

Relation between Emotional Intelligence and Social Relationship: a descriptive Survey Study

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Date of Submission: 01-05-2024

Date of Acceptance: 10-05-2024

ABSTRACT: Emotional Intelligence and Social Relationship is an important issue for Tertiary level Students, Emotional intelligence is the result of a combination of hereditary and reciprocal forces, like general intelligence. The development of Emotional Intelligence depends on future life experiences. Through the present study, an attempt has been made by the investigators to assess the level of Emotional Intelligence and Social relationship among the Tertiary level Students of PurbaBardhaman District in West Bengal concerning some personal and socio variables. The investigators have used the Descriptive Survey method for the present study. The sample consists of 112 Students who studied at the Tertiary level from various colleges. The stratified random sampling technique has been used for the selection of samples in the present study. For the analysis of data Mean, S.D., t-test, ANOVA, Correlation, and graph have been used by the investigators in the present study. The results of the study explore that Emotional intelligence and Social relationship among the Tertiary level Students is being Moderate in the district of PurbaBardhaman. It is also revealed that the result is no significant difference among the Tertiary level Students concerning their level of Emotional intelligence and Social relationship based on their Gender, Area, Streams, and Category in the district of PurbaBardhaman. Emotional intelligence and Social relationship have a negligible negative correlation and it can be said that when one's Emotional Intelligence will increase, the Social Relationship of that person will be negligible decrease or negatively affected and vice-versa.

Keywords: Emotional Intelligence, Social Relationship, Tertiary level Students.

I. INTRODUCTION:

When Emotional Intelligence comes to one's personal life, there is certainly going to be a

wide range of views regarding appropriate what is and is not. The fact is that social interaction, to a few degrees, not only impacts but determines the success or failure of most (if not all) of our relationships. Although some relationships may be sustained without any expectations on one side or another, these are very rare. Sustaining persuading relationships with family members, coworkers, friends, and romantic partners requires a set of Emotional Intelligence. Emotional intelligence is a type of ability that helps a person interpret their own emotions. It is a kind of non-competitive skill, capability and competency that is influenced by the individual's own abilities through which the individual is exposed to different aspects of the environment (Sivakalai and Nalinilatha 2017). Salovey and Mayer (1997) define EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships". The purpose of emotional intelligence is not only to influence the mind but also to influence the use of emotions (Ungur and Karagozolu 2013).

Emotional intelligence plays a significance role for the individuals gathering the social skills which enable them to deal with the social situations and adjustment (Al-Tamimi and Al-Khawaldeh 2016). The aspect of Emotional Intelligence relates to the regulation of other people's emotions, the values and ethical queries raised by this process must be argued. In general, the concept of Social relation (human relations) is defined as the ability of person to interact with other persons (Metaj - Macula, Albulena 2017). The high Emotional Intelligence of individual can affect social relationships and Academic Performance. Most of the time, when it comes to personal relationships and actions will probably be

very natural. With the right use of emotional intelligence skills, a person can know the attitude of another person as well as control that person and establish a bold relation with that person. There are four skills which together set up emotional intelligence: self-awareness; self-management; social awareness and relationship management. Personal competency (self-awareness and self-management) focuses on individuals which help developing into interactions with others and Social competency (social awareness and relationship management) depicts personal ability to an interaction and social realm. It is the potential capacity to observe other people's moods, attitude, behaviors and emotions so that you can develop the quality, interaction and connection of our relationships. Emotional Intelligence skills can be learned and your weaknesses can likely be transformed into strengths with some time and effort.

Needs and Significance of the Problem:

In the present day, education has become a huge challenge. Specifically, the main criterion for this competition is the educational assessment based on which students are verified. Many people have said a lot of things as a reason for the difference in educational ability. Among them, emotional intelligences are present. As a person can control himself with emotional intelligence, he can feel the emotional intelligence of others. I think that this research work helps to know whether or not emotional intelligence controls academic ability or how to be controlled. It will also help people with emotional intelligence how they treat other people in society. It will also help to know the social relationship of the student with among other students and persons and to know influence the educational performance of students. Hence, the present study has been undertaken to study the emotional intelligence, social relationship and academic performance of high school students.

