

INTRODUCTION

1.1 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. From the last twenty years, it has been analyzed that emotional intelligence has manifested as a novel theoretical approach for the exploration of individual differences, which has not been clearly elucidated by customary methods of cognitive abilities or personality traits. In spite of increasing curiosity among investigators and specialists, it leftovers uncertain and undecided that in what way the paradigm should be best addressed (**Roberts, Zeidner, & Matthews, 2001**). The people who often looks emotionally intelligent can best use their thinking to bring about their emotions instead of being copped by them. The concept of emotional intelligence has now emerged as a significant gauge to measure one's knowledge, skills, abilities, capabilities in out-field, school and in personal affairs of life. The results revealed from the research works recommended that emotional intelligence plays a gigantic role in one's job performance, decision making, judgement, motivation and leadership etc.. According to the Oxford English Dictionary emotion as "Any agitation or disturbance of mind, feeling, and passion, any vehement or excited mental state". Emotions of an individual differ in agreement with amalgams, disparities and alterations of mental state. To some extent within its range, every individual's emotion plays an exclusive role as provoked by one's biological tendencies. The emotional incentives might be categorized into different kind of feelings like anger, fear, cheerfulness, affection, amazement, revulsion, grief, etc. These various biological

propensities are shaped further by our experience in life and culture. In tiny words, it can be said that emotions are all prevalent in our daily 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.

The term emotional intelligence (EI) was first introduced in scientific literature by psychologists **John Mayer and Peter Salovey in 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**). It often appears that the individuals having good emotional intelligence are able to generate better skills and expertise in them in order to bring out the information processing about emotions compared to others. Emotional intelligence also plays a gigantic role in order to diminish the cognitive difficulties of students. Those who have high emotional intelligence can understand concepts, terms, phrases etc. In a short span of time. the students like gifted and creative understand difficult tasks within no time and collect more and more knowledge and information without any hindrances. These categories of students having high emotional intelligence lead them to gain more and more which could be beneficial for themselves and for society in general. According to **Reuven Bar-On (1996)** emotional intelligence as “An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” The individuals can best use their emotions for guiding behavior and for thinking in beneficial ways and they are

open-minded, flexible and are good listeners forever. It has been explained that emotional intelligence is the aptitude to recognize emotions, to access and create emotions, to succor thought, to comprehend emotions and emotive knowledge and normalize emotions to endorse emotional and intellectual growth (**Mayer and Salovy, 1997**). EI is basically an important factor for effective control and in screening good academic performance of students. The success of the student mostly depends upon their intelligence which enlightens his path of way towards progress and prosperity and makes him optimist to achieve the personal goals of life. When the student does not clearly grip the concepts in the class room, perhaps it indicates the sign of low emotional intelligence. While penetrating the term emotional intelligence it is found that the term emotional intelligence (EI) is correlated with academic performance, job performance, and creative thinking etc.

Daniel Goleman, who is considered as the father of emotional intelligence, believes that emotional intelligence is conquering the skills of self-awareness, self-management, social awareness and relationship management. Emotional Intelligence is the capacity to diagnose, comprehend, understand, and cope one's emotions and that of others. Those with high emotional intelligence will be able to make the emotions work for their own benefit. Self-esteem and optimism are found in elevation in those individuals who are best in emotional intelligence. These individuals can easily apprehend emotional information and are capable to smear that understanding for effective decision making and problem solving cases in life. They will also be competent to bring out pure reasoning about emotions and practice the emotional knowledge to develop their thinking. Emotional Intelligence refers to "the capacity to understand emotional information and to reason with emotions" **John D. Mayer & Peter Salovey (1990)**.

Here we briefly discuss about the various models of emotional intelligence such as; ability model, mixed model and trait model.

