

REVIEW OF RELATED LITERATURE

2.1 Conceptual Framework

Review of related literature plays a gigantic role in the planning and then execution of any research work. Review of related literature is a written summary of articles, books, journals and other documents which acts a torch bearer for the present and the past and gives the deep insight regarding the topic. Review of related literature document the need for proposed study. According to **Best (1963)** literature of the problem having the familiarity helps the students to discover what is known already, and what others have attempted to find out.

The review of literature may be well-thought-out as an explanation of the literature pertinent to a specific field or identified topic of research. One major definition of a literature review is that "... A literature review uses as its database, reports of primary or original scholarship, and does not report new primary scholarship itself. The primary reports used in the literature may be verbal, but in the vast majority of cases reports are written documents. The types of scholarship may be empirical, theoretical, critical/analytic, or methodological in nature. Second a literature review seeks to describe summaries, evaluate, clarify and/or integrate the content of primary reports." (**Cooper,1988**). The 2nd chapter of the dissertation or theses consists of review of related literature and it may be a contextual where the researcher is delineating a part of research, or helps in setting, the hypothesis. In the words of **Busha & Harter, (1980)** 'Literature review is a critical summary of different facets of research problem as reported in existing sources'. The literature review is a frame of writing that has the purpose to analyze the existing knowledge by practical as well as theoretical findings and its contribution to an identified problem. Usually it is seen that the literature associated with academics for instance a theses, review of related literature of a topic heads a proposal for research and fallouts section. Literally the term 'review' or 'look again' implies the meaning of what has previously been written about the topic. According to **Lawrence & McEvoy (2008)**, literature means "it is an evidence based review of relevant reference material."

2.2 Reviews

Miglani, D. (2001) there is highly a significant relationship between Emotional intelligence and Academic achievement. In this study he also found that Emotional Intelligence and academic achievement are correlated with each other. We cannot say that only 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.

Kaur, M. (2001) this study was done in order to know the relation of Emotional Maturity of adolescents to intelligence, academic achievement and environment catalysts. In this study the sample size of 356 students of XI class. According to this stud 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.

Martha & George (2001) in this investigation a study was conducted on 319 students and among them 162 were males and 157 were females. In this study they were interesting to know the effects of emotional intelligence on gender wise (male and female). According to this study the emotional intelligence of males and emotional intelligence of females indicates a significant difference in self-control and academic achievement.

Maree and Ebersohn (2002) conducted a study to determine the probable connotation of the construct emotional intelligence. In this favor two case studies of adolescent males were conducted by them to know that major impact 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.

O’connor and Little (2003) in this investigation they asserted 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

Nelson & Low (2003) In this study they established a viewpoint that emotional intelligence is the only sole variable which is greatly influencing he personal achievement, carrier success, leadership and life satisfaction. They observed that 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.

Mathur, Dube and Mallhotra (2003) this study was conducted to know the relationship of emotional intelligence and academic achievement of students. In this study the investigators collected the data from the sample of 83 adolescent boys and girls from a local public school. The study bares the results that emotional intelligence corroborates and compliments academic achievement of students. From the collected data of the study it was found that adolescents with higher level of responsibility perform better on scholastic performance, in adjustment and are more positive and certain

Petrides et.al. (2004) “the study was conducted by the investigators 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, for this purpose they collected a data from the sample of 659 students. From the collected the data they found that emotional intelligence of 160 students is moderately related to the performance and cognitive ability where the students having higher IQ and higher emotional intelligence EQ are leading toward a greater academic performance. In this study it was also established that cognitive relations between emotional intelligence and deviant school behavior, such as unlawful, absence and expulsion.

Manhas (2004) conducted a study to know the correlation between emotional intelligence and academic achievement of students. For this investigation he collected a data from a sample of 400 students of 11th class from both boys and girls. After the data

collected from the sample, results were revealed that there was a highly positive correlation between emotional intelligence and academic achievement of students.

Lekhi, V. (2005) in this study the investigator was interested to know the relationship of emotional maturity of adolescent students with the cognitive and non-cognitive variables. To accomplish a study the investigator took a sample of 939 adolescents of XI class students in sr. secondary schools of Punjab state and saw that intelligence and emotional maturity have significant correlation with each other. This study indicates that the students who have good IQ level they display high class of emotional maturity and which reflects their good behavior and a dynamic personality.

