

**STUDY OF EMOTIONAL INTELLIGENCE OF
THE EDUCATIONISTS WORKING FOR THE
ACADEMIC INSTITUTIONS (SCERT/ SIEMAT /
SSA/ DIETS / RMSA) IN UTTARAKHAND STATE
IN RELATION TO THEIR ACADEMIC
ACHIEVEMENT, SEX, CASTE AND LOCALITY
(PLACE OF BIRTH)**



DISSERTATION SUBMITTED

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SUPERVISOR

Dr. SUNITA BADOLA

(Associate Prof)

H N B Central University, Srinagar

INVESTIGATOR

RAMESH PRASAD BADONI

M.Ed-Final, UOU, Haldwan ,

Uttarakhand State

Session: 2013-14

Enrollment no-12035284

DECLARATION

I, **RAMESH PRASAD BADONI**, confirm that the work for the following Dissertation with the title **“STUDY OF EMOTIONAL INTELLIGENCE OF THE EDUCATIONIST WORKING FOR THE ACADEMIC INSTITUTIONS (SCERT /SIEMAT / DIETS/ SSA/ RMSA) IN UTTARAKHAND STATE IN RELATION TO THEIR ACADEMIC ACHIEVEMENT, SEX, CASTE AND PLACE OF BIRTH”** was solely undertaken by myself for the submission of **Master Degree in Education (M.Ed) from Uttarakhand Open University Haldwani (Nainital), Uttarakhand** and that no help was provided from other sources as those allowed.

All sections of the Dissertation that use quotes or describe an argument or concept developed by another Author have been referenced, including all secondary literature used, to show that this material has been adopted to support my Dissertation.

Place / Date

Dehradun / 20-7-2014

Signature of Investigator

**RAMESH PRASAD BADONI (M.ED)
EN-12035284,**



Dr. Sunita Badola,
Associate Professor (Reader), Dept. of Education
HNB(Central University) Shrinagar Garhwal,Uttarakhand

Contact No. 9411038563

CERTIFICATE FOR DISSERTATION COMPLETION

This is to certify that **Mr. RAMESH PRASAD BADONI** has successfully completed the dissertation work titled "**STUDY OF EMOTIONAL INTELLIGENCE OF THE EDUCATIONIST WORKING FOR THE ACADEMIC INSTITUTIONS (SCERT /SIEMAT / DIETS) IN UTTARAKHAND STATE IN RELATION TO THEIR ACADEMIC ACHIEVEMENT, SEX, CASTE AND PLACE OF BIRTH**" in partial fulfillment of requirement for the award of POST GRADUATION degree in **Master of Education (M.Ed)** prescribed by the Uttarakhand Open University.

This project is the record of authentic work carried out during the academic year (2013-2014) under my Supervision and Guidance.

(Dr. Sunita Badola)

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THE PROBLEM: ITS NEED AND SIGNIFICANCE

INTRODUCTION

A specialized function or mechanism (as sight, hearing, smell, taste, or touch) by which an animal receives and responds to external or internal stimuli is governed by Intelligence. One who has control over the mind is tranquil in heat and cold, in pleasure and pain, in honour and dishonor; and ever steadfast with the supreme self. It has been admired and respected since ancient time in India and over the World. For an instant Chapter -3, verse 10 of Srimad Bhagvad Geeta quotes "I am the intelligence of the intelligent" and in the same way Chapter-3, verse 42 says that intellect is greater than the mind which is it greater than the senses. Senses are on their own greater than body, senses and mind respectively. Researches and Experiment conducted in 1990 and onwards explained that the Cognitive Intelligence alone is not the predictor of success in life but there are several factors of intelligence Say-academic, social, personal and professional. But there are several factors other than cognitive effects the achievement of a person in his carrier. In order to perform effectively in education by an educationist depends on his cognitive factors (reasoning, logical, etc) as well as non cognitive factors (emotions, social skill, etc) ¹.

Education means the process which reflects a great importance of it since ancient time. It is the art and science to develop the physical, mental, intellectual, aesthetic, moral and spiritual aspects of the person especially by teaching and schooling at different level. It advances the every aspect of human beings with its innate capabilities by teaching him, and through teaching the human being by learning develops himself in a desired way as he and she must be. It is knowledge and ability development of character and mental power resulting from such training. Education is regarded as a powerful instrument o behavior modification or behavior change and with that of social change also². It is stated as:

"As far as we can go in the history of education, which admittedly is not very far, it emerges as natural characteristics of human societies in all phases of their development"

(Faure, 1973)

The description is regarding the following thoughts of the educationists, stated as:

"Education is the constraining & directing of youth towards the right reason, which the law affirms, and which the experience of the best of our elders have agreed to be truly right."

(Plato)

"Education is the bringing out of ideas of universal validity which are latent in the mind of every man."

(Socrates)

"Education draws out to view every latent virtue and perfection, which without such helps, is never able to make their appearance."

(Addison)

"Education is an all-round drawing out of the best in child & man's body mind & spirit."

(Gandhi ji)

"Education is that by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet."

(Vivekananda)

The above thoughts provide a general view of the education process and its requirement in human life.

In Indian panorama, the teacher has great importance as equal of God³. Teachers are the intermediaries in a social process of education who transfer the knowledge to the learners. So the education process can't be workable without a teacher. Teacher, teacher educator and the content are components of education process and he is a key who starts the process of transferring knowledge to teacher educator for modifying their behavior in a desired direction, which leads advancement of the teacher educator innate power. The process of providing knowledge by a teacher is called teaching which held in classroom environment. It has been pointed out by the Indian Education Commission (IEC-1964-66) of Indian Education that "The destiny of India is shaped in her classroom". It is a universal truth that each country is shaping its future in classrooms. It means these classrooms are being shaped by the teachers. It is also stated by Ravindra Nath Tagore "that education cannot be completed without a teacher." According to the American commission, the progress of a nation depends upon the quality of its citizens and the equality of citizens depends not exclusively but is critical measure upon the quality of their education and the equality of education depends more upon the quality of teachers⁴. The importance of teacher can be shown in following statements, as"

"Teacher is a torch bearer for a teacher educator in path of learning to make him successful."

"Without good teachers even the best system is bound to fail, with good teachers, even the defects of a system can be largely overcome."

(Humayun Kabir)

As per ancient concept; the teacher was that teacher is inborn, but now is modern psychological age of education the concept has been changed in it teacher can be developed or trained. Develop a teacher by teacher training or teacher education is provided to concerned persons, who are called educationist⁵. This may help safely in saying that qualification of a teacher depends more upon teacher training or teacher education provided to him. So we can't ignore the presence and importance of a teacher educationist in education. The performance or presentation of a these people depends upon the several ability aspects of himself. The abilities may be of different types i.e. physical, mental, psychomotor etc. Each component of abilities affects the success in management and administrating the institutions⁶. The most effective factor of an educationist success is intelligence achieved by Academic and Emotional control⁷.

EMOTIONAL INTELLIGENCE

Emotional Intelligence reflects an individual's ability to deal with daily environmental challenges and helps predict success in life, both in professional and personal pursuits, alternatively known as EI or EQ. EI competencies include empathy, intuition, creativity, flexibility, resilience, stress management, leadership, integrity, happiness and optimism, as well as intrapersonal and interpersonal communication skills.

EI - is a relatively recent behavioral model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970's and 80's by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John Mayer (New Hampshire). Emotional Intelligence is increasingly relevant to organizational development and developing people because the EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

The EI concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioral and character elements. We've all met people who are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

This is the essential premise of EI to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EI embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, behavior and all.
- Understanding others, and their feelings.

Goleman identified the five 'domains' of EI as:

- Knowing your emotions.
- Managing your own emotions.
- Motivating your-self.
- Recognizing and understanding other people's emotions.
- Managing relationships, i.e., managing the emotions of others.

Emotional Intelligence embraces and draws from numerous other branches of behavioral, emotional and communications theories, such as NLP (Neuron-Linguistic Programming), Transactional Analysis, and empathy. By developing our Emotional Intelligence in these areas and the five EQ domains we can become more productive and successful at what we do, and help others to be more productive and successful too. The process and outcomes of Emotional Intelligence development also contain many elements known to reduce stress for individuals and organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony.

Emotional Intelligence is based on a long history of research and theory in personality and social psychology. The three most widely used approaches to Emotional Intelligence were developed by Reuven Baron, Daniel Goleman, and Jack Mayer, Peter Salovey and David Caruso. While the theory and practice of EI continues to evolve, the central premise that social and personal competencies are vital for a productive life remains a common theme throughout each model. And research continues to demonstrate EI's importance to both individuals and organizations.

The EQ can be used by organizations as part of the recruitment screening process to assist in identifying potentially successful employees. It can also be employed in identifying emotional and social skills for employee training programs, teambuilding and enhancing leadership capabilities in the workplace. In addition, an organization's return on investment can be measured using this reliable instrument.

Researches and experiments conducted in 1990's and onwards concluded that the cognitive intelligence alone is not only predictor of success in any walk of life- academic, social, personal or professional⁸. But there are several other factors of the intelligence which are non cognitive and effects the achievements of a person in different aspects of his life. Now we may say that the success of a teacher depends onto only upon the cognitive factors of intelligence but also on several other factors like social skill, creativity, emotions and developing interpersonal relationships, which are called one cognitive factors of intelligence. And in order to perform his role effectively in education a teacher should be intelligent in cognitive factors (reasoning) logics etc and in non cognitive factors (emotions etc.) intelligence also.

"Emotional Intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions of life. It's being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when you have setback in working toward goals. Its empathy knowing the people

around you are feeling. And it's social skill getting along well with other people managing emotions in relationships, being able to persuade or lead other."

Emotional Intelligence (EI) is as sources of human energy. It is a group of complies capabilities of individuals, which has been found to be associated with outstanding performance. High levels of emotional in intelligence create a climate of trust where healthy risk taking and learning flourish; on the contrary, low EI creates a climate of fear and anxiety.

- EI is a learned ability and best leaned when structured as an educational model (skills & competences).
- EI is (maybe) the single most important variable in ad achievement career development leadership & satisfaction.
- Schools and colleges do not provide a practical and systematic model to learn EI skill.
- EI is a learned ability and a confluence of learned abilities to know and value self. Develop and maintain healthy relationship work effectively with others and manage daily stress.

The concept of Emotional Intelligence can be better understood by following arguments given by the psychologists as.

"Emotional Intelligence is the innate potential to feel, use communicate recognize, remember, describe identify learn from manage understand and explain emotions."

(S. Heln 2007)

"Emotional Intelligence (EI) often measured as an Emotional Intelligence Quotient (EQ) describes an ability capacity or skill to perceive access and manage the emotions of one's self of other and of groups. It is a relatively new area of psychological research. The definition of EI is constantly changing.

(Wikipedia)

"Emotional Intelligence (EI) is the ability to acquire and apply knowledge from emotions and the emotions of others. You can use the information about what you're feeling to help you make effective decisions about what to say or do (or not say or do) next."