Review of the related literature:

Molla (2018) has conducted a study on "Emotional Intelligence and Academic Achievement Motivation Among College Students". It is revealed that there is no significant relationship between emotional intelligence and academic achievements, which stands not accepted, there is no significant relationship between male and female students concerning emotional intelligence stands accepted. Agrawal and SK (2017) have conducted a study on "Predictors of

Academic Performance: Emotional Intelligence and Stream among Graduate Students." It is found that girls have higher emotional intelligence rather than that of boys. There is no significant difference in Emotional Intelligence between Arts and Social Science Students, there exist a significant difference between Arts and Science Students and Social Science and Science Students. Bibi et al. (2016) have conducted a study on "Relationship between Emotional Intelligence and Self-esteem among Pakistani University Students." In this study found that there have a significant positive correlation between emotional intelligence and self-esteem among Pakistani university students. Reda et al. (2016) have conducted a study on "Emotional Intelligence and Its Relation with the Social Skills and Religious Behaviour of Female Students at Dammam University in the Light of Some Variables." In this study revealed that the average level of the emotional intelligence among the female university students and the level of the religious behavior among the female university students the Faculty of Arts in Hafar Al-Batin of University of Dammam is average. Pattanshetti and Huddar (2015) have conducted a study on "Relationship between Emotional Intelligence in relation Leadership Characteristics and Academic Performance of college students." In this study revealed that there is significant positively correlation between Emotional Intelligence and Leadership Characteristics and Academic Performance of male and female students. Praditsang et al. (2015) have conducted a study on "The Relationship among Emotional Intelligence, Social Intelligence and Learning Behaviour." This study observed that while learning behaviour was at a medium level then emotional intelligence and social intelligence were high and also revealed that Emotional intelligence was not significance relation with learning behaviour. But social intelligence was significance relation with learning behaviour, outside of social cognition, self-presentation. Sadri and Janani (2015) have conducted a study on "Relationship of Emotional Intelligence and Self-regulation of Male Elite Swimmers." The results of the study observed that there is a significant positive correlation between total scores of Emotional Intelligence and Self-regulation. Ahmadi et al. (2014) have a conducted a study on "Relationship between Emotional Intelligence and Psychological Well Being" to investigate the effect of emotional intelligence on psychological well-being. The efforts of the study observed that emotional

intelligence has a significant positive effect on psychological well-being of employees. Roy, Babli (2013) has conducted a study on "Emotional intelligence and academic achievement motivation among adolescents: a relationship study." In this study observed that a positive relationship between emotional intelligence and academic achievement motivation. Fatum, Barbara A. (2008) has conducted a study on "The relationship between emotional intelligence and academic achievement in elementary school children." In this study revealed that the majority of students in this study scored in the Advanced level in English-Language Arts and Mathematics and the Proficient level in Science on the California Standardized Achievement Report (STAR) achievement tests and very little difference in academic achievement between the two schools.

Objectives of the study:

1. To assess the level of Emotional Intelligence among Tertiary level Students of PurbaBardhaman District in West Bengal.
2. To assess the level of Social Relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.
3. To assess the relation between Emotional Intelligence and Social Relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.
4. To find out the difference among Tertiary level Students on Emotional Intelligence of PurbaBardhaman District on the basis of Gender, Area, Streams, and Category.
5. To find out the difference among Tertiary level students on Social Relationship of PurbaBardhaman District in on the basis of Gender, Area, Streams, and Category.

Null Hypothesis of the study:

H0₁. There would not have high favorable level of Emotional Intelligence among Tertiary level Students of PurbaBardhaman District in West Bengal.

H0₂. There would not have high favorable level of Social Relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.

H0₃. There is no significant relationship between Emotional Intelligence and Social relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.

H0₄. There is no significant difference among Tertiary level Students on Emotional Intelligence

of PurbaBardhaman District in on the basis of Gender, Area, Streams, and Category.