Ability Model:

According to this model emotional intelligence is a pure form of mental ability and hence also as a pure intelligence. This model of emotional intelligence is given by **John Mayer and Peter Salovey**. They also asserted that models of emotional intelligence are the basis of emotional intelligence. This model suggests that emotional intelligence is an integration of two extents one is experiential ((capability of perceiving, reacting, and operate emotional information without certainly comprehending it) and another one is strategic (aptitude to apprehend and manage emotions without essentially recognizing and perceiving feelings well or completely experiencing them). (Mayer & Salovey, 1997) had developed four branches of this ability of emotional intelligence. The branch first shifts toward ‘emotional perception’ which implies to be self-aware of emotions and it also provides the ability to differentiate between right and wrong, honest and dishonest expressions of emotions. The second branch refers to ‘emotional assimilation’ which affords the ability of distinguishing various emotions for instance feelings which recognize those that are effecting their thought processes. The third one is ‘emotional understanding’ which refers to comprehend emotions such as; feel more than one emotion at a time and also provides the capability of recognizing transitions from one to another. And the fourth and last one which is ‘emotional management’ provides the ability to deal with the valuable emotions which may be suitable at the situation.

Bar-On: A Mixed Model of Emotional Intelligence

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed one of the first measures of emotional intelligence that used the term "Emotion Quotient". This model of emotional intelligence always narrates to the ability and capability for performance and success instead of performance and success itself, and it is also well-thought-out process oriented rather than outcome oriented (Bar-On, 2002). Bar-On in this mentioned 5 constituents or components such as: intrapersonal, interpersonal, adaptability, stress management, and general mood

The Trait EI model

Trait model of emotional intelligence talk about an individual's self-perceptions of his emotional abilities. According to this definition it is implied that emotional intelligence EI contains behavioral tendency and self-perceived tendency and it is also measured by self-report. Trait EI should be investigated within a personality framework and another name of this paradigm is trait emotional self-efficacy.

According to the **Goleman's** model of intelligence which is known as a assorted model and it is branded by the five wide-ranging zones. They are: 1) knowing one's emotions (Self-awareness), 2) managing emotions (Self-management), 3) motivating oneself, 4) recognizing emotions in others (Empathy), and 5) handling relationships (Relationship management). These skills have significant role in the academic performance of students. In order to know the consequence of the manifestation of these components in the development of one's life are briefly being discussed as below:

1.1.1 Self-Awareness (Knowing one's Emotions)

The self-awareness dimension of emotional intelligence refers to be empowered to realize own spirits, sentiments, thoughts and personal strengths and weaknesses as well. Goleman (1998) says that self-awareness component is grave in comprehending others and unveiling empathy. It is very established fact that the capability to "recognize a feeling as it happens and put it off if inconvenient" is the bedrock to emotional intelligence. Self-awareness or knowing one's emotions always compel us to know what one feels, senses, thinks, and why so. This component of emotional intelligence instructs that you must be aware of your own self and others sentiments and emotions so that, they would be able to get precise and perfect records and information about the world around them. Goleman (2002) describes that, emotional self-awareness is the capability to realize one's emotions and their special effects on self and others. It is very difficult job for an individual if he/she displays sentiments and feelings from one jiffy to another for his/her psychological insight and self-understanding, so one must be aware and conscious about the emotions of others in

order to construct a fruitful and purposive workstation environment and worthy interpersonal relations. If an individual is eager to respond properly to an existing condition then he should read his emotions in that condition. So those who are found to be impotent to recognize their spirits are at a marvelous disadvantage, and in the sense they are considered as emotionally illiterates.

1.1.2 Self-Control (Managing or Controlling one's Emotions)

From this component of emotional intelligence it is revealed that one should be able to control and normalize moods and emotions in one's own self and as well as in others. It is well known from the literature and research works that those who are emotionally intelligent must be competent in order to screen, differentiate and tag their sentiments precisely and it is whispered that they are capable to enhance and adapt these feelings, utilize strategies that would change their feelings, and judge the usefulness of these strategies. As far as this component of emotional intelligence is concerned it makes an individual liable to grip scratchy emotions unless they may agree that they are feeling them. Good emotional intelligence may lead you to be flexible, and can remain open to his feelings, learn from them and can utilize them to take apposite deed.