(Byron Stock)

"Emotional Intelligence is being able to recognize, name and appropriately deal with the emotions that we feel and experiences. We may all feel anger Emotional Intelligence knows what to do the emotion of anger to achieve the best possible outcome."

(Lea Brovedani)

“Emotional Intelligence is the set of abilities that we like to think of as being on the other side of the report card from the academic skills.”

(Maurice Elias)

“Emotional Intelligence is the capacity to recognize your own feeling and those of people, to be able to motivate yourself to emotions is yourself and in your relationships.

(Chris Walkine)

"Emotional Intelligence may be the best predictor of success in life."

(Time magazine)

"Emotional Intelligence as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions".

(Mayer & Salovey 1990)

"Emotional Intelligence is the-

1. accurately identify emotions
2. use emotions to help you think
3. understand what causes emotions
4. Manage to stay open to these emotions in order to capture the wisdom of our feelings."

(Devid Caruso Feb 2004, radio interview)

From the above definitions of the Emotional Intelligence give a brief account to understand it. **Emotional Intelligence** is the capacity for effectively recognizing and managing our own emotions and those of others it can be represent as:

- Perception Appraisal and Expression Emotion.
- Emotional Facilitation of Thinking.
- Understanding and Analyzing Emotions: Employing Emotional Knowledge.
- Reflective Regulation Emotions to Promote Emotional and Intellectual Growth.

On the basis of description about EI we may say that the EI helps in understanding the emotional information and in reasoning emotions. In some ways or others EI is based on long history of research and theory in personality, sociology as well as psychology. There has been an impressive and growing research panel that suggests that the abilities of Emotional Intelligence are important for success in many areas of life⁹.

ACADEMIC ACHIEVEMENT

The term Academic Achievement means academic abilities of a person shown in his work place and performance itself. It refers to scholastic aspects of the teacher educator and teacher at the end of educational program. The Academic Achievement stated by Carter V Good "The knowledge attained or the skill developed in the school subject usually designated by test score or marks assigned by teacher". According to Chaplin the Specified level of attainment in academic work as evaluated by standardized test or by combination both.

Academic Achievement means the achievement in academic aspects. It is performance shown by a person in academic aspect with his abilities. The effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve, whether it is in cognitive co native or psychomotor domain. Academic Achievement is of paramount importance, particularly in the present socio economic and cultural context. Obviously in the school great emphasis is placed on achievement right from the beginning of formal education. Academic Achievement can be easily understood by following definitions:

“Academic Achievement is the knowledge attained or skill developed in the school subjects usually designated by test scores or assigned by teachers or by both.”

(Carter V Gool. 1973)

“The quality and quantity of teacher educator's work is one's academic achievement”

(Merrian Webster)

“Specified level of attainment or academic work as evaluated by standardized test or by combination of both”

(Chaplin, 1961)

EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

Emotional Intelligence (EI) is an increasingly popular construct and has been thought to be responsible for success in just about every aspect of a person' life (Goleman 1995). However, only very few studies have conducted research attempting to substantiate this claim. The study of academic success has generated sizable literature, mainly focusing on the impact of cognitive abilities and personality on academic success. The capacity of cognitive ability and personality to predict academic success is limited accounting for 30 % of variability in academic grades at most Seventy per cent of the variance remains to be explained.

Recently a number of studies have investigated the impact of adolescent EI on academic success (Newsome. Day and Catano. 2000. Lam & Girby. 2002 Barchard. 2003. Furnham 2004. Petrides,

Frederickson, Parker, Summerfeldt, Hongen & Majeski 2004). These studies have mixed results, possibly due to difference in the reliability and validity of EI tests used.

The aim of study is to develop an understanding of the role of EI in Educationist working in Academic Institutions. It is specifically to examine their relationship between EI and academic achievement. Increasingly, educators teachers and parents are acknowledge the role of emotions and our ability to understand, regulate and manage our emotions as key determinants in the success and happiness of life

ORIGIN OF THE PROBLEM

There are so many sources of problem origination and this problem was originate in researcher's mind when she was observing the microteaching and field teaching of the B.Ed. Educationists of her own campus. During the observation I found that the Educationists who are having good academic background and also showing the emotional stability in classroom situation at the time of their teaching practice have shown better teaching as compared to those who are not having a good academic background as well as showing emotional instability in different classroom situations at the time of their teaching practice. Then so may Question have aroused in my mind which targeted me to do this study. The questions were that “does good teaching shown by the Educationists in due to their good academic background?’ Does there is any relationship between the Emotional Intelligence and academic achievement” ‘All these questions give an account to originate the present problem or study.

STATEMENT OF THE PROBLEM

The title shows the subject and field of the problem. The statement of the problem explains the subject of study and field of study in relations to be found out different variables. This is proper emphasis on the goal to be achieved by this study. The statement of problem is:

“STUDY OF EMOTIONAL INTELLIGENCE OF THE EDUCATIONISTS WORKING FOR THE ACADEMIC INSTITUTIONS (SCERT/SIEMAT/DIETS) IN UTTARAKHAND STATE IN RELATION TO THEIR ACADEMIC ACHIEVEMENT, SEX,CASTE AND PLACE OF BIRTH”

OPERATIONAL DEFINITIONS OF THE TERM

The operational definitions of terms given in the statement of the problem are following:

Emotional Intelligence (EI):

Emotional Intelligence (EI) is a cognitive factor of the intelligence, popularized by Goleman. It has its root in the concept of "social intelligence" first identified by Thorndike in 1920. This social intelligence is defined by him as "the ability to understand and men and women boys and girls to act wisely in human relations."

EI can be categorized into five domains:

- Self Awareness** : Observing one and recognizing a feeling as it happens.
- Managing emotions** : Handling feelings so that they are appropriate, realizing what is behind a feeling, finding way to handle fears and anxieties.
- Motivating oneself** : Channelize emotions in the service of Institution,
- Self control** : delaying gratification and stifling impulses.
- Empathy** : Sensitivity to others feelings and concerns and taking perspective appreciating the difference in how people feel about things.
- Handling relationship** : Managing emotions in others: social competence and social skills.

Academic Achievement:

All changes in academic level of a person are called academic achievement.

In present study we used the term Academic Achievement as outcome of the educationists schooling for their 10th, 12th graduation and post graduation's percentage of marks.

Educationist (Institution): The candidates who are serving for SCERT/DIET/SSA/SIEMAT of Uttarakhand State.

Sex: The sex is mean by biological differentiation among two persons. It categorized the persons on basis of their gender. It differentiate teacher into groups mainly male and female

Place of Birth (Locality): Locality is a bounded region where an organism belongs. In the study locality has been divided into two categories mainly urban and rural where they had been studied

Cast: Caste is social mark to differentiate the person's society which he belongs. Here caste is operational considered as general and other caste. General class is including Brahmins and Rajput whether the other caste in including SC, ST OBC and any other.

OBJECTIVES OF THE STUDY

- To assess the Emotional Intelligence of Educationist of Academic Institutions
- To find out the Academic Achievement of Educationist of Academic Institutions
- To study whether there is any significant difference in the Emotional Intelligence of Educationist belonging to different subgroups on basis of sex, locality (place of birth) and caste.
- To study whether there is any relationship between the Emotional Intelligence and Academic Achievement of Educationist.
- To ascertain that Emotional Intelligence impact the Academic Achievement of Educationist in relation to their sex, locality and caste.

HYPOTHESIS OF THE STUDY

Null hypothesis for study: The null hypothesis for the present study is following as:

1. There is no significant difference in Emotional Intelligence of male and female Educationist.
2. Rural and urban Educationist does not differ significantly in their Emotional Intelligence.
3. There is no significant difference exists in Emotional Intelligence of general and other caste Educationist.
4. There is no significant difference in Academic Achievement of male and female Educationist.
5. There is no significant difference in Academic Achievement of rural and urban Educationist.
6. No significant difference exists in Academic Achievement of general and other caste Educationist.
7. No significant correlation exists between Emotional Intelligence and Academic Achievement of Educationist.
8. No significant correlation exists between Emotional Intelligence and Academic Achievement of male and female Educationist.
9. No significant correlation exists between Emotional Intelligence and Academic Achievement of rural and urban Educationists.
10. No significant correlation exists between Emotional Intelligence and Academic Achievement of general and other caste Educationists.
11. The difference between academic achievements of Educationists differing in their level of Emotional Intelligence is insignificant.

12. The difference between Academic Achievement of Educationists (On controlled sex/locality/caste) differing in their level of Emotional Intelligence are insignificant.

DELIMITATION OF THE STUDY

The delimitations of the study are as following:

- The study is limited to the Educationists serving State Academic Institutions in Uttarakhand (SCERT/DIET/SSA/SIEMAT/RMSA).
- The study is limited to Educationists serving Academic Institutions in Dehradun, region only.

SIGNIFICANCE OF THE STUDY

The significance of study is shown as that if Emotional Intelligence affect the Academic Achievement by combination of which their teacher performance will also be good. Here is a reason behind it that teaching is an art as well as science so that the cognitive and non cognitive, both factors of intelligence is combination effects the success of a teacher Educationist which is shown as in their academic performance and teaching performance to his teacher educator. The aim of this study is to develop an understanding of the role of EI in Educationists. Specifically we will use their academic performance grades to examine the relationship between EI and academic achievement. The goal of this study is to be more informed about emotions and let them (Educationists) help overcome obstacles in life (which may be any aspect of life say educational or social, personal etc.) It will provide them the knowledge about the relations between the Emotional Intelligence and their Academic Achievement with the importance of Emotional Intelligence in life for success. From which they will implement this ability in themselves and will improve their Academic Achievement and also will get success in other aspects of life. In same manner they will able to implement the Emotional Intelligence in their work place or job area to improve their Academic Achievement for making them successful in their life in several aspects when they will be a complete manager or administrator. When a Educationist will be perfect then only he can make his teacher educators perfect in their life. This shows the significance of carrying this study.

This shows that Emotional Intelligence affects the Academic Achievement of a teacher and it is of great importance regarding the educational aspect and for success in life (several other aspects). We have said that the Educationists who have shown good performance in their job and good Academic Achievement and presence of their Emotional Intelligence in different situations. This study is trying to find out the relationship between the Emotional Intelligence

and academic performance of the Educationists. It has been proved from different researches in the fields that Emotional Intelligence is innate as well as learned ability by a person. So by showing a positive relationship between Emotional Intelligence and Academic Achievement this study will indirectly specifies that there is need of inclusion of Emotional Intelligence in training of Educationists.

The following reasons or statements can be given showing significance of the study. Which are based on the earlier researches and studies in this field?

- EI consists of skills and competencies that can be learned and taught easily in the work place or Institution.
- Improved emotional skill increase "on task" behaviors.
- Increased social and emotional skills reduce discipline problems.
- Emotional skills as well as social skills create higher achievement.
- The basic unit of human memory is information in context connected to feelings. This means that how someone learns is as important as what someone learns.
- Emotions give a more activates and chemically stimulated brain which helps us recalls things better.
- EI training increases focus, learning, collaboration improves human relationship and enrich leadership.
- "Emotions are more important and powerful to the brain than higher order thinking skills."
- People who have poor abilities at reading and body language are less academically successful.