H0₅. There is no significant difference among Tertiary level students on Social Relationship of PurbaBardhaman District in on the basis of Gender, Area, Streams, and Category

Emotional Intelligence:

Emotional intelligence is defined as the ability to perceive, manipulate and express one's own and other people's feelings and emotions and to discriminate among different emotions and Emotional intelligence also use to guide thinking and control behavior as well as to handle and manage emotions to adjust to environments or achieve individual's goals.

Social Relationship:

Social relationships refer to the association that exists among peoples who have recurring interactions that are perceived by the participants to have personal meaning. This definition involves relationships among members of family, friends, coworkers, neighbors, and other companion. Social relationships that is very important to a person's life. It is significance in the person's social network than that of formal relationships. Social relationships help the individual to lead a healthy and normal life in a social environment.

Tertiary Level:

Tertiary level refers to degree college level. This is considered as the first stage of higher education. At present at this level the course is completed by total six semesters in CBCS.

Methodology of the Study:

The researcher has used Descriptive type survey method in the present study. Therefore, naturally the researcher applied the different tools, techniques, strategies and methods of Analytical type research to collect analyze and interpret the data. Actually, in this study of the researcher has measured impact of emotional intelligence on social relationship of tertiary level student in PurbaBardhaman District and by the concerned students' opinion about their emotion with other students and persons. The researcher has used inferential statistics, Correlation and Graph to analyze and represent the collected data. The researcher has selected degree college student of PurbaBardhaman District as sample and the Stratified Random Sampling technique has

been used to collect sample. The researcher has used two Scales as a tool for collecting the data in the Present Study, such as Emotional Intelligence Scale and Social Relationship Scale.

Data Collection Procedure and Scoring:

As per previous planning the tool was administered upon the Tertiary level Students of 6 (Six) selected College under The University of Bardhaman in the district of Purba Bardhaman. The authority and the concerned classes of College were informed well in forward by the researcher for the purpose of collection of data. After completion of the answering by the students, the filled in copies of the Scale were collected from the students carefully. After collecting the all

Questionnaires (112) from the six selected Colleges, the researcher has calculated the total score on a Questionnaire by computing the score against the each and every item. In computing the score of each item of the two Questionnaires, the researcher has used a preselected method. In case of positive item, direct scoring method that was 4-3-2-1 has been used and in case of negative items, reverse scoring method that was 1-2-3-4 has been used by the researcher in computing the score of each and every items of the Questionnaire. This total process of computing of the Questionnaire has been done by the researcher very carefully and sensitively.

II. RESULTS AND DISCUSSION

H0₁: There would not have high favorable level of Emotional Intelligence among Tertiary level Students of Purba Bardhaman District in West Bengal.

Analysis of Emotional Intelligence among Tertiary level Students on the basis of cut off point

Table No-2: Shows the Number, Mean and S.D of Total Tertiary level Students

Group	Number	Mean	Mean
Students	112	44.08	6.45

$M \pm \sigma$

$M + \sigma = 44.08 + 6.45 = 50.53$

$M - \sigma = 44.08 - 6.45 = 37.63$

Table No-3, Show the level of Emotional Intelligence among Tertiary level students on basis of Cut off point

Scores	Frequency	Percentage	Level of Emotional Intelligence
Above-50.53	23	20.54 %	High
Between-37.63 to 50.53	67	59.82 %	Moderate
Below- 37.63	22	19.64 %	Low
Total	112	100%	

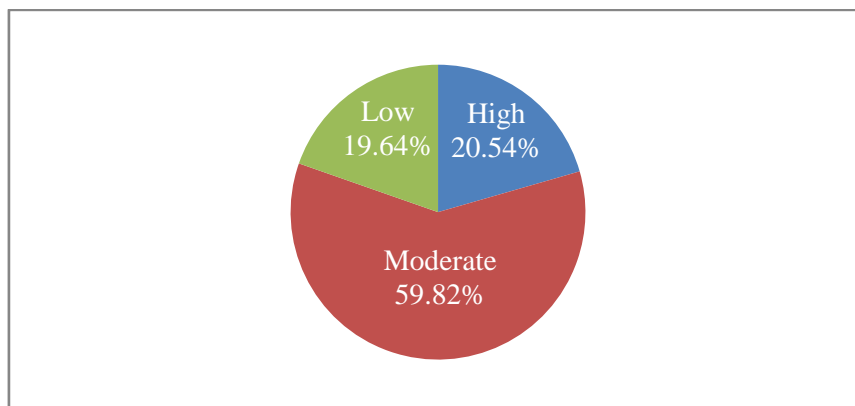


Figure 1. Graphical Representation of level on Emotional Intelligence of Tertiary level Students on the basis of Cut off Point