1.1.3 Motivating Oneself

Constructive inspiration – the rationalizing of moods and spirits of eagerness, fanaticism and assurance – is central for success. To encourage one-self for any accomplishment needs perfect ends and a positive 'can-do' attitude. Emotions provoke us but these also can disable us if they are moreover robust and if we permit them to devastate us. It entails adjourning fulfillment or roasting impetuosity. Those who have this skill inclined to be extremely prolific and operative in of any kind of task they commence.

1.1.4 Empathy (Recognizing Emotions of Others)

It is very amazing to discuss that an individual should possess those feelings and sentiments which would grab his attention towards the feelings and sentiments of

others. The empathetic attitude of an individual plays a very momentous role in comprehending the emotions, advancement and conversion of spirits to one another and the capability to forecast by what means people will feel and retort in different situations. It implies the meaning that a person can feel about another rather than feel about himself. It is often seen that the more empathetic are being found more agreed with the intelligent social gestures that others need or want. Empathetic skills may encourage you to expand the boundaries of interpersonal relationships and, can make a bond of communication with others which results in comprehending the viewpoints of others very well. Goleman has explained empathy as ‘social radar’. He enlightens empathy as being able to pick up another’s sensation deprived of having a word expressed by them. So if you want to be empathetic it means you want to emotionally red other people.

1.1.5 Social Skills (Handling Relationships)

The talent of making relationships with others and managing the emotions of others provides you the aptitude of motivating and encouraging them. If an individual has the capability to understand the others emotions, sentiments and feelings then you are capable to establish and create new associations to work in prosperous crews among and can have a good leadership quality. Those who generate the attributes of this component of emotional intelligence are always surpass in different kinds of skills such as; motivating others, understanding others emotions, be effective leader, creating interpersonal relations and networking very slickly with others. Emotional intelligence (EI) stretches the ability to have ‘grace under fire’ and to act with truthfulness and pluck. So in a basic and pure sense, the efficacy of one’s association skills pivots on one’s capability to accommodate to or influence the emotions of another person.

1.2 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; Lasson, Alderton, Meideffer and Underhill, 1997**). The term Cognition was first proposed by **T. G. Bever and Jaques Mehler** and the term was born in France when the **Jaques Mehler** moved from the United States of France. 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 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. It is found by the psychologists that there is no one right direction to study cognition. All the processes of cognition should be studied through a variety of covering operations. In the discipline of cognition the number of methods of investigation pursues the general comprehension that the number of diverse techniques

that lead to the same conclusion, in fact all the methods and techniques should be scientific in nature because non-scientific methods of study can not reveal right conclusions and it may lead to commit errors. There are several motives and concerns regarding the cognitive difficulty which becomes hurdle in analyzing and identifying it. On the other hand there are various available measuring tests all over the world, but there is a practical dearth of indigenous tests. 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.

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. The huge amount of experiments in this field is at the peak, but mathematical models and computer simulations also play a gigantic role in this field. The behavior by cognitive psychologists is also measured in laboratory in order to arrive at the conclusion about covert mental processes. According to this discipline human mind is well-thought-out first as processor of information; it has been found that it has an ability to compute answers to problems in an analogous manner as the software of a computer. The information processing approach is nothing but the relationship of mental processes and computation which has proved productive and prolific. The human mind is dynamic and respire through meaning. We often use symbols and signs in order to refer to objects, things, events and other experiences of life. There is always an endeavor by us to know and realize why experience arise as they do and naturally our own survival all reproduce the human need for meaning which is the ultimate purpose of our optimistic attitude. According to the cognitive psychology both the mind and brain systems developed through evolution. It is seen from the evolutionary perspective of the cognitive psychology that there is a comparison of memory functioning among different species. The mind and brain both have some general and specific functions that assist us in reproducing as organisms successfully. The process of perceiving, remembering and thinking have grown in such

