पैमाना (Dr. V.N. Yadav, Dr. Suraj Mal, Indu and Disha by Prasad Psycho Corporation New 2016) इस अध्ययन के परिणामों से यह पता चलता है की यहाँ संज्ञानात्मक कठिनाई और उच्चतर माध्यमिक छात्रों के शैक्षिक

उपलब्धि पर भावनात्मक बुद्धि का बहुत बड़ा प्रभाव पड़ा है इतना ही नहीं इसका प्रभाव लिंग पर इलाके पर और अन्य प्रकार के स्कूलों पर पड़ता है। डाटा का विश्लेषण और व्याख्या करने के बाद यह कहा जा सकता है की भावनात्मक बुद्धिसंज्ञानात्मक कठिनाई और छात्रों के , शैक्षिक उपलब्धि का अंदाजा लगाने में अहम भूमिका निभाई है। अनुसंधान ने प्रत्येक क्षेत्र में शैक्षणिक प्रक्रिया को प्रभावित किया है। वर्तमान अध्ययन की मांग है कि लोग जो कुछ भी करते हैं, महसूस करते हैं, कार्य करते हैं, निर्णय लेते हैं और व्यक्तित्व की विशेषताओं का आधार रखते हैं। अकादमिक उपलब्धि को राष्ट्रीय स्तर पर शिक्षा के दायरे में मौलिक उद्देश्यों में से एक माना जाता है जो कि किसी व्यक्ति के अंतिम लक्ष्यों की उपलब्धि और भविष्य में शैक्षणिक प्रणाली की सफलता का एक उपाय हो सकता है। छात्रों की संज्ञानात्मक कठिनाई सामान्य जागरूकता, एकाग्रता ध्यान, और पढ़ने में कठिनाई, सीखने, स्मृति और समस्या को हल करने में उनकी समस्याओं का संदर्भ देती है। वर्तमान अध्ययन मौजूदा दोषों की पहचान करने और पूरे शैक्षिक तंत्र में सुधार, नवीनीकरण और समस्त जन तक शिक्षा का विस्तार करने के लिए राज्य और राष्ट्रीय दोनों स्तरों पर शैक्षिक सुधारकों के लिए मार्ग प्रशस्त करता है।