H0₂: There would not have high favorable level of Social Relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.

Analysis of Social Relationship among Tertiary level students on the basis of cut off point
Table No-4: Shows the Number, Mean and S.D of Total Tertiary level Students

Group	Number	Mean	Std. Deviation
Students	112	43.76	6.07

$M \pm \sigma$

$M + \sigma = 43.76 + 6.07 = 49.83$

$M - \sigma = 43.76 - 6.07 = 37.69$

Table No-5, Show the level of Social Relationship among Tertiary level students on basis of Cut off point

Scores	Frequency	Percentage	Level of Social Relationship
Above-49.83	22	19.64 %	High
Between-37.69 to 49.83	75	66.97 %	Moderate
Below- 37.69	15	13.39 %	Low
Total	112	100%	

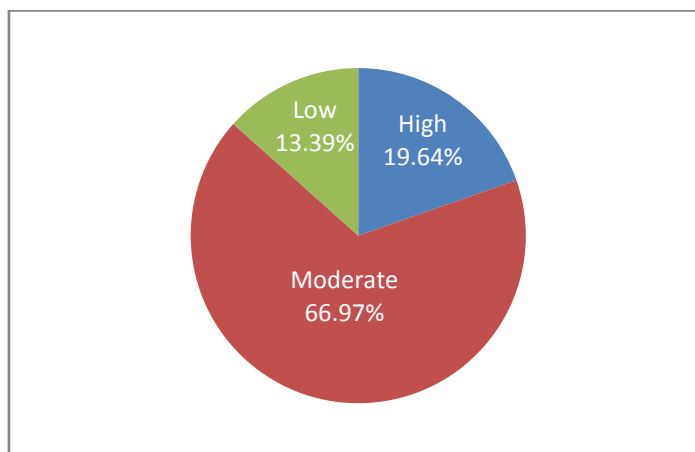


Figure 2. Graphical Representation of level on Social Relationship of Tertiary level Students on the basis of Cut off Point

H0₃, There is no significant relationship between Emotional Intelligence and Social relationship among Tertiary level Students of PurbaBardhaman District in West Bengal.

Relationship between Emotional Intelligence and Social Relationship

Table No-6; Relationship between Emotional Intelligence and Social Relationship

Variables	Number	Value of “r”	Table Value	Result
• Emotional Intelligence	112	-0.074	0.19 at 0.05 Level	Negligible Negative Correlation
• Social Relationship			0.25 at 0.01 Level	

Table No-7: Results of t-Test between different groups of Tertiary level Students with regard to Their Emotional Intelligence and Social Relationship.

Variables	Groups	N	Mean	S.D	Mean Difference	S _{ED}	df	t-value	Result
Gender	Emotional Intelligence								
	Male	47	43.51	7.28	0.98	1.24	110	0.79@	NS
	Female	65	44.49	5.79					
	Social Relationship								
	Male	47	44.15	5.90	0.67	1.17	110	0.58@	NS
	Female	65	43.48	6.23					
Residence	Emotional Intelligence								
	Rural	73	43.75	6.80	0.94	1.28	110	0.73@	NS
	Urban	39	44.69	5.77					
	Social Relationship								
	Rural	73	44.49	6.16	2.10	1.19	110	1.76@	NS
	Urban	39	42.38	5.72					

*Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of ‘t’ against df-110, at 0.05 level=1.98 and 0.01 level= 2.63]

Table No-8: Shows the Number, Mean and S.D of Tertiary level Students with regard to Their Emotional Intelligence and Social Relationship of difference groups on the basis of Streams and Category.