a manner that permits us to implement to our environment. If we try to apprehend these systems in the milieu of neurophysiology and evolutionary biology affords additional driving force in the discipline. The individuals having more cognitive difficulty are unable to understand the signboards on the road; they forget the directions of the roads that they know very well, they forget where they had kept the things like, pen, newspaper, spectacles or books etc. The several other fundamental concepts of cognitive psychology are that processes modify mental representations in a series of stages (Massaro & Cowan, 1993). According to this psychology the hierarchical system of mind is a complex of so many other functions. The diverse branches of mind are; perception, memory and motor output. The term memory has two separate systems named as which are known as working or short-term memory and a long term memory. According to Atkinson and Shiffrin (1971) they designated that a short term store retains any kind of information just for several seconds. Long term stores according to them keeps information over intervals of several minutes, hours, days, weeks, months or years. In the hierarchical arrangement of functional constituents of mind can best be analyzed and studied in isolation. (Simon, 1969). The individuals living in this world have meaning when there is memory in him. Memory is that capacity in an individual which remembers and preserves the learnt material and life experiences for a longer period of time and reproduces it through recall or recognition when he feels required. The recent and distant past expresses who we are, what we learnt, what we believe, and how we behave and feel. The children's having this type of cognitive difficulty is not capable to learn or remember anything. The children having memory problems are always poor in academic performance also because memory is directly related examination or testing of learning. These kind of children's forget the things very quickly such as; they forget they had gone from one part to another part of their home, they forget the appointments made with the people, sometimes they forget why they are going to the market, sometimes they unknowingly do the other tasks at home even though they have not started them and even forget the names of the people. According to **Hitch** (2006) ,the most striking aspect of the development of working memory in childhood is the steady improvement in performance in all the complex span tasks. Complex span tasks refer to combining storage and processing requirements, such as

maintaining words while reading sentences (**Daneman & Carpenter , 1980**) or solving equations (**Turner and Engle, 1989**), or maintaining numbers while counting arrays of dots (**Case, 1985**). Track Packiam, Alloway and Lisa Archibald characterize the short-term and working memory impairments related with various developmental disorders that have a great impact on learning such as Specific Language Impairment, Developmental Coordination Disorder, Attention Deficit and Hyperactive Disorder, and Austin Spectrum Disorder. Each of these disorders is related with a selective profile of strengths and weaknesses across the diverse roles of working memory as described in Baddeley's multi-component model and as measured by the Automated Working Memory Assessment (AWMA, Alloway, 2007) , a cognitive test that consents to govern the profile of a student's verbal and visuo-spatial working memory skills. **Alloway and Archibald** recall that about 10% of children in a typical classroom have working memory difficulties that can impact their learning. Consciousness is among the basic and principal concepts of cognition but to investigate it is a very subtle task as of several causes and its advancement seems very slow in future. The one of the basic problem in studying consciousness is that the concept is not well-defined. The scientists tried to study consciousness and other people mean diverse things whenever they talk about it. **Pikner** (1999) explicated that at certain occasions scientists talk about as consciousness as self-knowledge. The intelligent persons hold knowledge about various objects, events, and ideas. The knowledge of these various kinds is knowledge about the self. The informational access is the second meaning of consciousness which is the ability to become conscious and aware and able to testimony on mental representations and the practice that function on them. Several times cognitive difficulty of an individual refers to his/her unconsciousness and mental unawareness because of that he/she feel themselves in day dreaming and are not supposed to listen the things carefully an these kind if individuals are likely to commit mistakes because of carelessness.