REVIEW OF RELATED LITERATURE

This chapter details out an account of the observations and findings of some of the important research studies in the field of the concerned study. The review are to ascertain the level of work carried out to explore the directions of present study to get acquainted with the findings of other researchers and to open up to new possibilities of comparison & interpretation of results under the guidance of earlier studies.

MEANING OF REVIEW OF RELATED LITERATURE

Related literature means that literature which deals with the study already advanced in the related field. It includes the various books containing related content, the researches done previously on the similar types of problems journals encyclopedia and various articles of news paper & magazines.

Functions of review of related Literature

The review of related literature serves the following functions:

- Necessary theoretical background for the research work
- Classifies its concepts & assumptions.
- To know “what is the situation of research in the field of problem?”
- clarifies the methodology used in research
- Tools used in collections of data and method used in interpretation of results.
- To avoid the repetition of findings
- In the delimitation of problem & formulation of hypotheses.

Importance of review of related literature

In any exploratory work like this present study and overview of the literature related to relevant research work of different researchers and educationist of past and present is essential.

‘If we fail to build this foundation of knowledge provided by the review of the literature, our work is likely to be shallow and often duplicate work that has already had been done by someone else’.

(Walten R. Borg)

‘The competent physician must keep abreast of the latest discoveries in the field of medicine obviously careful teacher educator of education, the worker and the investigator, should become familiar with location and use sources of education information’

(Good Barr and Scates)

Without related literature the work of researcher cannot be in suitable direction. This study of the related literature enables the researcher to know as how many researchers have been already done in the area of his research, what are the findings of those researches and what has been left to do?

According to W. R. Borg "The literature in any field forms the foundation upon which all the future work will be built. If we fail build up this foundation of knowledge provided by review of literature, our work is likely to be shallow & naive, and will often duplicate the work that has already been done better by someone else."

According to Charter V. Good "The keys to the vat store of published literature may open doors to the sources of significant & explanatory hypothesis, and provide useful orientation for definition of the problem background for selection of the procedure & comparative data for the interpretation of results. In order to be creative he must read the related literature expensively & critically so as to provide a stimulus to thinking."

STUDIES CONDUCTED IN EMOTIONAL INTELLIGENCE

The related literature was also restudied with the spirit to form foundation and to avoid duplication of the work carried. This careful and sincere study of related literature in the field of "Study of Emotional Intelligence and its effect on the Academic Achievement of Educationists working for Institutions SCERT DIETs, SIEMAT,RMSA and SSA in relation to their age, sex, caste and locality" included in global context. In Indian context, it contains studies from different regions and climes. However an attempt has been made to present the reviewed literature

The Basic concept of EI has been popularized after 1995 with Goleman's work. So all over studies on EI are found after 1995 in respect to the review of literature for the present study. So the related studies as below to review the related literature.

✚ Kaplan, Fran Beth., Cardinal Stretch University, 2003 " **Educating to emotions: Emotional Intelligence training for early childhood teacher and caregivers.**"

Problem: This study has attempted to train Elementary educators and caregivers in their Emotional Intelligence.

Objectives: The objectives of study were to evaluate the effects of psycho educational training program on the development of Emotional Intelligence in preschool and Elementary educators and caregivers.

Methodology: The study site was an early childhood center and school serving a low income Hispanic neighborhood. This study included 17 participants primarily Spanish – speaking immigrant women most with limited formal educations, who took 60 hours on Nurturing Peace Early Childhood training. The intervention was designed to develop their ability to perceive, understand and manage emotions, and to successfully implement a social emotional learning program with children. Different quantitative and qualitative assessments were used, including EI ability tests, performance observations and self report measures.

Findings:

- The findings suggest that though participants EI appeared weak pre-program it improved significantly post-training as did implementation of the Peaceable Classroom program with children.
- The study suggests practical implications for preparing teachers to implement social emotional learning programs as well as for retooling test of assessing EI in culturally and educationally diverse populations.

🚩 Haskett Rebecca A Indiana University 2003 “**Emotional Intelligence and Teaching Success in higher education.**”

Problem – This study has attempted to go beyond that level, and offer a starting point for continued research into the underlying emotions that differentiate the most effective faculty at institutions of higher education. A theoretical model was tested that predicted a relationship between EQ & Idquo even Principles for Good Practice in Undergraduate Education and the construct of effective teaching.

Objectives:

- To determine most significant differences in the EQ competencies of Teaching Award faculty and non-award winning faculty.
- To compare the degree of utilization of the Seven Principles by teaching Award winning Faculty and on- award winning faculty.
- To assess the predictability of EQ for the selection of award winning faculty.
- To explore the relationship between EQ competencies and Seven Principles.

Methodology- This study compared 89 teaching award winners to random sample of 200 non-award winning faculty members at one institution. The data included Self reports on both the seven Principles, and EQ. The three statistical procedure discriminate analysis and multiple regression were selected for this study based on the focus of the research objectives.

Finding: Based on the study the findings were as

A significant link was found between specific EQ competencies, and behaviors of effective teaching as measured by the seven principles.

- A comparison of the degree of utilization of the seven Principles by the two groups did not reveal a significant difference among of EQ sub-scores.

Based on these finding one could conclude that it is not only the actions or behaviors taken by faculty that are important but the underlying attitude behind the actions that has the greatest influence on effective teaching . Additional finding revealed that the EQ sub-score of general Mood was a significant determinant of Teaching Award winning Faculty.

🚩 Hopkins, Margaret M. Case Western Reserve University 2005. "**The impact of Gender's Emotional Intelligence, Competencies, and Styles on Leadership Success.**"

Problem – This empirical study extends research on the Emotional Intelligence competencies and styles underlying successful leadership and investigating the competencies and leadership styles demonstrated by female and male leaders resulting in their success.

Objective- The objectives of study are to examine the consequences of the construction of gender on both females and males in leadership roles are examined.

Methodology- In a sample of 100 educationists, using self and other ratings of Emotional Intelligence, competencies, leadership and success were analyzed.

Finding- Based on the study the findings were as:

- A significant like was found between specific EQ competencies and behaviors of effective teaching as measured by seven principles.
- A comparison of the degree of utilization of the seven principles by groups did not reveal a significant difference among the EQ sub scores.
- The results demonstrate a strong pattern of significant differences between male and female leaders.
- Gender has a powerful influence on the images and profiles of successful for male and female leaders.
- There are constraints on the leadership behaviors and styles for both females and males in leadership positions as a consequence of the intersection of their gender roles with their organizational role.
- The profile of successful female leaders includes a demonstration of broad range of Emotional Intelligence competencies although there is a negative effect upon their

success when they exhibit the gender role expected competencies related developing other.

- The successful male leaders also have a wide range of Emotional Intelligence competencies and are rewired when they show their gender expected individual achievement oriented behaviors.
- Men who exercise an afflictive or a democratic leadership style incongruent with their expected gender role, are not successful whereas democratic leadership style.
- Incongruent with their expected gender role, not successful whereas female leaders must demonstrate a combination of gender congruent and incongruent.

✚ Stubbs, Elizabeth C 2005 Case Western Reserve University." **Emotional Intelligence competencies in the team and Team Leader: A Multi level Examination of the impact of Emotional Intelligence on Group Performance."**

Problem: The present study intends to observe that Quotient and Spiritual Quotient affects the science achievements of secondary level teacher educators.

Objectives: The objective of study was to examine the relationship between team leader Emotional Intelligence competencies, team level Emotional Intelligence and team performance.

Methodology: In relation to objectives and by hypothesis data were collected from 422 respondents representing 81 teams in a military organization. It is argues that leader Emotional Intelligence (EI) will influence of development of group level Emotional Intelligence. Here it was measured by a team's emotionally competent group norms (EGGN.)

Findings:

Results show that team leader Emotional Intelligence is significantly related to the presence of emotionally competent group norms on the teams they lead, and that emotionally competent group norms are related to team performance.

✚ Gottlelbl, Michal F. 2006 University of Phoenix Nigeria. "**Humanistic Leadership Emotional Intelligence and Team Learning.**

Problem: Accelerating technology globalization and changing demographic accent the need for leadership approaches that can prepare leaders in meet the challenges of the 21st century. Traditional leadership practices have come under increased scrutiny as 40% to 90% of organization change efforts have failed organizational learning a systems approach to managing change has emerged as a means to address environmental instability. To promote humanistic leadership that embodies cultural and relational competencies may be essential.

Objective: The objectives of the quantitative co relational study were

- To examine humanistic leadership.
- To demonstrate Emotional Intelligence of educationist
- To examine organizational management in teams.

Methodology: In single stage sampling 31 managers and teams of a United States defense industry contractor completed the Emotional Competence inventory 2.0 and Dimensions of learning organization Questionnaire.

Finding: The findings of the study were found statistically significant results that Emotional Intelligence in managers positively correlates to organizational learning in teams.

✚ Aremu Oyesoji A., Tella Adeyinka and Tella Adeji, University of Lbadan Nigeria 2007.
“**Relationship among Emotional Intelligence, Parental Involvement and Academic Achievement of Secondary School Teacher educators in Lbadan Nigeria**”

Problem: The present study intends to investigate the relationship among Emotional Intelligence parental involvement and academic of Senior Secondary School Teacher educators, in Ibadan Nigeria.

Objectives: The Objective of study was to investigate the significant impact of Emotional Intelligence and parental involvement on Academic Achievement of in school adolescents.

Methodology: In relation to attainment of the objectives the sample of 500 teacher educators (250) males and (250) females of in school adolescents was drawn through a randomized process from 10 senior secondary school. The participants ranged in age between 14 and 18 years. The study used a questionnaire titled teacher educator Emotional Intelligence and parental involvement rating Scale (SEIPIRIS) which divided into 3 sections involving personal information Emotional Intelligence and parental involvement.

Finding: The finding of the study was as:

- A positive relationship found among Emotional Intelligence parental involvement and Academic Achievement of in- school adolescents.
- Emotional Intelligence and parental involvement could predict the academic achievement.
- Emotional Intelligence determines to a great extent Academic Achievement among secondary school teacher educators high positive correlation (0.65) was found between science achievement and Emotional Intelligence.
- Very high positive correlation (R= 0.73) was found between science achievement and spiritual intelligence.

- Achievement in science is highly influenced by SQ and EQ

✚ **Exploring the value of Emotional Intelligence:** “A Means to Improve Academic Performance (2007)”

Problem: This specific study addresses learning as it relates to academic performance.

Objectives: To explore the role of non cognitive factors in predicting academic performance.

Methodology: This study utilizes in initial sample of 868 first year teacher educators at a large research University. The Value of EI I predicting academic performance us measured by cumulative grade point average (GPA).

Findings: The findings of the study were addressing that specifically EI could enhance teacher educator performance inside and outside the classroom.

In Indian context, the studies on Emotional Intelligence which carried out and its review for the present are following.