Different Aspects	Group/Variable	N	Mean	S.D
Streams	Emotional Intelligence			
	Arts	46	44.54	5.91
	Science	56	44.20	6.54
	Commerce	10	41.30	8.19
	Social Relationship			
	Arts	46	44.61	6.50
	Science	56	43.20	5.75
	Commerce	10	43.00	5.85
	Category	Emotional Intelligence		
UR		51	45.57	6.62
OBC		36	42.64	6.17
SC		19	43.32	6.04
ST		06	42.50	6.60
Social Relationship				
UR		51	44.33	5.92
OBC		36	44.14	6.50
SC		19	42.00	5.80
ST		06	42.17	5.53

Table No-9: Shows the results of ANOVA on different groups of Tertiary level Students with regard to Their Emotional Intelligence and Social Relationship.

Different aspects of	Sum of Squares		Mean Squares		F-value
	Between Groups	Within Groups	Between Groups	Within Groups	
Streams	Emotional Intelligence				
	87.924	4524.352	43.962	41.508	1.06@

	Social Relationship				
	56.695	4029.796	28.348	36.961	0.77@
Category	Emotional Intelligence				
	210.856	4398.421	71.285	40.726	1.75@
	Social Relationship				
	96.019	3990.472	32.006	36.949	0.87@

@ Not Significant [Table Value of 'F' against df-2/109, 3/108 at 0.05 and 0.01 level are 3.09, 2.70 and 4.82, 3.98 respectively]

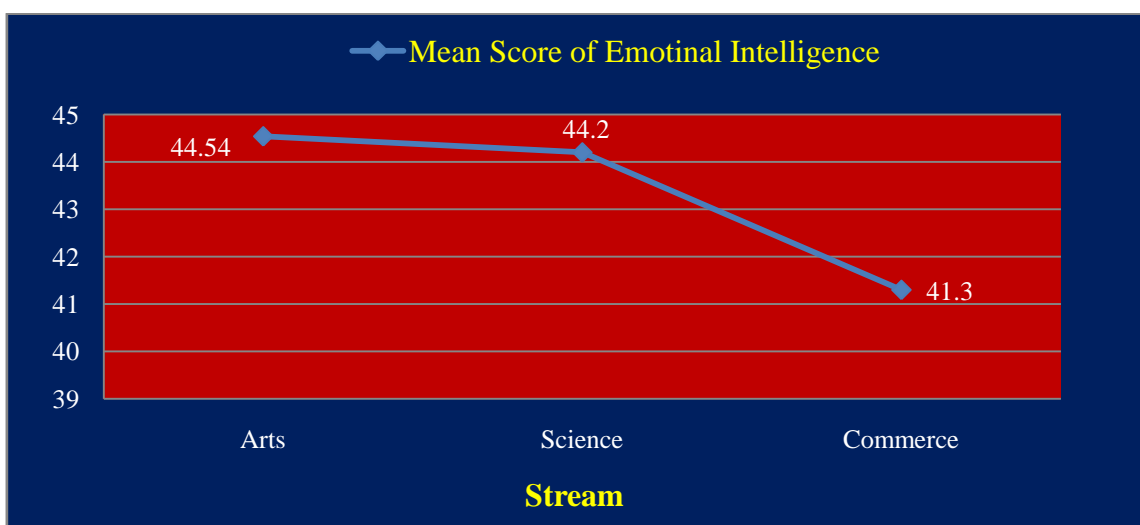


Figure 3: Graphical Representation on Emotional Intelligence of Tertiary level Students on the basis of Stream.