From birth to the end of adolescence the corollary increase in knowledge, skills, and abilities are perhaps among the most conspicuous phenomenon that can be studied in natural sciences. From the beginning till become the mature organism the physical growth is by itself amazing, and even the cognitive development is likely more

inspiring as distinctive and exclusive to our species and looks like as the chief element of the prolonged developmental period that exemplifies and characterizes Homo sapiens. Jean Piaget described cognitive development as an advancement concerning rationality by the creation of sound configurations underlying behavior, however his account of the egocentric and intuitive thinking of young children's inability to synchronize different points of view and dimensions booms Baldwin's conception of a restricted span of attention in children. So from the above little discussion about cognitive development it is revealed that developmental psychologists deduced most of the developmental differences between children and adults would come from the inadequate capacity of the situations they are met with and attempt to comprehend. The main idea of the doctrines of the neo-Piagetian theories is that cognitive exercises execute a load to the processing system (**Morra, Gobbo, Marini, & Sheese, 2008**). With the consequent clue, whose derivation goes back to the date as we have seen to **J. M. Baldwin**, that there is some processing or cognitive capacity, often measured as attentional, which is restricted but increase with age and allows to endure with higher information load. According to the contemporary experimental cognitive psychology the general processing capacity is defined as the capacity of working memory to sustain information as provisionally dynamic and ready for treatment in face of any disrupting events, working memory is considered as to be the "workbench of cognition" (**Jarrold & Towes, 2006**). From the seminal work of **Baddeley and Hitch (1974)**, several theories are suggested to account for the functioning and limited capacity of this system (**Baddeley & Logie, 1999; Barrouillet, Bernardin, and Camos, 2004; Cowan, 2005; Engle and Kane, 2004; Ericsson & Kintsch, 1995**). According to the Piaget's theory of cognitive development there is a systematic classification of stages in cognitive development and the advancement from one stage to another stage is permanently fixed. The child can not embrace the policies and approaches of a later stage at an early stage of development, so he must have to attain and use the strategies and schemas of early stages.

We come to know and understand the world by perceiving and sensing the environment. Perception is the result of those processes that may construct mental representations of the information available in the environment. The stored information

in memory as well as present in environment draws by such mental representation. It is elusive to understand that a process as speedy and uncomplicated as perception involves multiple stages and transformations of mental representations. Our sensory systems are continuously assaulted and shelled by sights, sounds, smells and other signals from the external environment. Attention brings up to selecting certain stimuli from among many and emphasizing cognitive resources on those selected. **William James (1890)** described attention as “the taking possession by the mind, in clear and vivid form, of one out of what seem several simultaneously possible trains of thought.... Focalization, concentration, of consciousness is of its essence” Attention is one of the important aspects of cognition which allows us to emphasize on what is important at the occasion and avoid the rest one. The persons having more cognitive difficulty are not capable to keep their attention toward the matter which leads them that external world would overwhelm them with sensory information and their internal world would overwhelm them with memories or fantasies. When attention fails, they are left careless and incompetent to operate. The biggest hurdle in the way of teaching learning process could be the limited attention span of learner which hinders their learning performance. Whenever there is malfunctioning in the attention, its significance to normal cognition and behavior is superficial. Attention deficit/hyperactivity disorder (ADHD) is a general diagnosed psychiatric disorder that generally takes place before 7 years of age. Children having ADHD are simply confused and extremely restive and imprudent. Although because of this malfunctioning in the attention span of children, he interrupts his ability to acceptable into social and academic environments and also latter in occupational settings. ADHD is diagnosed inattention, hyperactivity, and impulsivity is common and severe, beyond the range of normal behavior in young children (**Shaywitz, Fletcher, & Shaywitz, 1995**). Mental attention surges with age and assisting in the alteration from one developmental stage to the next. So one of the basic things about cognitive development is the nature of the incredible increase in the intellectual capabilities of a human being during maturation from infancy to early adulthood. Piaget was incredulous by the growth of the child and extremely explored the basis of that growth, influencing developmental psychology intensely. Among various cognitive strategies,