Betty, A. R. (2005) in the current research the investigator compared the subsamples of university students to investigate the concurrent criterion validity of a mixed model conceptualization of emotional intelligence with self-reported exercise attitudes. The findings of study exposed that in overall there is 1.6% variance accredited to the model effect of self-reported activity stage or level and exercise attitude with emotional intelligence. In this investigation the scale used for female sub samples was not significantly correlated while there was a major correlation of in the sub sample of male.

Bruni et al. (2006) in the current investigation he collected a data from the sample of 380 school students of Italy in order to explore the relationship of academic achievement, demographic and psychological factors. In this study the researcher employed a school achievement index as a tool to determine their academic achievement. The study found out a major difference between academic achievement of male and female students. It was found in the study that female students have higher academic achievement as compared to male students.

Gakhar, S.C. & Manhas, K.D. (2006) "There is a significant correlation between Emotional Intelligence, Intelligence, Creativity and academic achievement". Department of Education, Punjab University, Chandigarh. In this study it would be revealed that there are significant challenges to face in life during the school going period. In the current study the investigators took a sample of 400 11th class male and female adolescents from both the government and private schools located in rural and

urban areas of Jammu and Kashmir. In this investigation 165 were found that there is positive general intelligence and emotional intelligence ($r = .208$). In the study it was also revealed from the results that there is a positively significant correlation of adolescents creativity and their emotional intelligence ($r = .610$). According to the investigation it could be said that significant positive correlation between academic achievement and emotional intelligence is obtained ($r = 0.128$)

Altun, A., & Cakan, M. (2006) in this paper cognitive styles, achievement scores and attitudes toward computers among university students was studying during the investigation. There are two elements of cognitive styles (namely Field dependence/Field independence) that have been investigated with different groups of students as well as with their attitudes. However, in the field of research there is a scarcity of research publications pertinent to teacher trainees in an international setting. The standardized group embedded Figures test was used to evaluate the field dependency among (30 teacher trainees in this work. On the whole it was seen that cognitive styles and academic achievement were not found significantly related with each other ($r = .14$, $p = .15$); Cognitive styles and attitudes toward computers ($r = .01$, $p = .84$); and cognitive styles and attitudes toward computers when their academic scores were covariate $F(2, 126) = .40$, $p > .05$). According to the findings of the study it is revealed that students attitudes in the direction of computers are not related with field dependency still when their achievement levels were controlled. Keeping in view the above research it could be said that attitude of students toward computers is found to be making function independently from cognitive styles

S. Waks & M. Barak (2006) as you that science and technology subjects need high level thinking. In the majority of the cases the material matched at the planning phase of a curriculum refers mainly to the universal criteria of thinking and learning theories for instance the capability to carry out 'formal operations' according to Piaget. The related question can occur when dealing with a precise subject matter, in this milieu. In order to checking the students material match during an achievement post-test enables us to pass on to the related contents.

In this investigation they projected a method to illustrate a test item through a content item (number of schemes required for solution) and the mandatory resources of learners (represented by the problem solving taxonomy PST level) the cognitive difficulty level CDL is then defined as $CDL = NS * CDL$.

In the current study the researchers analyzed that the validity of CDL as an indication of difficulty of a test item that has been conformed in order to teach the essentials of electronics at the high school level (tenth and eleventh grades): it was found in the study that as soon as the students achievement scores decreased (when value of CDL is increased) The investigators had taken two types of student population in the study who are high and low achievers. The results of the study specify that at the beginning phase of learning a novel subject, chiefly the content factor (NS) would be effective for the difficulty level of a mental task. After the 'transient time' has elapsed both the factors NS and PST (i.e. CDL) affect the student's level of cognitive difficulty. It has been analyzed that in the latter stages the effect of PST becomes most prevailing as the complication of the material increases.

Joan Hill (2006) in the present study the researcher investigated development of children who are experienced emotional and behavioral difficulties (E.B.D) by employing the piagetian approach. In order to enlighten the children's difficulties the researcher adopted a method of significant exploration. By using this method the nature of the children's reasoning and cognitive process were clarified particularly the thinking system of children was characterized by a high degree of ambiguity. The method employed for this is displayed to be particularly productive for providing insight into the cognitive difficulties experienced by this group of children. The results of the study therefore to donate to our understanding of the special educational needs of many children and have chief implications for methods and approaches employed in teaching.