✚ Bansal, Ajay Kumar, (2007). "**How and SQ effects the science achievement of the secondary level teacher educators.**" Indian Journal Psychometric & education Vol 38(I) pp 92-93

Problem: The study intends to observe that Emotional Quotient and Spiritual Quotient affect the science achievements of secondary level teacher educators.

Objectives:

- To Study the Emotional Intelligence (EQ) science achievers.
- To study the spiritual intelligence (SQ) of the science achievers.
- To study the relationship between achievement in science and spiritual intelligence.
- To study the relations between achievement in science and Emotional Intelligence.

Methodology: In relation to the objective Descriptive Survey method of research was used. The sample of 200 male teacher educators of 15+and 18- age group of 11th class of UP Board secondary college was used. To collect the data Emotional Intelligence Scale (for Emotional Intelligence) and Questioners for spiritual intelligence was used.

Finding: The findings of the study were as:

- High positive correlation ($r=0.65$) was found between science achievement and Emotional Intelligence.
- Very high positive correlation ($r=0.73$) was found between science achievement and spiritual intelligence.

- Achievement in science is highly influenced by SQ and EQ.

✚ Thangpandian R. and Prithivikashini P. (2007)." **Emotional Intelligence as Related to Organizational Citizenship Behavior among IT Professional**". Indian journal of Psychometry & Education Vol 38(I). pp. 56-58.

Problem: The present study intends to focus on the relationship between Emotional Intelligence and organization citizenship behavior.

Objectives: To find out the relationship between the Emotional Intelligence and organization behavior among IT Professionals.

Methodology: The sample consists of 70 professionals (male and female) working in software companies in Coimbatore city. To collect the data Emotional Intelligence Scale (developed by Schulte et.al 1988) and Organizational Citizenship and Tripathi 2001) was used.

Finding: The findings of the study were as:

- Significant relationship between Emotional Intelligence and organizational citizenship behavior.
- Emotional Intelligence is essential in organizations in order to maintain a cordial relation with officials clients, public and other people with is essential for the growth of the organization.
- Higher the Emotional Intelligence higher is the organization citizenship behavior.

✚ Rajnan Supriya (2006)." **Development of Emotional Intelligence among University Teacher Educators**" Research and Studies, Education Department University of Allahabad Vol. pp14-16.

Problem: This study intends to observe that Teacher Educator's success depends on several intelligences and on the control of emotions.

Objectives: The objectives of study are following-

- To compare the development of Emotional Intelligence of girls of B.Sc. part I , Part II and part III
- To compare the development of Emotional Intelligence of girls of B.com. part I , Part II and part III
- To compare the development of Emotional Intelligence of girls of B.A. part I , Part II and part III
- To compare the development of Emotional Intelligence of Boys of B.Sc. part I , Part II and part III

- To compare the development of Emotional Intelligence of Boys of B.com. part I , Part II and part III
- To compare the development of Emotional Intelligence of girls of B.A. part I , Part II and part III

Methodology- This is development research in which cross sectional study has been done using the data collection tool and Emotional Intelligence Scale developed by K.S. Mishra. The ANOVA and t-ratio has been used as statistical technique.

Findings: The findings of the study were as:

- Girls of B.Sc. part-I and Part-II do not differ from one another in Emotional Intelligence but girls of B.Sc. part II excel girls of B.Sc. part I as well as part II in Emotional Intelligence.
- Girls of B.com part I and part II as well part II and part III do not differ from one another in their Emotional Intelligence. But girls of B.com part II and III don't differ from one another in EI
- Girls of BA part II excel the girls of BA part I girls of BA part III excel girls of B.A. part-I in Emotional Intelligence but girls of BA part II and Part III do not differ in Emotional Intelligence.
- Boys of B.Sc part-I and part-II do not differ one another in Emotional Intelligence but boys of B.Sc. part-III excel boys of B.Sc. part I on Emotional Intelligence Boys of B.Sc. Part II exhibit more Emotional Intelligence than boys of B.Sc. part-II
- Boys of B.Sc part I and Part-II does not differ one another I Emotional Intelligence, but boys of B.com Part III exhibit more Emotional Intelligence than boys of B.Com part II and Part I.

✚ Shanwal, V.K. (2003) "**A study of Correlates and Nurturance of Emotional Intelligence in Primary School Children**"

Problem: This study in giving an attempt to examine the correlates and nurturance of Emotional Intelligence in primary level of children's.

Objectives: The objectives of above study are as following as:

- To develop a measure of Emotional Intelligence appropriate for primary school children in India.
- To examine the differences in Emotional Intelligence in children belonging to various eco- cultural groups.

- To examine the relationship between emotion intelligence on the hand, and Academic Achievement attention and social functioning of children on the other.
- To nurture Emotional Intelligence in selected group of children.
- To find out that emotion intelligence of emotional quotient I s a greater predictor of success at work than “intelligence quotient”.

Methodology: The sample of 200 children's (100 rural and 100 urban) of 4th class from primary school of Municipal Corporation, Delhi has been selected for the study. The used for the study were "Multifactor intelligence Scale (MEIS), Social Emotional Scale and Expressive Attention Test (Naglieri and Das, 1998 and 1999). The statistical techniques used, t- test, ANOVA and Correlation.

Findings: The findings of the study were as

- The overall sample of 200 children as wall the eco- cultural groups did not show much difference on the socio demographic variables.
- The four components of Emotional Intelligence namely identification of emotions Assimilation of emotions. Understanding of emotions and regulation of emotions correlation significantly with us overall Emotional Intelligence score, emphasizing the validity of the Hindi adapted version of MEIS
- The understanding and regulation of emotions component of the Emotional Intelligence also correlated with variables underlying the general intelligence like academic achievement. On the other hand identification and assimilation of emotions components co-vary more with socio- cultural and environmental factors like number of family members and occupation of father.
- Analysis of different components of Emotional Intelligence in the present study pointed towards a possibility of two father structure of Emotional Intelligence. One pole of this was depicted by the closer relationship of two father structure of Emotional Intelligence. One pole of this was depicted by the closer relationship between identification and assimilation of emotions component and the other pole was represented by the togetherness of understanding and regulation of emotions components of Emotional Intelligence.
- The rural children emerged as having higher Emotional Intelligence in comparison to their counterparts Over all, girls had higher 21 Emotional Intelligence than boys. (6) As a group rural boys achieved the highest score on the overall Emotional Intelligence due to their comparatively better performance on the assimilation of emotions component of Emotional Intelligence. Rural girls were better at understanding and regulation of

emotion while urban girls had better at indentifying the emotions. Urban boys as a group had comparatively the poorest Emotional Intelligence.

- The study distinctly indicated that rural domicile seems to have positive influence on the degree of Emotional Intelligence and female sex is another factor, which favorably very with higher Emotional Intelligence. These findings highlight the influence of microenvironment and constitution on Emotional Intelligence.
- High scholastic, performance was found to correlate with the regulation of emotions component of Emotional Intelligence.
- No relationship existed between the measures of social deftness and attentive ability used in the study with Emotional Intelligence. Only Academic Achievement showed positive correlation with one component of Emotional Intelligence.

✚ Dash, Debendra Nath Behera, Narayan Prashad. (2004). **“Teacher Effectiveness in relation to their Emotional Intelligence”** Journal of Indian Education NCERT New Delhi, Vol. 30. pp 51-61.

Problem- The present study attempts to examine the effect of Emotional Intelligence on teacher effectiveness at senior secondary level of education.

Objectives: To find out that Emotional Intelligence (EI) or emotional quotient is greater predictor of success at work than “Intelligence Quotient”.

Methodology- The sample of 100 senior secondary school teachers has been taken. To collect the data Emotional Intelligence Scale (developed by Schutte et. el 1998) and Teacher Effectiveness Scale (developed by Kumar & Mutha) was used. The statistical technique used for the study are correlation (Pearson product moment) and t-test.

Findings: The findings of the study were as:

- Significant positive relationship between Emotional Intelligence and teacher effectiveness.
- The high emotion intelligence teachers are found to have higher teacher effectiveness as compared to low emotion intelligence teacher.
- This high Emotional Intelligence teacher found to have better information source. Advisor and guide relationship with pupil’s fellow teacher and principals and parents; Teaching skills. Co curricular activities. Professional knowledge: General appearances and habits in relation to classroom. Classroom management; Personal characteristics as compared to low Emotional Intelligence teacher.

- Effective teachers are found more emotionally stable than ineffective teachers.
- Emotional Intelligence of the teachers is one of the strongest factors for improving teacher effectiveness.

✚ Tyagi, S. K. (2004) “**Emotional Intelligence of Secondary Teachers in relation of Gender and Age**”.

Problem: This study was an attempt to find out the Emotional Intelligence level of secondary school's teachers based on their gender and age.

Objectives- The objectives of above study are as:

- To determine the level of EQ of secondary teachers.
- To compare the level of EQ of male and female secondary teachers.
- To compare the Group-I (age below 30 years), Group –II (age 31 years to 45 years) and Group-III (age 46 years to 60 years) on the variable of Emotional Intelligence and to seek significant difference if any among the groups.

Methodology: The sample consists of 500 secondary school's teachers (350 male and 150 female). The tool used for the study of Emotional Intelligence was Emotional Intelligence Test (developed by Singh and Chhadha).

Findings – The findings obtained from the study was. “The level of Emotional Intelligence is low and independent of gender and age.”

✚ Tiwari, P.S.N. and Srivastava N. (2004) “**Schooling and Development of Emotional Intelligence.**”

Problem: This study intended to develop the Emotional Intelligence.

Objectives: The objectives of above study are as following as:

- To examine the role of medium of instruction and grade in the development of EI.
- To examine the relationship between perceived environmental quality of home, school and Emotional Intelligence.

Methodology – The sample consists of 150 students (75 boys and 75 girls). The tool used for the study of Emotional Intelligence was Emotional Intelligence scale developed by Schutte's (1997).

Findings: The findings of the study were as:

- Gender had no significant main effect while medium of instruction and grade had significant main effects on all the three. Components of EI, i.e. Expression and Appraisal Regulation and utilization of emotions.

- Children attending English medium schools scored higher, followed by Hindi and Mixed and medium school children respectively.
- The older children of V class scored higher than III and IV class children.
- It was found that Perceived Environmental Quality of Home as well as school was positively related of EI scores.

✚ Pandey R. and Tripathy A. N. (2004) "**Development of Emotional Intelligence: Some Preliminary Observations.**"

Problem: This study intended to observe the development of Emotional Intelligence.

Objectives: The objectives of above study were "To investigate development changes and gender differences is EI in the Indian context."

Methodology: The sample consists of 100 Teacher educators (50 boys and 50 girls). The tool was used "SELF prepared Emotional Intelligence questionnaire for the study of Emotional Intelligence.

Findings: The findings of the study were indicating that there was increase in EI with age females were more proficient in managing and handling their own emotions as well as of other.

✚ Singh (2005). "**Comparative Study of Emotional Intelligence on Rural and Urban School Teacher educators**".