cognitive dissonance is the perception of inharmoniousness between two cognitions, which can be well-defined as any component of knowledge, comprising of attitude, emotion, belief, or behavior (Pintrich et al., 1993). The cognitive dissonance strategy embraces that contradicting cognitions serve as a driving force that coerces the mind to acquire or discover novel thoughts or beliefs, or to modify existing beliefs, in order to diminish the extent of dissonance between cognitions (Aïmer, 1998; Lee et al., 2003). According to Piaget's theory (1967; 1980), when a child realizes cognitive conflict (disequilibrium), this recognition inspires him or her to endeavor to resolve the conflict and thus alter his/her cognition, attitude, or behavior. Piaget called the process of resolving conflict "equilibration." According to him, equilibration brings up to the process of self-regulation that preserves a balance between "assimilation" and "accommodation." Several educational intrusions have been planned to nurture dissonance in students by accruing their cognizance of conflicts between prior beliefs and novel information (Guzzetti et al., 1993).

The different cognitive disabilities are briefly discussed below:

Functional vs. Clinical Cognitive Disabilities

Generally there are two types of cognitive disabilities which are clinical and functional disability. Clinical disability includes autism, Down syndrome, traumatic brain injury (TBI), and even dementia. In this regard least severe cognitive disabilities include generally attention deficit disorder (ADD), dyslexia (difficulty reading), dyscalculia (difficulty with math), and learning disabilities. These disabilities are treated through medical perspective but for web accessibility realizing cognitive disabilities by functional disability is of much utility. There are some important reasons because of that functional disability is considered more useful from the perspective of web accessibility. For example If we tell a developer that people having autism is not of any worth unless or until the developer is acquainted with that what kinds of hurdles a person is facing on his/her website by autism. On the other hand clinical diagnoses are not mutually elite in conditions of what difficulties people face. The various types of difficulties emerged from functional cognitive disability are one by one given below:

Memory

Memory which plays a significant role in all the operations of life and simply it is the ability to recall whatever is seen, heard, read and learnt etc.. Generally there are three types of memory such as, working-memory, short-term memory and long-term memory. Many individuals may have difficulties with one, two or all the three types of memory. Memory difficulties may impair the ability of remembering the things, where I am going, how I go to content etc. Sometimes it becomes very subtle for an individual to remember many errors and at occasions even forget the error information while before was able to address that error.

Problem Solving

The problem solving aptitude is considered as the highest type of learning according to the Gagne's hierarchy of learning. Individuals having cognitive disabilities cannot easily accomplish any problem solving task and as a result they leave the site and do not persevere and continue to solve the raised problem. So the people having cognitive difficulty are not expected to solve the problems very efficiently.

Attention



In every day classroom operation it is evident that some individuals are not responding or giving their attention to the task taught by the teacher which demonstrates that they have difficulty in focusing on attention. Disruptions for instance scrolling text, blinking

of the icons and pop-up windows also results in creating web environment challenging or difficult and even impossible.

The people having Attention Deficit Hyperactivity Disorder (ADHD) think learning process a burden and difficult for them but otherwise this is due to their distractibility not by any kind of inability. These types of people (with ADHD) have impetuosity, impulsiveness, easily disturbed, careless, absent minded and are living in fantasy.

Reading, Linguistic, and Verbal Comprehension

From the observations and experimentations it is illuminated that the number of individuals has difficulty with reading, learning languages and in apprehending the text.

These kinds of difficulties may be mild or severe, and having the range from minor challenges to a thorough inability to read any text. Emergence of these difficulties may create frustration, in the minds of individuals and discourage them.

1.3 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. Out of these factors it has been honestly recognized that the factors pertaining emotions

mainly an anxiety and social factors like self-concept and intensities of ambition mostly dogged one's academic achievement. Although from various surveillances and investigations it is found that, learners sited in an identical set of academic settings differ in their educational achievement. This variable constantly illumines the performance of a person which further led to the degree to which he achieved precise and particular goals in the teaching learning environment of school, college and university. 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. It is education that always struggles to make a person civilized, optimistic, creative person, bold, brave, and powerful and makes him morally characterized.