Neil Humphrey, Andrew Curran , Elisabeth Morris , Peter Farrell & Kevin Woods (2007) in the field of research it has been seen for the last few years the emotional intelligence has a very significant and very interesting in both the areas of academic success and emotional adjustment of students. On the other hand it is seen

that emotional intelligence among students in the four walls of school demonstrated a divisive pursuit, challenging as it does traditional according to the educational viewpoints of rationalists. Moreover, it has been found in this area of research that research findings are incoherent at the best. The several key questions associated to this important discussion has been converted in this research article. What do we mean by emotional intelligence? Is emotional intelligence bearing its impact on learner's emotional health and well-being, academic performance and other adaptive outcomes? Can we teach emotional intelligence? According to the findings of this research article there are some key issues to contemplate in order to develop policy, practice and much more additional research.

Darsana M. (2007) in Kollam Kerala of India research has been done on the identified problem for research entitled as "Relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students" In this identified problem the researcher was interested to know the relationship between emotional intelligence and other those variables which facilitate their achievement and compared the emotional intelligence of different groups of students in context of sex, locale of the school, nature of school management and SES. The aims and objectives of the study were to know the correlation between emotional intelligence and those variables which facilitate the achievement of students from the whole sample or relevant sub-sample and contrast their emotional intelligence by dividing them into groups in pairs and classified them in context of sex, locale of the school, nature of the school management and socio-economic status(high SES, low SES). In this research work the investigator found that emotional intelligence and academic motivation are highly correlated with each other and it is also found that there is a significant difference between boys and girls in terms of emotional intelligence and emotional understanding and it has also been searched that boys performed better in emotional intelligence and emotional understanding than girls. In the current study the difference in terms of gender was significant and whosoever make research in this area must keep that difference in mind. The results revealed from the study reports that a difference of gender and suggested that boys have higher social skills than girls. In this study there

has been shown no significant difference between boys and girls in terms of emotional perception, emotional facilitation of thought and emotional management.

Srivastava (2007) in the present study the investigator was interested to see the relationship between emotional intelligence and achievement in environmental studies. According to the findings of the study the investigator revealed the results that emotional intelligence and achievement in environmental studies have positively significant correlation with each other. The investigator from the study also revealed that the students who were emotionally intelligent are emotionally more stable and responsive to their environmental issues than the students who were emotionally less intelligent.

Jaeger and Eager (2007) in this research article they make endeavor to explore the worth of emotional intelligence as a means to enhance academic performance. In this investigation they affirmed that the function of non-cognitive variables, together with emotional intelligence has been often denied in the academic model of success in higher education. The worth of emotional intelligence in forecasting the academic performance of students is addressed and calculated by applying cumulative grade point average. In the current study the investigators arrived at the point to conclude that in the non-cognitive development of students especially emotional intelligence, might enhance performance of students inside and outside the classroom students affairs professionals play a significant role.

Eniola and Adebisi (2007) this work has been done in order to explore the value of emotional intelligence and setting up the goals of life in boosting the power of enthusiasm in order to work among the student who are visually impaired. In this study the investigators made experiment of pre and post-test experimental group design(N=32) in which the work value inventory has been accomplished by the participants. This research work was passed over a period of six weeks. The indication of a results revealed from the study was toward that the students who had experienced emotional intelligence and goal setting intervention had a significant difference in the level of motivation.

Pamela Qualter, Kathryn J. Gardner & Helen E. Whiteley (2008) in this study the investigators 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. According to this study 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 researchers also well thought out that can emotional intelligence be altered and changed or not and they were also interested to that how emotional intelligence might be facilitated in educational practice. They arrived to 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.

Berenson, Boyles, and Weaver (2008) in the current research the investigators established a viewpoint that the intrinsic factors of emotional intelligence and personality traits were to resolve the extent or degree which predict Grade Point Average and measure academic success among students. According to the study it has been confirmed that emotional intelligence plays a vital role in forecasting the GPA; which display the grade points of students. The associated soft skills of academic success can appear a productive abstract of the online successful students that might be useful for promotion , advertisement, quality assessment and custody efforts.