Problem: This study has attempted to train Elementary Educators and Caregivers in their Emotional Intelligence.

Objectives: The objectives of study were to evaluate the effects of psycho educational training program on the development of Emotional Intelligence in preschool and Elementary Educators and Caregivers.

Methodology – The study site was an early childhood center and school serving a low income Hispanic neighborhood. This study included 17 participants primarily Spanish speaking immigrant women most with limited formal educations who took 60 hours of Nurturing Peace in Early Childhood training. The intervention was designed to develop their ability to perceive understand and manage emotions and to successfully implement a social emotional learning program with children. Multiple quantitative and qualitative assessments were used including EI ability tests performance observations and self report measures.

Findings- Based on the study the findings were as:

- Rural girl and boy do not significantly differ in their Emotional Intelligence.

- Urban girl and boy do not differ significantly in their Emotional Intelligence.
- Urban boys have more Emotional Intelligence than rural boys.
- Rural girls have more Emotional Intelligence than urban girls.

✚ Saxena, Abha (2005) “**A Study of Emotional Intelligence and Cognitive Intelligence and their impact on Academic Achievement of Secondary Level student in relation to their Sex, Locality, Caste and Socio- Economic Status.**”

Problem – This study has attempted to study the interaction effect of Cognitive Emotional Intelligence on Academic Achievement of secondary level student.

Objectives: Objectives of study was as following:

- To construct a test for measuring the Emotional Intelligence of adolescents.
- To find our Emotional Intelligence level of student.
- To study effect of Emotional Intelligence and cognitive intelligence on student academic achievement.
- To ascertain that different level of Emotional Intelligence affects Academic Achievement of student.

Methodology- The sample for the study was chosen of total 600 student from secondary level school of Bareilly district the tool used in the study was self constructed test of Emotional Intelligence socio- economic status scale (R. L. Bhardwaj) group test of intelligence (Dr. R. K. Tondan) and standard progressive matrices (Raven's)

Findings: Based on the study in finding were as:

- Student shown average Emotional Intelligence.
- Female student have high Emotional Intelligence than male student.
- Student of low and high caste student do not differ in their Emotional Intelligence.
- Different levels Emotional Intelligence effects the Academic Achievement of student.
- Student of rural and urban area do not differ in their Emotional Intelligence.

The above detailed review of the study gives me a clear account to select the present problem to be “STUDY OF EMOTIONAL INTELLIGENCE OF THE EDUCATIONISTS WORKING FOR THE ACADEMIC INSTITUTIONS (SCERT/SIEMAT/DIETS) IN UTTARAKHAND STATE IN RELATION TO THEIR ACADEMIC ACHIEVEMENT, SEX, CASTE AND PLACE OF BIRTH” because it has been shown in above lines that no such study was conducted in past related to the present problem. So due to the significance of the topic in Indian education context, definitely the findings will be significant and exploratory.

RESEARCH METHODOLOGY OF THE STUDY

RESEARCH METHODOLOGY

The chapter deals with the methodology used for the study which means by what procedure of a research process taken into action. Research methodology is a way to solve the research problem systematically and scientifically¹⁰. It is necessary for the researcher to know not only the research method and techniques but also the methodology so that the results are capable of being evaluated either by the researcher himself or by others. The Research Methodology for the present study can be understood in following head point-

- Research Design
- Research Method
- Procedure for Data Collection
- Statistical Design for the Data

RESEARCH DESIGN

Research design is a predetermined systematic outline that helps in explaining various concepts related to various subject for fulfilling particular objectives pertaining to the research study. The research design is not a ordered sequence of the steps to following for carrying a study rather it is the selection of the steps or components, keeping in view the objectives of the study which made logically visualizing practicability. Decisions regarding what, where, when, how much by what means constitute a research design¹¹.

The concept of Research Design can understand with the following definitions.

"A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure."

(Claire Selltiz other Shah)

"Research Design is the plan of study and such it is planned in every study, uncontrolled as well as controlled and subjective as well objective."

(Vimal Shah)

"Research Design is the plan structure and strategy of the investigation conceived so as to obtain the answer to research question and to control the variance."

(Kerlinger, 1964)

"Research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure."

(Silly 1950)

That is a research design is plan of action, a plan for collecting and analyzing data in an economic, efficient and relevant, manner. A research design could be constructed either to test a hypothesis or to give a cause- effect relationship to situation. Whatever is the nature of a design the following four general rules should be followed in planning design.

- Define the nature and scope of the problem.
- Specify the related variable.
- Exclude the variables not relevant to the study.
- Start from logical hypothesis.

Need and Importance or Research Design: Research Design is needed because it facilitates the smooth sailing of their various research operations thereby making research as efficient as possible yielding maximal information with minimal expenditure of effort time and money. It is a blue print for development in a research work.

Research Design used for the Study: The present study is aimed to study the impact of Emotional Intelligence on Academic Achievement of Educationists (SSA/DIET) in relation to their sex locality (place of birth) and caste. So it is presented the research design in this chapter regarding the study. The basic research design used for the study is descriptive research design according to nature of the problem which is related to the present situation analysis.

RESEARCH METHOD

Meaning of Research Method: Research methods may be understood as all those methods or techniques that are used for conducting of research. Research methods thus refer to the methods the researchers use in performing research operations for conduction of research. According to the nature of the problem we can use the appropriate research method for study¹². The list of research methods are in sciences can be broadly classified as-

- Experimental Method
- Descriptive method
- Ethnographic Method
- Historical Method

Research Method used for the study: The natures of our problem / study allow us to use the Descriptive research method. Which provide the facility of analyze the present situations related in the problem. It describes and interprets primarily concerned with conditions or relationship that exists, opinions that are held processes that are going on effect that are evident or trends that are developing¹³. Under 'Descriptive Method' the particular method we have is 'Correlation Studies'. Since here, the impact of Emotional Intelligence over the Academic Achievement of Educationist in relation to several intervening variables are analyzed and interpreted. This shows the study of correlation between the Emotional Intelligence and Academic Achievement that's why we have used the descriptive research method for this study.

PROCEDURE OF DATA COLLECTION

SAMPLING TECHNIQUE

Meaning of sampling technique: The sampling technique means first we must know about the sampling. Sampling is the process in which we select a sample that is a set of representative units from the population. And from a sample we are able to collect the data regarding our study. So now the sampling technique is mean by providing different ways or methods to select a set of representative units or sample from the taken or given population decided for the study. To select a sample there are availability of so many sampling techniques and based on objectives we select the appropriate technique.

Sampling Technique used for the study: Here we used the purposive sampling under the non probability sampling technique for the present study¹⁴. The objectives of study or the nature of study directed to use this sampling technique. So we have used it as sampling technique to select our sample for appropriate data collection regarding the problem.

SAMPLE

Meaning of Sample: A sample means a set of units taken from a population which represents the parameter for the population. So in this way a representative set of units taken from a population is called sample.

Sample for the study: Here we have taken population of 100 Educationists of SCERT, DIET, SSA, SIEMAT and RMSA and whole 100 Educationists we have used as sample for our study. By using the purposive sampling we have selected the sample of 100 Educationists serving in Academic Institutions of Uttarakhand. Samples we are analyzing the purpose of assessing the Emotional Intelligence (EI) and studying its effect on the Academic Achievement of these Educationists. Here I was able to get more than 100 Educationists for data collection. Among the 100 Educationists (SCERT/SIEMAT/SSA/DIET) there were absence of many Educationists and

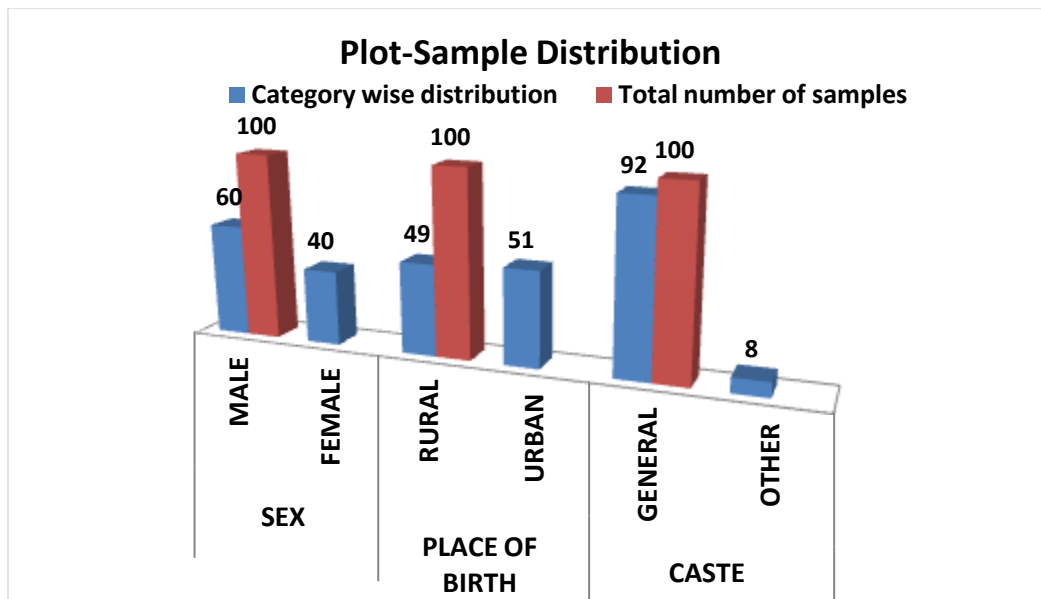
there was incompleteness of the information filled by most of them. So we have got information filled by 100 Educationists. The accessible sample of the study can be distributed under different categories. It is shown in following table as:

Table 3.1 Sample Distribution

Category of sample	Type of Sample(Variable)	Category wise distribution	Total number of samples
SEX	MALE	60	100
	FEMALE	40	
PLACE OF BIRTH LOCALITY	RURAL	49	100
	URBAN	51	
CASTE	GENERAL	92	100
	OTHER	8	

The distribution of sample the sex is categorized into male and female categories .The caste is grouped into two groups one is general and other. In which general caste is including Brahmins and Rajputs while the other caste is including rest of the castes. At the end the locality is classified into rural and urban means the place of birth. The above sample distribution can be depicted as.

Graph 3.1 Graphical representation of Sample Distribution



DATA COLLECTION TOOL

Meaning of Data Collection Tool: The medium which is used for collecting the data in respect to the problem from relevant population or sample is called data collections tool.

Data Collection Tool for the study: The data collection tools are of several types but depending upon the nature and objective of problem we are taking here the tool assess the Emotional Intelligence of Educationists. We are assessing the Emotional Intelligence and the Academic Score of Educationists. The description of tool used for study is following in next page.

To assess the Academic Achievement: We have used the academic qualification of the Educationists is form of their percentage of marks obtained in 10th, 12th, graduation and post graduation.

To assess the Emotional Intelligence: A standardized tool of Emotional Intelligence i.e. Mangal Emotional Intelligence Inventory (EMII).