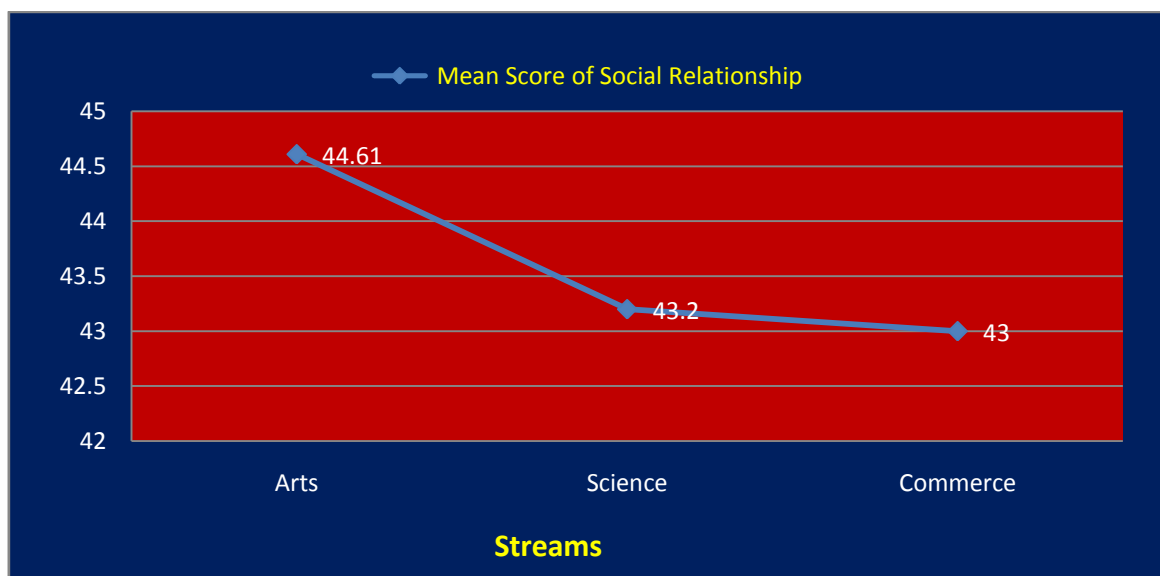


Figure 4: Graphical Representation on Social Relationship of Tertiary level Students on the basis of Stream.

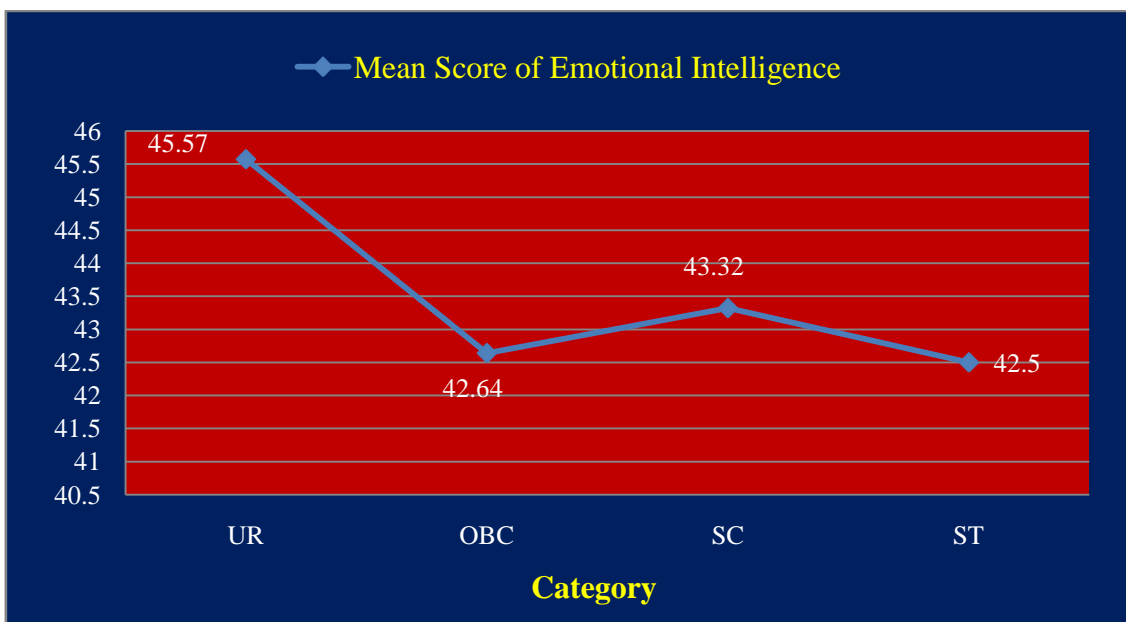


Figure 5: Graphical Representation on Emotional Intelligence of Tertiary level Students on the basis of Category.