Leeson et al. (2008) in the current study the investigators conducted a study on a sample of 639 high school students New South Wales, Australia in order to examine their cognitive ability , personality and academic performance. From the responds of the respondents it has been revealed that there is a significant difference between boys and girls in their academic achievement. The results also displayed that the girls perform better than boys. According to the results of the current study it can be said that gender plays a pivotal act in forecasting academic achievement.

Cukowicz et al. (2008) in this study it was examined that taking suicide risk in a sample of depressed individuals may be the result of their coping style and thought suppression. According to the results of the study it has been indicated that eminent emotional coping and thought suppression were related with intensified suicide risk, whereas the lower avoidance coping was also related with higher suicide risk. So we can say that negative thinking patterns are insisted by negative emotions.

Mahajan Neeta & Sharma Shweta (2008) they conducted a study on 'stress and storm in adolescence' Agra. The investigators conducted a study in order to explore the anxiety among adolescent boys and girls in conditions of four selected areas viz; physical, emotional, social and educational. To arrive this study at certain conclusion 40 boys and 40 girls (15-17 years) of age were selected for a study as a sample through a multistage stratified random sampling technique. They prepared a self-made standardized questionnaire to obtain relevant information from the selected sample. It was found that education is a major anxiety prone area among girls and they were found more worried and fearful for their marks and percentage as compared to boys. Nervous and anxiety level was found dominant in boys than girls because of certain physical reasons. It was also established that there is a significant difference between emotional anxiety among boys and girls in general. Study also reveals that boys are more stable than girls at least emotionally, while in boys anxiety and tension was found more because of identified reasons. According to the study adolescents are extremely concerned as how others observe them and they are opposite and pertinent to show self-consciousness, and they are notified on being criticized by others.

Deniz, Tras, and Aydosan (2009) in this paper the investigators analyzed that emotional intelligence bare its effect on the academic personification and locus of control tendencies of a group of students. It has been concluded from this research that the sub scales of emotional intelligence scale, flexibility and coping with stress have significantly high correlation with the academic adjournment leaning scores. It was also revealed from the study that the two subscales of emotional intelligence scale , adaptability and universal attitude could significantly forecast the students locus of control scores.

Sabine Schaefer, Martin Lövdén, Birgit Wieckhorst & Ulman Lindenberger (2009) in the current study the investigators investigated that how 9 years old and young adults performed a working memory task under different difficulty conditions while making on a tread mill. They found that stride-length and stride-time variability had been showed when cognitive load was very elevated. The participants under study in both the age groups enhanced their cognitive performance while walking at their preferred speed as against to sitting or walking at a fixed non- preferred speed. In this study after research it is found that the communication of walking and cognitive performance is influenced by allocating resources between two tasks, and also it is established that performance enhancement in cognition can be triggered by an exercise prompted inauguration of resources.

AbdullahI, O. E. (2009) in this study he took a matter of emotional intelligence as a matter of an enhancement to intellectual education. In this work in order to get the Nigerian vision 202020, the Nigerian policy makers of education give their consideration to Nigerian students, emotional intelligence specifically at the tertiary level of education, in the faculties of education and colleges of education that taught and skilled would be teachers.

Chopra Vanita (2009). in this study the investigator were interested to the ‘educational implications of emotional intelligence for better teacher and student performance’ New Delhi: .According to the study emotional intelligence pays an important role in achieving the performance of teachers and students and it is always integrated with the classroom. The study helps to analyses these kind of skills which would latter contribute in the success of life and it also assist in order to know others better than himself is discussed here. It could be said that emotional intelligence is that skill which has a significant role in assisting the learners or students in determining and displaying the way of success in school and in other grounds. From the above discussion it has been revealed that by the emotional intelligence the students feel themselves high revered and they are courageous to face the situation which would discourage them and my setback. For the learners in order to recognize their strengths and abilities they need necessary to develop a confidence and a burly sense of self-

worth. The learners with emotional intelligence must learn to take accountability for their better learning and performance and reveal diligence and elasticity in the face of obstacles and impediments. In the end of the study it is concluded that emotional intelligence is a beneficial and fruitful for both the teachers and students, which also manage their emotions and it not only contributes to their development but also for teaching-learning procedure and functioning it for an additional operative.