The procedure of collection data from the sample is as following:

To Assess the Emotional Intelligence: Mangal Emotional Intelligence Inventory (MEII) has been used for assessing the Emotional Intelligence of the Educationists. The EMI is divided into four parts called Dimension 1, Dimension 2 Dimension 3 and Dimension 4 named as:

- Inter-personal Awareness (own emotions)
- Inter personal Awareness (other emotions)
- Inter- personal Management (own emotions)
- Inter – personal Management (others emotions)

Reliability of MEII- inventory has been examined through three different methods. Namely-

- Split half method using Spearman Brown prophecy formula.
- K-R formula (20)
- Test- retest method

The reliability coefficient of MEII for these three tests is sequentially as:

- 0.89 (with N=600)
- 0.90 (with N= 600)
- 0.92 (with N= 200)

Validity of MEII- It has been established through following two methods:

- Factorial approach
- Criterion related approach.
- Percentile

Table 3.2 Validity of MEII (factorial approach)

	Intra PA	Inter PA	Intra PM	Inter PM
Intra PA	0.716	0.501	0.437
Inter PA	0.716	...	0.452	0.480
Intra PM	0.501	0.452	0.476
Inter PM	0.437	0.480	0.476

Each part of MEII having 25 questions and the total number of questions in it is 100. Each dimension of the MEII has been scored separately and in last the score of each dimension is summed. The scoring of Emotional Intelligence have done with the help of 'Scoring Stencil' in which the correct answer gets I mark and the wrong answer gets 0 mark or no mark, So this is the to collect the data regarding Emotional Intelligence of the Educationists.

Table 3.3: Scoring Pattern of the MEII (1st question in each dimension)

MEII							
D1(Intra personal Awareness) Q. 1-25		D2(Inter personal Awareness) Q. 26-50		D3(Intra personal Management) Q. 51-75		D4(Inter personal Management) Q. 76-100	
1. Do you think yourself a man of poor soul?		2. Do you like to settle issues with the person instantly who speaks ill of you?		3. Do you think that people nearer to you are fully trust worthy?		4. Do you easily make friendship or acquaintance with others?	
Answer		Answer		Answer		Answer	
Y 0	N √ 1	Y 0	N √ 1	Y √ 1	N 0	Y √ 1	N 0

To assess the Academic Achievement: The percentage marks of class10th, 12th, Graduation and Post Graduation have been collected from the Educationists. To assess the Academic Achievement of Educationists the average of their percentage mark a have been calculated.

It is represented as following.

Table 3.4 Assessment of Academic Achievement

Name of Educationist	Percentage-Marks				Average Achievement Score %
	H.Sc	Inter	Grad	PG	
RAJKUMARI	59	57	50	54	54
GOPAL SWAROOP	59	51	52	45	51.8

STATISTICAL TECHNIQUES FOR THE DATA

Meaning of the statistical technique: By collecting data and scoring the tests or tools-techniques regarding the study the data need to be organized according to hypothesis formulated in first chapter. So we use the analysis process categorized into two steps of analyzing the data through which we will able to organize and select appropriate statistical techniques¹⁴.

Categorization of steps for selection of statistical technique for the collected data is as:

1. Processing of the data
2. real analysis of the data (use of statistical techniques)

Importance of statistical technique: The use of statistical technique upon data helps us to conclude the results on basis of which can interpret our conclusions regarding the study. Using statistical techniques we get the result form the collected data and so that we will able to interpret the conclusions regarding our study. Without it the research work which has been done in previous steps will not of any use. So the analysis process for selecting appropriate statistical technique for data analysis shows following chart of data analyzed.

Statistical Techniques used of study: The above description helps us to select the appropriate statistical technique for collected data regarding our study. The selection of statistical techniques depends upon nature and properties of data¹⁵. The nature of present study allows us to use following statistical techniques to analyze our collected data. These are as following:

Mean (M)

The mean of a distribution is commonly understood as arithmetic average. The mean of a distribution can be calculated in following manner.

- i. $M = \frac{\sum X}{N}$ (absence of frequency)
- ii. $M = \frac{\sum fX}{\sum f}$ (presence of frequency)
- iii. $M = AM + \left(\frac{\sum fd}{N}\right) \times i$ (class interval)

Where , \sum = sign of sum

X = score

N = total no of frequency

f = frequency

A.M. = Assumed mean

i = size of class interval

d = deviation of score from assumed mean.

Standard Deviation (S D)

Standard deviation is measure of dispersion; Square root of the sum of squared deviations of each score from the mean divided by the number of scores. The formula for S.D. is as:

$$sd = \sqrt{\left\{ \left(\frac{\sum fd^2}{N} - \frac{(\sum fd)^2}{N} \right) \right\}} \times i$$

Where, Sd = standard deviation, f = Frequency, d = deviation, i = Size of class interval.

Correlations (r)

The correlation is the relationship between two or more paired variables or two or more sets of data. The degree of correlation is measured by the coefficient of correlation. Here we have used correlation to find out the relationship between Emotional Intelligence and Academic Achievement of the Educationists. We have used person's product moment correlation to find out the degree of correlation between Emotional Intelligence and Academic Achievement of Educationists. The formula used for the correlation is as following. For a set of data with n paired values x and y, means \bar{x} and \bar{y}

$$r = \frac{\sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum_{i=1}^n (X_i - \bar{X})^2} \sqrt{\sum_{i=1}^n (Y_i - \bar{Y})^2}}$$

T- Test (t)

t- Test is a statistical test which allows comparing two means to determine the probability that the difference between the mean is a real difference rather than a chance difference. The formula for the t-test is as:

$$t = \frac{M1 - M2}{\sigma_1}$$

Or the formula is given by

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Where, $\bar{x}_1 - \bar{x}_2$ = Difference of mean of two groups.
 s_1^2 = Square of the SD of first sample.
 s_2^2 = Square of SD of second sample.
 n_1 = total number of frequencies of first sample.
 n_2 = total number of frequencies of second sample.

ANOVA (F= test)

ANOVA is used to find out the variance between two more two groups. It is an effective way to determine whether the mean of two or more two groups differ significantly and that difference can be attributed to the sampling error.

Here we have computed the ANOVA (One way) test according to the objectives of the study. The question raised by F test is that whether the group mean differs from one another (between group variance) to a greater extent that the scores differ from their own group mean (Within group variance). If the between group mean is not substantially greater than the within group variance the group are not significantly different.

$$F = \frac{\text{Between group variance estimate}}{\text{Within group variance estimate}}$$

ANALYSIS AND INTERPRETATION OF DATA

In this chapter the statistical analysis of the data allow statistical techniques on the collected data from sample which helps us to obtain the results and to interpret the result. The statistical analysis is carried for hypothesis testing and to find out the attainment of the objectives. The data can be analyzed in several ways but due to time limitation and shortness of the topic here we have delimited the statistical analysis of data to which includes the statistical techniques applied on the data to obtain and interpret the results¹⁶ under the following points.

- Study of Emotional Intelligence among Educationists.
- Study of Academic Achievement among Educationists.
- Study of relationship between Emotional Intelligence and Academic Achievement of Educationists.
- Study of Emotional Intelligence's Impact on Academic Achievement.

STUDY OF EMOTIONAL INTELLIGENCE

The first phase of our statistical analysis is to find out Emotional Intelligence (EI) level of Educationists. This phase of analysis is moving towards to achieve the first objective of the study i.e. to assess the Emotional Intelligence of Educationists and third objective of the study i.e. to assess the Emotional Intelligence of Educationists and third objective of the study i.e. to study whether there is any significant difference in the Emotional Intelligence of Educationists belonging to different subgroups on basis of sex, locality and caste.

Firstly observe the Emotional Intelligence level of the Educationists. After that we a=observed dimensionally and overall Emotional Intelligence leave of different sub groups of Educationists. Male-female, rural- urban and general others caste is analyzed. Here the mean scores were analyzed for comparison of Emotional Intelligence and t-ratio was computed to find out the significant difference among various subgroups of Educationists¹⁷.

The analysis for the phase is below in tabular and graphical from:

Table 4.1 Dimension wise mean Emotional Intelligence scores of Educationists

SN	STATISTICS	SYMBOL	Emotional Intelligence (EI) Dimensions				EI Total score
			D1	D2	D3	D4	
1	Mean	M	16.9	17.35	18.34	17.91	70.9
2	Stand. Deviation	SD	4.3	4.7	3.9	3.7	12.8

D1- Intra Personal Awareness (knowing about one's own emotions)

D2- Inter Personal Awareness (knowing about others' emotions)

D3- Intra Personal Management (one's emotions.)

D4- Inter Personal Management (other's emotions.)

The above table is presenting mean and standard deviation scores of the Educationists' Emotional Intelligence. When we have examined the values of mean and standard deviation of dimension wise and overall Emotional Intelligence, it was observed that obtained scores are almost close to one another except D3 and D4. There are no big differences in scores obtained in each dimension by the teachers Educationists. That is Emotional Intelligence is normally distributed on taken sample of Educationists.

On the basis of their Emotional Intelligence scores here we have divided Educationists into three group's i.e. low, moderate and high Emotional Intelligence level. The division of groups is as:

Emotional Intelligence Score	Emotional Intelligence level
below 65	Low (l)
65- 79	Moderate (m)
80 above	High (h)

So we can say that Educationists are having average mean level (70.9) of Emotional Intelligence. In pattern, same kind of findings was found with the study conducted by Abha Sexana (2005-06) in India on Emotional Intelligence among secondary level teacher educators at Bareilly district. The graph is representing the dimension wise and overall Emotional Intelligence score of the **100** Educationists.