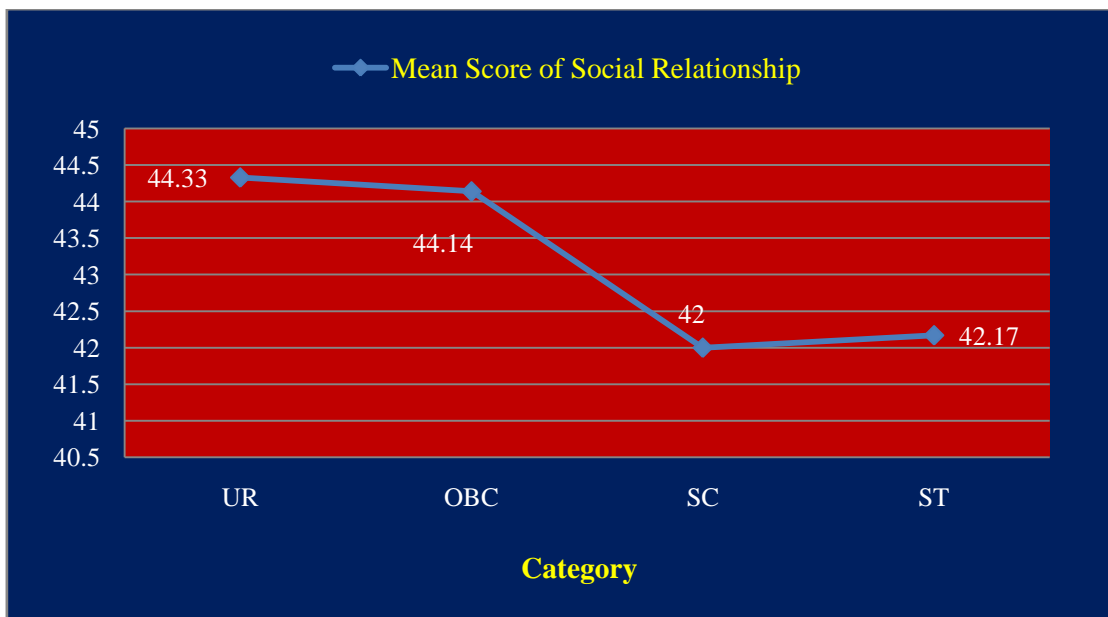


Figure 6: Graphical Representation on Social Relationship of Tertiary level Students on the basis of Category.

Testing of H₀₁ and Interpretation:

On the basis of Cut off Point, from the Table No-3, we can perceive that out of the total 112 Tertiary level Students, 20.54% Tertiary level Students have scored Above 50.53, 59.82% Tertiary level Students have scored Between 37.63 to 50.53 and 19.64% Tertiary level Students have scored Below 37.63 on the Emotional Intelligence

measuring Questionnaire constructed by the investigators for the Tertiary level Students. Therefore, it can be said that the maximum percentage (59.82%) of Tertiary level Students has scored Between 37.63 to 50.53, which indicates that the level of Emotional Intelligence of Tertiary level Students is being Moderate.

Testing of H₀2 and Interpretation:

On the basis of Cut off Point, from the Table No-4, we can perceive that out of the total 112 Tertiary level Students, 19.64% Tertiary level Students have scored Above 49.83, 66.97% Tertiary level Students have scored Between 37.69 to 49.83 and 13.39% Tertiary level Students have scored Below 37.69 on the Social Relationship measuring Questionnaire constructed by the investigators for the Tertiary level Students. Therefore, it can be said that the maximum percentage (66.97%) of Tertiary level Students has scored Between 37.69 to 49.83, which indicates that the level of Social Relationship of Tertiary level Students is being Moderate.