Lather Manisha (2009) the current research work conducted in Kurukshetra University Kurukshetra, to study the emotional intelligence as a measure for success in life'. The investigator asserts that emotional intelligence has very just rose grand concern in the fields of researchers and mental health specialists. According to the author in the study that emotional intelligence is a dynamic vigor that might affect personal success and relations with others. The accountability of fortification and stillness of mind is presumed and grown among all the young people. The learning and pro-active ,parents, teachers and helping adults is of essential requisite to be conscious and sensitive of the signs, symbols and patterns that indicate peril for the years. The consciousness about the storm and stress of adolescents and depression unlock the entrance gate for adults to commence constructive and productive efforts.

Lather Manisha (2009) he identified a problem for investigation reads as under 'effect of emotional intelligence on psychological distress of high school students' Kurukshetra University Kurukshetra. The study examined hypothesis that the emotional intelligence may diminish the distress of high school students when it is applied in classrooms for them. In the study the investigator collected a data from the 1000 high school students among them 500 were male students and 500 were female students. The researcher in this investigation employed Hindi adaptation of cornell medical index health questionnaire (Broadman et.al.1949) by Wig et.al.(1983) to measure the psychological distress of high school students. In this study the emotional intelligence scale developed by (Sharma R 2007) was employed to measure their emotional intelligence. After the investigation it was formed that 562 students were having psychological distress out of 1000 high school students taken as a sample for study. The findings of the study revealed that there is a negative correlation between

emotional intelligence and its dimensions with psychological distress. So it was established that emotional intelligence has a pre-requisite role in diminishing the psychological distress of students.

Ton de Jon (2009) 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 presenting research plan for further studies of cognitive load.

Umadevi M.R. (2009) he conducted a study on relationship between emotional intelligence , achievement motivation and academic achievement' at Devan Gere in Karnataka. The current study was revolving around the object that to know the correlation between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. In the study the investigator employed Emotional Intelligence Scale and achievement motivation test on 200 D.ED students and the data collected was subjected to descriptive, correlational and differential analysis. The objectives prepared by investigator in order to achieve were to find out the relationship between emotional intelligence and academic achievement of student teachers, and to know the relationship between achievement motivation and academic achievement of student teachers and the study was also aimed to compare the emotional intelligence and achievement motivation of student teachers with respect to gender and streams of arts and science groups. At last in the study the findings were revealed that there is positive significant relationship between emotional intelligence and academic achievement of primary school student teachers and it was also

established that achievement motivation and academic achievement of primary school student teachers positively correlated. There was no significant difference in emotional intelligence of primary school student teachers and art and science student teachers. There was also no significant difference in achievement motivation of male and female student teachers, and arts and science student teachers.

Usha P. & Rekha (2009) they identified a problem for their research work as under “Emotional competence and mental health as predictors of academic achievement” IN Kerala and Thrissur. They conducted a study on secondary school students of Kerala to investigate their incompetence and mental health as forecasters of academic achievement. To accomplish the study they selected a sample of 530 students of Thrissur and Ernakulum districts of Kerala on the basis of sex , type of management of school and locality. For achieving the objectives of study they administered scale of emotional competence, Mental Health States Scale and achievement test in physics subject. The hypothesis of the study prepared by the investigators were; There will be significant difference in the mean scores of emotional competence , mental health and achievement in physics for the groups twisted on the basis of gender, locality and type of management schools, the another was there will be significant relationship between emotional intelligence and achievement in physics for total sample and sub-samples, the next hypothesis were that there will be significant relationship between mental health and achievement in physics for total sample and sub-samples, and in this study the effect of two independent variables emotional competence and mental health was seen on dependent variable achievement in physics. The results of the study entail that emotional competence plays a great role in predicting achievement in physics. Hence according to the study emotional skills should be developed among adolescent students and more emphasis should be laid on infusing emotional literacy to the standard curriculum and congeal atmosphere should be created in schools to develop these kind of skills among students. The children having good mental health recognize their accountability take decision by own self, plan for future, set realistic goals for themselves, and in solving the concrete or abstract problems , do the best they can in the problem situation, stumble upon or generate. They are well known how to solve the problem of life and they are very proudful for improving their intellectual efficiency.

So in order to enhance and improve the development of mental health of pupil's proper environment should be emphasized.