The field of academic achievement having inclusive scope concealments the extensive collection of aims and objectives of education. The various standardized assessments such as; grade point average (GPA) and scholastic assessment tests (SAT) were prepared in order to measure the academic achievement of students, which also function as the indicators of predicting whether a students have ability to continue their education or not. Hence it is demonstrated from these standardized assessments that whether the students get opportunity to go for university education such as for the courses of MA, M.Phil., Ph.D. as well as for other technical courses. Moreover the academic achievement not only indicates the future expectations from the students but

it also play its massive role in the progress and prosperity of a nation. It is realized that in advanced societies, academic success plays a significant role in every person's life. In this current era competition became a primary part in every one's life. The students having more intelligence always achieve more rather than those who have not, and it bears its impact on their comprehension, abilities, skills, aptitudes, reasoning, problem solving etc. Academic achievement is considered as one of the fundamental goals by every school such as from pre-nursery to university education. It is endeavored in every day school activity of curriculum that the students should be given opportunities to get more and more in order to enhance their personal progress and the nation as whole. It has been analyzed that there are number of factors such as; family background, illiteracy of the parents, family economic conditions, cultural factors, interest, motivation etc. which influence the academic achievement of students in harsh manner. Achievement at all times needs to make hard labor and it has been realized that to accomplish anything requires competence, ability, aptitude and effort. Education which is known as sub system of society always remains in accruing its role in improving, renovating and overhauling the academic achievement variable. The modification of behavior, good personal characteristics, morally well-being, patience, humbleness, punctuality, and respect from others are all the indicators of achievement. The current achievement of students is well-thought-out as the predictor of success in later stages of life. In the words of **Verma and Upadhyay (1981)** 'achievement is the attainment or accomplishment of an individual in some or particular branch of knowledge after a certain period of training. The achievement score of a student indicates towards the future success of the individual'. Academic achievement is associated with the attainment of principles, generalizations and the ability to execute effectively aims, signs, symbols and thoughts.

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. Students achievement or the achievement of the school as a whole is regarded as the out-put of all educational strives. It is analyzed that the students differ in their achievement, as no one individual is alike in the world in any manner. Naturally they differ in color, form, size and shape but there are several other factors which are accountable in their achievement at every aspect and in every stage of life, among which the main credit goes for intelligence (IQ). As you know that a single teacher teaches a whole class but there are some students in the class who surpass others in every examination, grasp the things, thoughts, concepts, phrases, ideas, symbols, signs, different formulas in different subjects etc. very easily and rapidly where as others who do not possess these kinds of attributes persists in the backward. So it may be said that the students or individuals belonging to the same group, caste, class, community, grade, and of similar abilities are generally found in different ranks in their academic achievement. In educational institutions, for many decades it has been observed that one's academic achievement is perceived as one of the fundamental function of the aptitude, ability, and intelligence quotient of student. For this purpose several tests have been prepared by psychologists to measure the aptitude of students. The term intelligence is renowned as an electric force of the brain and it is well-thought-out as the dynamic element which plays an immense role in the academic achievement. The diverse number of abilities in an individual such as, ability to think, ability to reason, ability to solve problems, ability to comprehend, ability to ponder in an abstract way, ability to make plan and management, ability to compare things of different nature and ability to learn and seek etc. So it is revealed that intelligence is a composite of dozens of qualities rather than any single quality. We cannot call any person an intelligent unless or until we will not measure his intelligence on standardized tests, because intelligence is not directly visible and observable. So we cannot call a person an intelligent or a boob unless his intelligence is measured. In the present world it is on the fire that academic achievement is the basic input for the growth of education and of life as well. Those who get high percentage of marks in the examination always felt themselves in higher order, respectful citizen, loved by others, feeling of independence,

and by self-confidence and these autonomous feelings create in them a sense of adjustment of life in society which further leads them to a dynamic personality.