Testing of H₀3 and Interpretation:

The calculated value of 'r' that is -0.074 is not significant at 0.05 level of significance from the Table No-6. But the value shows negligible negative Correlation between Emotional Intelligence and Social Relationship among Tertiary level Students. Hence, the null hypothesis is accepted and it can be said that when one's Emotional Intelligence will increase, the Social Relationship of that person will be negligible decrease or negatively affected and vice-versa.

Testing of H₀4 and Interpretation:

From Table No-7, On the basis of Gender, it is observed that both the calculated 't'-value (0.79) of Emotional Intelligence and calculated 't'-value (0.58) of Social Relationship is less than the table value at the 0.05 level of significance (1.98 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between Male and Female Tertiary level Students with respect to their level of Emotional Intelligence and Social Relationship. Hence, the both null hypothesis is accepted. On the other hand, on the basis of the obtained Mean Scores, it can be said that the Female Tertiary level Students was comparatively more emotional than Male Tertiary level Students and again Male Tertiary level Students was comparatively more social relationship than Female Tertiary level Students.

From Table No-7, On the basis of Area, it is observed that both the calculated 't'-value (0.73) of Emotional Intelligence and calculated 't'-value (1.76) of Social Relationship is less than the table value at the 0.05 level of significance (1.98 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference

between Male and Female Tertiary level Students with respect to their level of Emotional Intelligence and Social Relationship. Hence, the both null hypothesis is accepted. On the other hand, on the basis of the obtained Mean Scores, it can be said that the Urban Tertiary level Students was comparatively more emotional than Rural Tertiary level Students and again Rural Tertiary level Students was comparatively more socially relationship than Urban Tertiary level Students.

Testing of H₀5 and Interpretation:

From Table No-9, on the basis of Streams, it is observed that both the calculated 'F'-ratio of Emotional Intelligence and Social Relationship are 1.06 and 0.77 which are less than the table value at the 0.05 level of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Tertiary level Students with respect to their level of Emotional Intelligence and Social Relationship. Hence, both the null hypothesis is accepted.

From Table No-9, on the basis of Category, it is observed that both the calculated 'F'-ratio of Emotional Intelligence and Social Relationship are 1.75 and 0.87 which are less than the table value at the 0.05 level of significance. Therefore, the result is not significant and we can say that there is no significant difference among the Tertiary level Students with respect to their level of Emotional Intelligence and Social Relationship. Hence, both the null hypothesis is accepted.

III. CONCLUSION:

In the light of the above discussion found that there is a Moderate level of Emotional Intelligence and Social Relationship among the Tertiary level Students in the District of Purba Bardhaman. Female Tertiary level Students was comparatively high Emotional Intelligence than Male Tertiary level Students because female are more sensitive to any situation as well as tend to control their emotion and Social Relationship of Male Tertiary level Students is comparatively higher than that of the Female Tertiary level Students because female don't want to go into social relationships for insecurity. There is negligible negative Correlation between Emotional Intelligence and Social Relationship among Tertiary level Students. Urban Tertiary level Students is comparatively high Emotional Intelligence than that of the Rural Tertiary level Students and Rural Tertiary level Students is comparatively high Social Relationship than that of the Urban Tertiary

level Students. Tertiary level Students who belongs to Arts Stream is comparatively high Emotional Intelligence than other Streams and Tertiary level Students who belong to Arts Stream are comparatively high Social Relationship than other Streams. It is also found that the Tertiary level Students belong to UR Category comparatively high Emotional Intelligence than the other Category and Tertiary level Students who belong to UR Category comparatively high Social Relationship than the other Category in Purba Bardhaman district because obc, sc. category students are backward classes so that they like to confine themselves to narrow boundaries.

However, Emotional Intelligence is a type of mental ability which lead to control one's emotion, feelings and understood others emotion. In Emotional Intelligence persons show the symptoms of self-awareness, acceptance, attitude and actions. Social Relationship means a kind of interpersonal relation with in among people. It is hoped that this study will be helpful to parents or guardians, counselors or guiders, administrators in providing manage or control to emotion and feelings and improve social relationships of individuals.

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