Mavroveli et al. (2009) in this study the investigators made effort to examine the construct validity of the trait emotional intelligence in middle and late childhood and established a view point to know its relationship with cognitive ability, emotional perception and social behavior. In the current research work the investigators collected the data from the sample of 140 children who belong to the age group of 8 to 12 years from identified primary schools. The investigators gathered relevant information from the selected sample by employing psychological tool of Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF; Mavroveli et al. 2008) to measure their trait emotional intelligence, and also used Standard Progressive Matrices (Raven and Court, 2000) to evaluate children's reasoning ability. To measure and assess the children's emotion attribution accuracy and emotion biases, Assessment of Children's Emotion Skills (ACES; Schultz, Izard & Bear 2004) were employed. Social Skill Training (SST; Spence 1995) was used to know children's social skills and children's academic achievement were achieved from the school records. According to the investigation of the study it was found out that there is a positive relation of trait emotional intelligence with both peer rated pro-social behavior and general peer competence. Since it is hypothesized in trait emotional intelligence theory there is no relation of the construct with IQ (Raven Matrices) and academic achievement.

Dianna L. Newman, Deborah K. Kundert, David S. Lane Jr. & Kay Sather Bull (2009) they conducted a research to know the conflicting facts regarding to make use of statistical item difficulty as a way of ordering difficulty present by the multiple choice tests. Some other texts employed other alternative method for cognitive difficulty. In the current study the investigators analyzed the effect of both statistical and cognitive difficulty in shaping item order. The study revealed the finding that the students who get items in growing cognitive order, there is no issue of the order or sort of statistical difficulty scored higher on hard items. The students opposed to statistical and cognitive difficulty orders achieved the highest on medium-level items by getting the forms. The researchers at the end concluded that the effects of cognitive difficulty should be

explored by one or another way and proposed that further studies in future examine and analyze sub-scores as well as total test result performance.

Sony et.al. (2010) in the current study the investigator believed that emotional intelligence and general mental abilities are different approaches in demonstrating the students' academic performance and the potential of building social interaction with others. According to the results and findings of the study it was revealed that emotional intelligence and general mental ability plays an imitable and distinctive role in forecasting the academic achievement of students. Although by making meta-analysis it had also been found that emotional intelligence is highly correlated to the quality of social interaction with process than general mental ability.

James N. Thompson, Russell Sheldrick & Elisabeth Berry (2010) this study was conducted on Subarachnoid hemorrhage which often results in disabling psychological trauma, meta health difficulties and cognitive impairments that can preserve beyond the first year of discharge. The NHS foundation trust a long term follow-up program were using by neuropsychology and specialist nurses to identify patients in requirement of neuropsychological intervention for ongoing problems that thwart and prevent a return to work and normal life. In 2008 results of an audit of patients reveals that one in three patients need referral. The referred patients who finished both the initial and final outcome measures, there were seen significant improvement clinically and statistically. According to the study the findings revealed specify that the effectiveness of joint neuropsychology and specialist nurse follow-up for Subarachnoid hemorrhage patients.

Augustin de Coulon, Elena Meschi & Anna Vignoles (2011) this study mentions that there is a positively significant relationship between a parents childhood cognitive skills level and their own children's skill levels. So far it has also been known that individuals skill level change in childhood period and into adulthood, very significantly as a result of their education , training and work experience. So the skill level of parents is potentially as necessary in forecasting the cognitive and non-cognitive skills of their children. In this study the investigators framed the aims and objectives, The first one is that to assess the power and potential of the intergenerational correlation between parental skill in adulthood, specifically literacy

and numeracy skills. In the study the next and second aim is to appraise whether from a policy perspective, identifying adults with poor basic skills in literacy and numeracy is supportive and obliging in formulating policies to get children having poor cognitive and non-cognitive skills at risk. The researchers collected the data from British Cohort Study(BCS). They found burly proof and conformation that children who are performing better in cognitive and non-cognitive tests are of the parents with better memory and literacy in adulthood. It is not only that parents early cognitive skills and their adult cognitive skills are positively correlated, but also their parents early stage skills provide productive information to assist in explaining their children's early skills in regression that also control for parents their own personal cognitive skills as measured at age five. This paper gives evidence that the parents with poor literacy and numeracy skills may assist us to forecast that which children having poor skills themselves are mainly and mostly at risk.