Graph4.1: Dimension wise Mean and Standard Deviation of EI Score

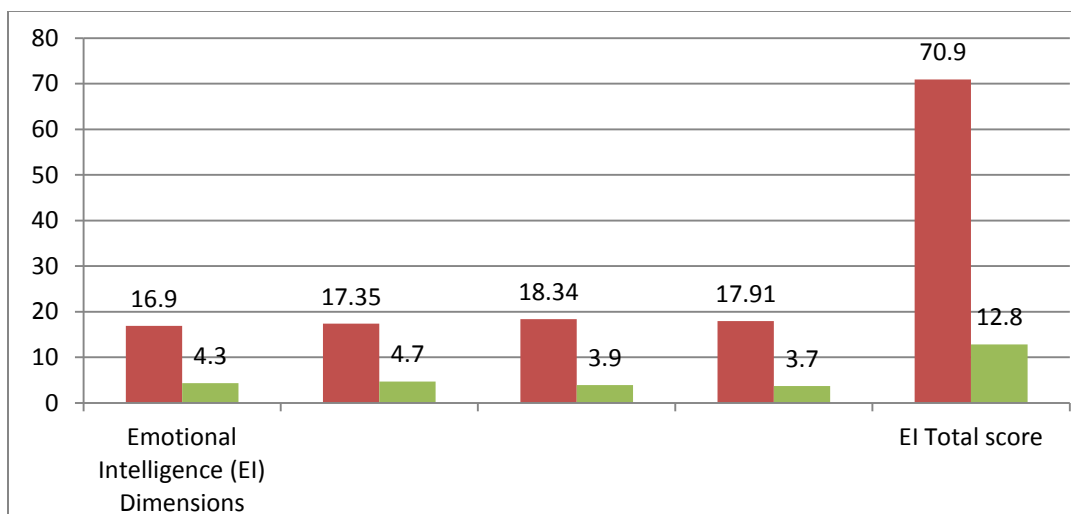
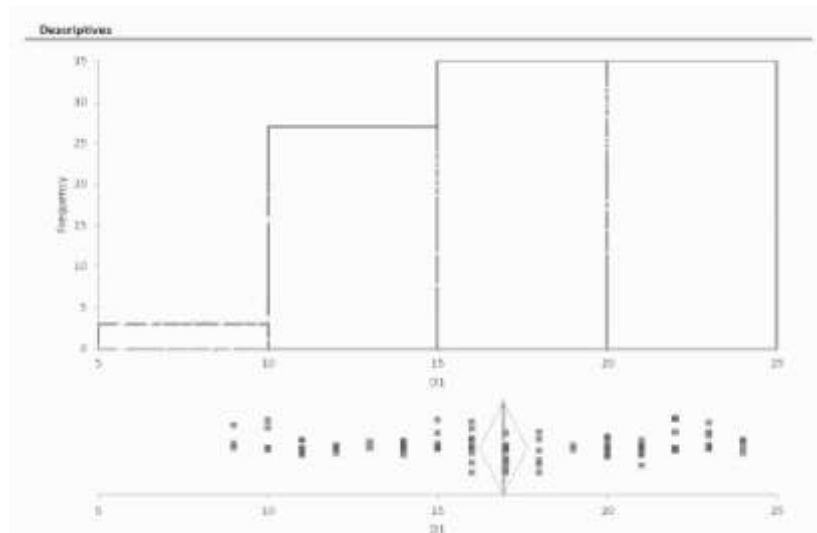


Table4.2: Dimension wise mean Emotional Intelligence scores of Male (60) and Female (40) Educationists.

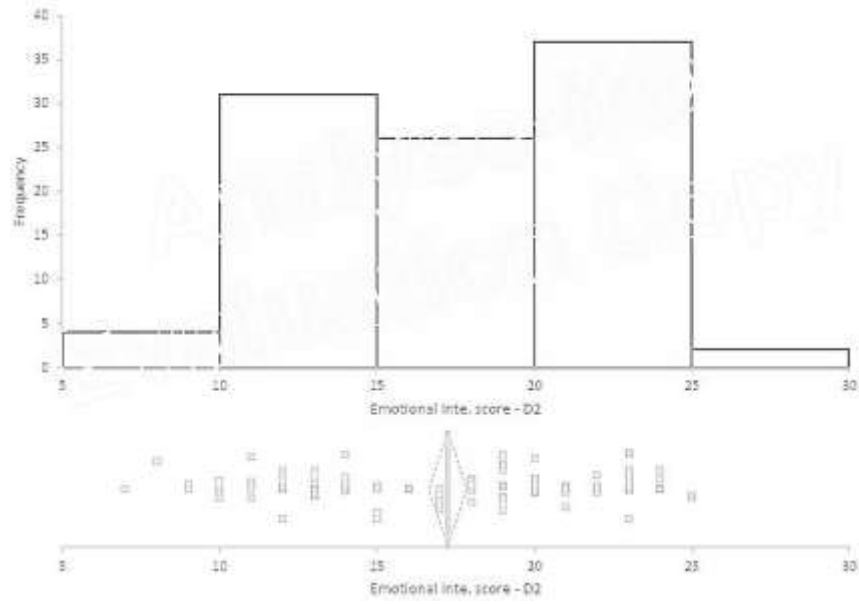
EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	T-RATIO
D1	MALE	16.7	4.3	18.49	0.555127613	1.05
	FEMALE	17.4	4.2	17.64	0.664078309	
D2	MALE	17	4.9	24.01	0.63258728	1.18
	FEMALE	17.2	4.4	19.36	0.695701085	
D3	MALE	18.6	3.4	11.56	0.438938113	0.78
	FEMALE	17.9	4.7	22.09	0.74313525	
D4	MALE	17.5	3.8	14.44	0.490577891	0.9
	FEMALE	18.6	3.6	12.96	0.569209979	
EI-TOT	MALE	69.7	13.1	171.61	1.691202728	1.56
	FEMALE	71.5	13.9	193.21	2.197782974	

When we observed table 4.2 it was found that there is no significant difference in dimension wise and overall Emotional Intelligence scores of male and female Educationists they are showing almost similarity. Statistically it is found that there is no significant difference between EI scores of male and female Educationists. The computer value of 't' (1.56) is less than tabular value of 't' so here we have accept hypothesis 1 i.e. "there is no significant difference in Emotional Intelligence of male and female Educationists" at 0.01 confidence level which means male and female Educationists are similar in their inter-intra personal awareness and inter –intra personal management of emotions. The mean scores of female Educationists is high than male Educationists but due to insignificancy we can't state anything to it.

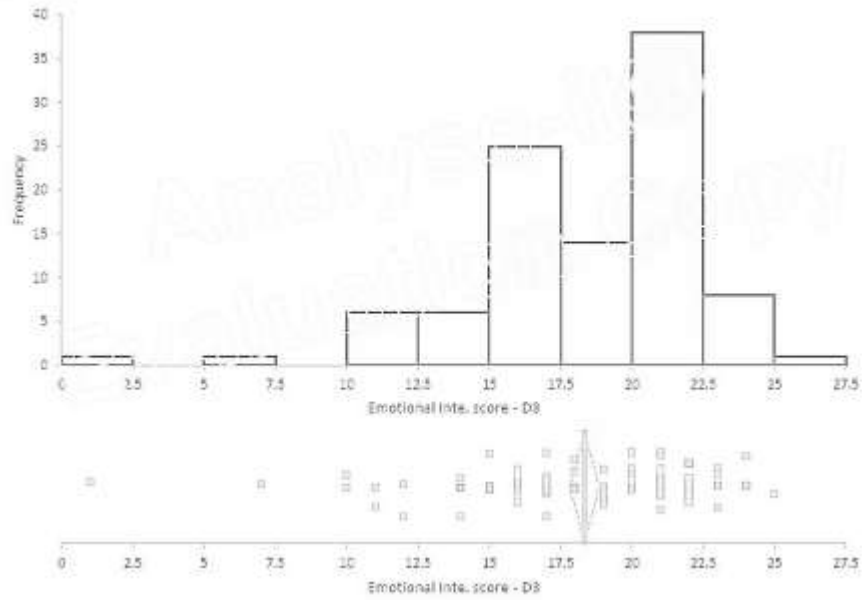
Graph 4.2 Graphical representation: Dimension wise (D1-D4) Mean Emotional Intelligence Scores of Male (60) and Female (40) Educationists.



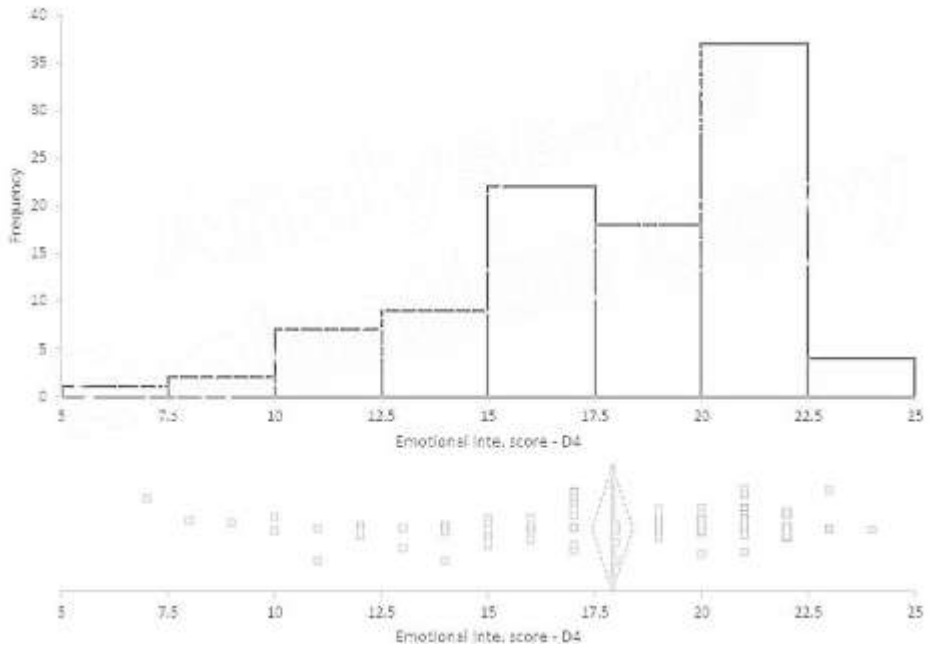
Descriptives



Descriptives



Descriptives



Descriptives

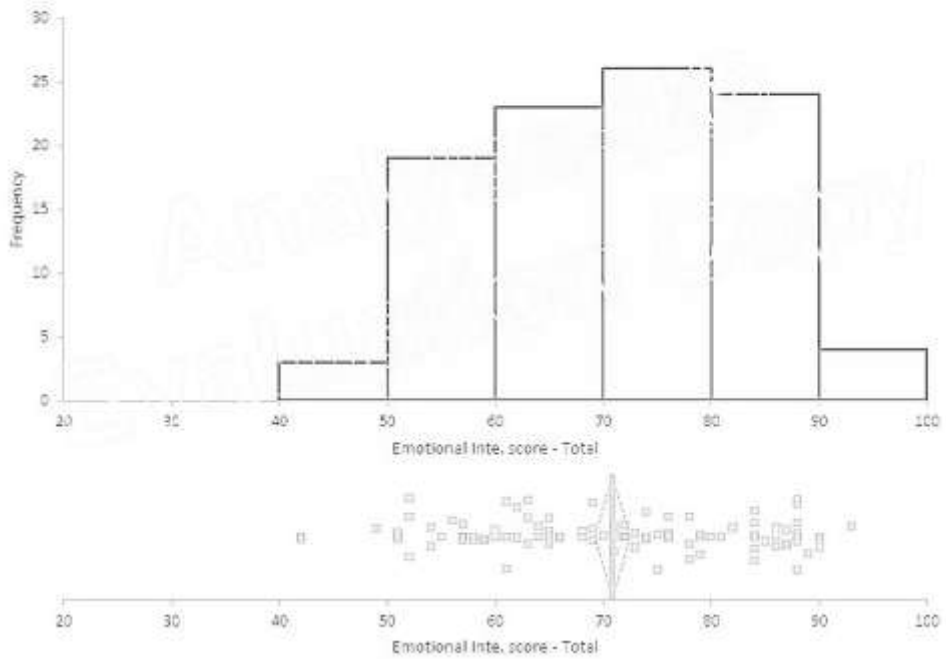


Table4.2.1: Dimension wise Statistics of EI scores of Male (60) and Female (40)