The concept of achievement automatically shifts one's cognizance towards something that is to be obtained by the knowledge, capabilities, hard work, aptitudes and skills etc. developed in different subjects among the students within the four walls of school. According to Crow and Crow (1969) achievement refers to the extent to which a learner gets profit from instructions in a given area of learning i.e. achievement is reflected by the extent to which knowledge or skill has been acquired by a person from the training imparted to him. It is the quality of academic achievement of students by which their competence, proficiency, efficiency, productivity and deficiency, ineffectiveness, hopelessness etc. are identified. Now a days it is evident that in this world of competition the worth and value of the students' performance became a fundamental element for taking admission in schools, colleges, universities and also in other various technical and personal programs. The involvement of family members in the academic achievement of their children particularly their parents are always very eager for the better performance of their children and they hope every success for their children. By this enthusiastic attitude of parents shapes the whole educational process all over the world. In the current trends of education the concept of only, academic achievement is enough for student which makes him satisfactory altered into the concept of harmonious and all round development of child. Because of the emergence of this trend in education, it shifts the attention of parents towards those types of schools where all the technologies are utilized in teaching learning process, such as smart classrooms, smart boards, computer based learning or e-learning and hi-tech language laboratories. By these inventions the students not only raised their academic performance but also developed the quality of education, personality and standards of teaching- learning process as well. The several other factors influencing the academic achievement of students are briefly discussed here; i) Home which is considered as the first school and the mother who is considered as the first and best teacher of child. If both these factors play a positive attitude with a child, it may enlighten his future. ii) Institutions like schools, colleges and universities should be well and gorgeous for

students. iii) Teacher student interaction should be at liberty. iv) Peer group also play a gigantic role in academic achievement. v) Curriculum should be flexible etc.

So in brief we can say that academic achievement is considered as the milestone in the evolution and progress of educational system. It is among the fundamental goals of education and it is the result of instructions given to the students by the teacher at the end of every course whether it is technical or professional. Academic achievement which is determined in marks or grades displaying the learning out-comes of pupils by the end. In each and every society of the world academic achievement is well thought out as the basic and permanent accountability of any educational institution in order to endorse dynamic personality type among children. The academic achievement variable has a big hand in obtaining the all-round development of personality of the child or student. It is estimated that the academic achievement has expected massive significance for its real interpretation. For us academic achievement is determined as a main condition to magistrate one's total abilities, potentialities and capacities. The promotion from one class to another class is not possible unless you have not achieved good marks or satisfactory grade in previous class and the selection for any course or job is also based on this academic achievement. 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. In this modern world of science various technologies were invented in the field of education because of that, parents now a day determine the sky touching goals for their children. So in the educational globe the inclusive struggle of education is to enhance the academic performance of students.

1.4 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.

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. According to **Mayer et al. (2000)** suggested that emotions signal relationships between a person and a friend, a family, the situation, a society, and internally between a person and his or her memory. Good emotional intelligence of students may diminish their cognitive difficulties and accrue their academic achievement. These individuals can easily apprehend emotional information and are capable to smear that understanding for effective decision making and problem solving cases in life. They will also be competent to bring out pure reasoning about emotions and practice the emotional knowledge to develop their thinking.

The number of studies conducted on student's emotional intelligence and other variables. It is apparent from the facts that the research has been done in this field on the relationship between emotional intelligence and academic achievement but little research has been done on emotional intelligence, cognitive difficulty and academic achievement of higher secondary students of Jammu district of j&k state. Hence, the present study has been undertaken to unveil how emotional intelligence puts its effect on cognitive difficulty and academic achievement of higher secondary students. 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.

1.5 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.”

1.6 Definitions of the Key Terms

1.6.1 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.

1.6.2 Cognitive Difficulty:

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

1.6.3 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.

1.6.4 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.

1.7 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).

1.8 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 (Government/ Private).

1.9 Delimitation of 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 240 students only.
5. The investigation has been confined to 8 higher secondary schools of Jammu district.