Singh Amit and Kumar Dinesh (2011) in the present research work the investigators were eager to study the 'emotional intelligence and academic achievement of college students' Jind, Haryana. In this investigation they were interested to know the emotional intelligence and academic achievement of college students of Rotini in Delhi. To accomplish the research work they collected a sample of 100 college going students among which 50 were boys and 50 were girls from Rotini. The findings of the study revealed that the emotional intelligence of (science, arts and commerce streams) college going boys and girls were alike and similar. Whereas the academic achievement of science boys and girls were significantly different. This work also established a viewpoint that emotional intelligence and academic achievement were positively correlated with each other.

Brandenburg et al. (2011) they conducted a study to know the relation of emotional intelligence with academic performance and analyze the probable difference in emotional intelligence of students with regard to demographic and experiential characteristics. They collected from 140 civil engineering and construction management students from Clemson University and according to the view point of citadel it is recommended that emotional intelligence boost along with increase in GPR.

The emotional intelligence of students crests or reaches the zenith at the group of 2.51 to 3.0 GPR. In the study it was also found that emotional intelligence decreases as GPR increases, they also verified and recognized a positive association between work experience and emotional intelligence. According to the findings and results of the study it is suggested that augmented importance on co-op extra-curricular programs are devised to help students to improve and develop their emotional intelligence skill.

Richard Menary (2012) this paper asserts that cognitive 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 artefacts; 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 artefact extension which is in the current classic and standard position of the pivotal connection of a representative with an artefact. This approach requires to trounce the opposition from cognitive outsourcing that can easily be obtained as artefact or tool to do cognitive processing for us without extending our cognitive abilities. As compared to this enculturated cognition, does not grievance that artefacts themselves expanded our cognitive abilities, but to a certain extent the obtained and acquired practices for controlling and operating artefacts 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 enculturated 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 (2012) 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 . According to the study 20 MS patients have accomplished this easy and very simple blind task; and 10 patients pursued 13 sessions (2 hours) of the ProCog-SEP1 program. The next t10 patients pursued 13 sessions of a debate program (control group). In the study all patients suffered neuropsychological assessment, prior and after their program in charge to judge and evaluate cognitive functions. 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.

Phioanh Nghiemphu Albert Lai David Wellisch Pia Banerjee Timothy Cloughesy Jennifer Pham Sandra Cervantes (2014) according to this study it has been investigated the neurocognitive functioning and other phases of quality of life became gradually more important in the clinical care of patients having glioma. This is almost always unfeasible and impractical due to time, cost and resource considerations when continuous monitoring of neurocognitive functioning with methodical and comprehensive evaluations would be ideal for patients. In spite of that a cognitive symptoms can be administered to identify the patients who recognize themselves to be experiencing cognitive difficulties, permitting for fast recognition and detection of patients in need should be measured by self-report. Just a self-report measure of neurocognitive functioning was prepared with the intention of the cognitive domains affected by treatment of cancer. Though according to the investigators knowledge, the questionnaire as a tool employed in the study for adults have merely included adult supervisors of childhood cancers. The 299 patients accomplished and done the childhood cancer supervisor study neuro-cognitive questionnaire with adult one-set WHO Grade II-IV glioma in the current research work. There were 25 items in the questionnaire with four sub-scales representing diverse cognitive functions. These four different sub-scales are; Task Efficiency, Emotional Tolerance, organization and

memory. It has been revealed from the results of the study that general and overall sources, primary areas of concern and relationships with medical characteristics were known and recognized. According to the investigation the subtest scores were ; Task Efficiency T score ($M = 42.8, SD = 15.9$), Emotional Tolerance T score ($M = 51.6, SD = 11.7$), Organization T score ($M = 48.6, SD = 11.7$), and Memory T score ($M = 44.0, SD = 15.3$), indicating that task efficiency plays a great role and great concern in the cognitive functioning. The responses of the subject were received and then analyzed of 188 patients (61.6%) approved the highest ranked item. I have difficulty recalling things I had previously learned' ($M = 0.81, SD = 0.74$).The statistical techniques of Chi-Square , t-tests and regression were also applied and they analyzed and identified major effects of tumor laterality , radio-chemotherapy, repetition and KPS score ($p < .05$), excluding tumor grade on each of the four subscales scores. According to the results of this study it is seen that adult –onset glioma patients having difficulties if memory and task efficiency are regularly certified and a number of medical characteristics play a pivotal role in the altitude and level of cognitive dysfunction that patient's experience.

Helena M. K. Tam, Charlene L. M. Lam, Haixia Huang, Baolan Wang & Tatia M. C. Lee (2014) according to them general cognitive status (GCS) is 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. This study was conducted on 34 younger and 39 older adults to identify differences in relationships between cognitive processing speed and GCS in relation to age. The investigators measured the cognitive processing speed bu employing the processing speed index of the Wechsler Adult Intelligence Scale. According to the results of the study it is looked for that cognitive processing speed forecasted GCS in older rather than younger adults. According to this to identify the training effect of cognitive processing speed on GCS should be investigated and known in further researches in future. It also mentions cognitive factors associated with processing speed and the relation between GCS, verbal fluency, cognitive inhibition and divided attention. A regression analysis were

used and specify that there is a great contribution of verbal fluency in cognitive processing speed in older adults , accounting for 21% of the deviation. All these observations and interpretations propose that age-associated alterations of prefrontal regions cannot fully enlighten age associated decline in cognitive speed.

Houman Alipour & Mohamad Goldust (2015) in the current study it is an objective 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 at10 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. It is concluded from the current study that it makes a belief and trust that there is an association and relation of BP and cognition, higher values of systolic BP with impaired cognitive function.

Anggi Tias Pratama and Aloysius Duran Corebima (2016) the present study was conducted to mention the emotional intelligence and its pivotal role in the academic success of students' and their learning results. The students who found emotionally mature and having better emotional intelligence are capable to confront the problematic and difficult situation very easily in school and society. The current study is

enthusiastic to know the correlation of emotional intelligence and students cognitive learning results of biology and each indicator of EQ on the biology cognitive learning results. In this study the investigators selected a sample of 232 students of class X by applying random sampling method from 7 schools. According to the outcome of the study it has been revealed that there is a positive and significant correlation of EQ with biology cognitive learning results. There is a 5.2% donation of EQ in the students learning results. The indicators of EQ for example pinpointing self-emotion was 0.01% managing emotions was 0.05% motivating own selves was 0.60% identifying and recognizing emotions in others was 0.33% keeping relationship was 4.25%. The relevant information which may indicate the association of EQ and biology learning results and the donation of each indicator associated can be beneficial information for teachers to develop the students EQ through the execution of suitable information learning strategies.

Jonas Everaert, Ivan Grahek, Wouter Duyck, Jana Buelens, Nathan Van den Bergh & Ernst H. W. Koster (2016) from the perspective of this study 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.

Jonas Everaert, Ivan Grahek & Ernst H.W. Koster (2016) conferring to this study the scarcity of cognitive control over the emotional and cognitive biases are essential apparatus underlying depression, however the interaction of these emotionally distorted cognitive processes associated with depressive symptoms is soundly comprehended. In the study the investigator examined the relationship among cognitive control of emotional information, cognitive biases and depressive symptoms. According to the above theory the effect models were created, conjecture that the poor cognitive control over emotional material forecasts depressive symptoms throughout negative attention and interpretation biases. It has been revealed that poor inhibitory control over negative material was associated with negative attention bias which resulted in forecasting a harmonizing bias in the process of interpretation and consequently in depressive symptoms. There had an indirect effect on depression severity of both the shifting and updating impairments in response to negative material through negative interpretation bias, In the whole study there was no direct effect of deficient cognitive control over emotional material on depressive symptoms. The results and findings of the study display that it assists to prepare an incorporated comprehension of the cognitive fundamentals of depressive symptoms.

Sajjad Ullah, Mumtaz Ali Anwar & Nosheen Fatima Warraich (2017) current study exploring the role and importance of emotional intelligence and its value and acceptance in every academic discipline. Emotional intelligence is that variable which seems as putting its impact on the various academic activities of students in one or another way. This research article had done meta-analysis of various literatures to know the relationship of emotional intelligence with the academic and non-academic characteristics of students and laid the emphasis on the significance of this relationship. This study also demonstrated that students' emotional intelligence is a significant element for them when they are managing a taxing situation. This study also exemplify that emotional intelligence can be helpful and caring managing library anxiety among students which may lead them toward better academic performance. This research work is very helpful for academic librarians in order to identify and realize the role and function of emotional intelligence in the activities of the patrons related to library. The

conclusion of the paper suggested that further research in the same area should be given more concentration and interest.

2.3 Research Gap

The researcher had reviewed many researches and found that the researches were 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 at10 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.