N	100						
D1	Mean	SE	SD	Variance	Skewness	Kurtosis	
	16.9	0.43	4.3	18.1	-0.1	-1.03	
N	100						
Emotional Inte. score - D2	Mean	SE	SD	Variance	Skewness	Kurtosis	
	17.3	0.47	4.7	22.0	-0.2	-1.12	
N	100						
Emotional Inte. score - D3	Mean	SE	SD	Variance	Skewness	Kurtosis	
	18.3	0.39	3.9	15.6	-1.3	3.07	
N	100						
Emotional Inte. score - D4	Mean	SE	SD	Variance	Skewness	Kurtosis	
	17.9	0.37	3.7	13.9	-0.8	0.12	

Table4.3: Dimension wise mean EI Scores of Rural (49) and Urban (51)

EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	σ	T-RATIO
D1	URBAN	17.5	3.8	14.44	0.29469388	0.83171672	1.202332
	RURAL	16.5	4.5	20.25	0.39705882		
D2	URBAN	17.3	4.4	19.36	0.39510204	0.94090282	0.106281
	RURAL	17.2	5	25	0.49019608		
D3	URBAN	18.4	4.4	19.36	0.39510204	0.79705591	0.125462
	RURAL	18.3	3.5	12.25	0.24019608		
D4	URBAN	17.4	4.1	16.81	0.34306122	0.74605002	-1.34039
	RURAL	18.4	3.3	10.89	0.21352941		
EI-TOT	URBAN	70.7	14.1	198.81	4.05734694	2.73382836	0.219472
	RURAL	70.1	13.2	174.24	3.41647059		

Table4.3.1: Dimension wise mean EI Scores of Rural (49) and Urban (51)

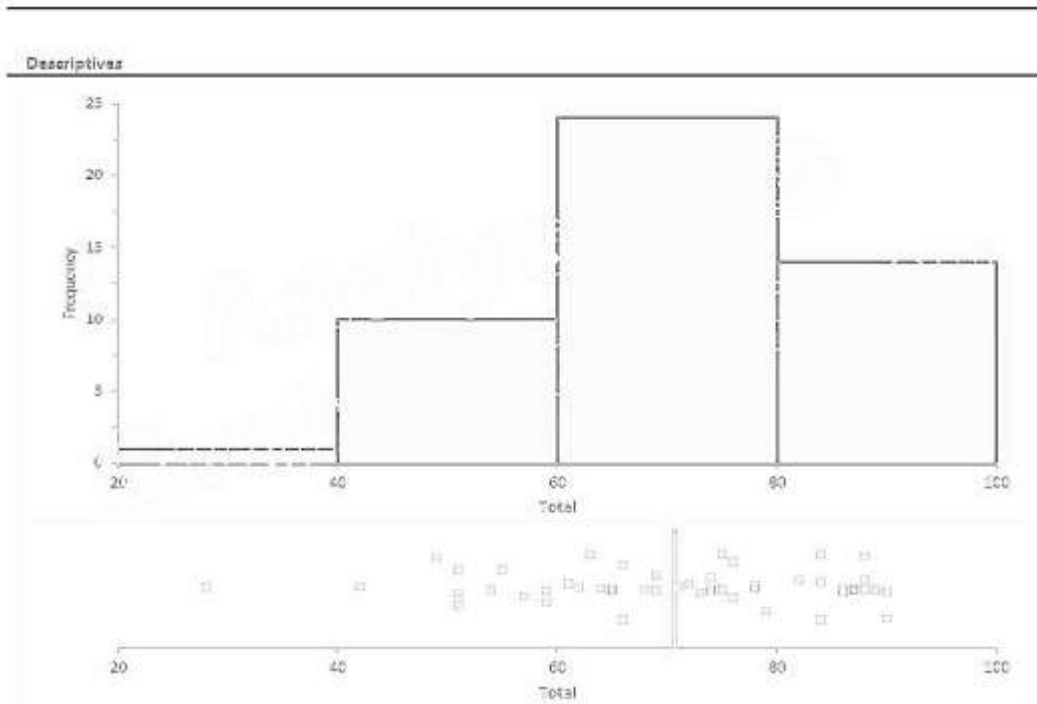
N		49					
Total	Mean	SE	SD	Variance	Skewness	Kurtosis	
	70.7	2.02	14.1	200.2	-0.7	0.29	

N		51					
Total	Mean	SE	SD	Variance	Skewness	Kurtosis	
	70.1	1.85	13.2	175.1	-0.3	-0.38	

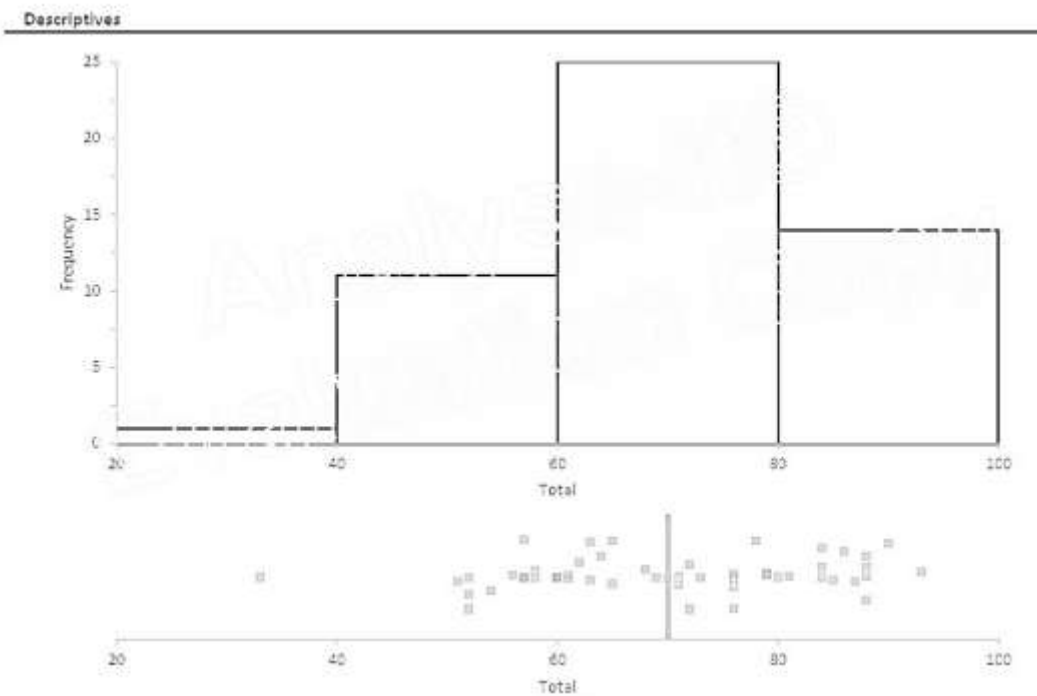
Table 4.3 Shows those rural Educationists are more aware about other emotions. It is represented by urban mean EI-score (17.2) in dimension 2 which is high than rural mean EI-score (17.3). The value of t (1.06) is found significant at 1.34 at 0.01 confidence level. In dimension 4, t-score 1.34 is found significant at 0.01 confidence level, where urban mean EI-score (17.4) is less than rural mean EI-score (18.4) which shows that rural Educationists are much good in managing emotions. But in other two dimensions (inter –personal awareness and management) and in total EI-scores both subgroups are similar. But in total there is no significant difference found between rural and urban Educationists.

That means here we have partially rejected and accepted our hypothesis 2 i.e. "there is no significant difference between Emotional Intelligence of rural urban Educationists."

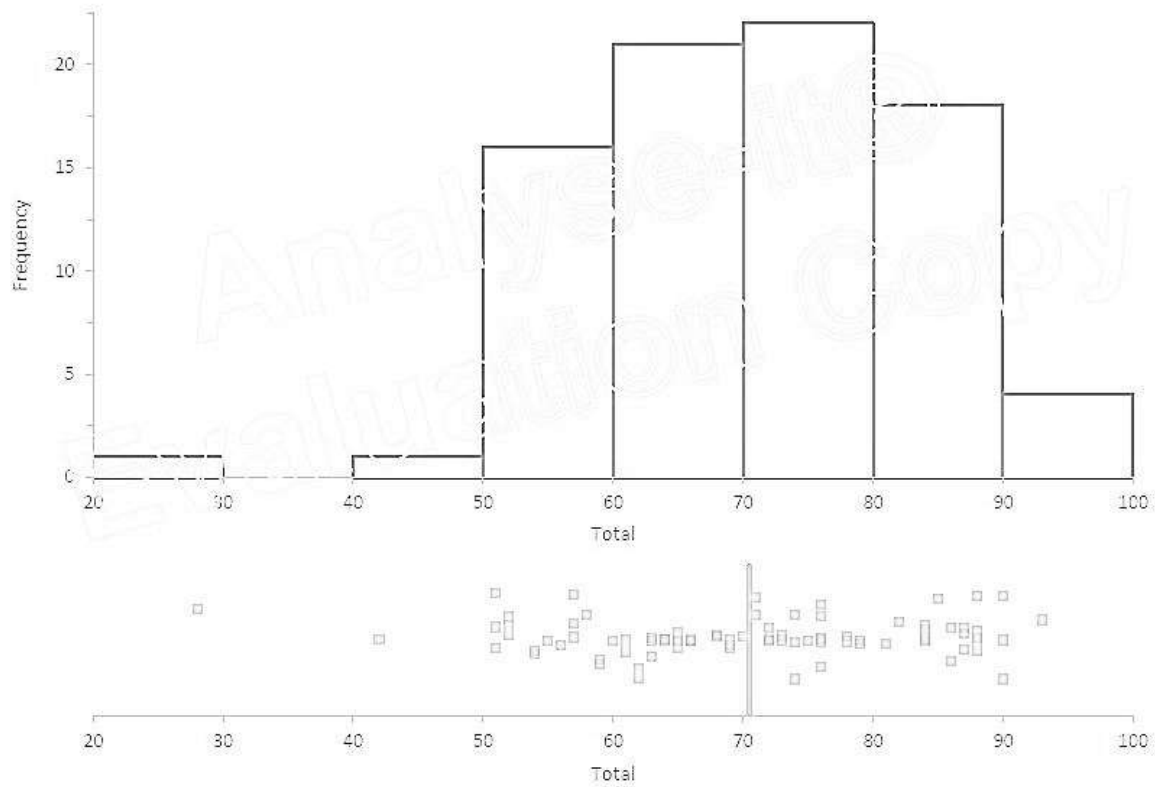
Graph 4.3- Plotting of dimension wise EI Scores of rural (49) and urban (51) Educationists.



Emotional Intelligence Scores of Rural (49)



Emotional Intelligence Scores of Urban (51)



Emotional Intelligence Scores of Rural (49) and Urban (51)

Table 4.4 Dimension wise Statistics of EI of General (83) and Other Caste (17) Educationists.

EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	σ	T-RATIO
D1	GENERAL	16.7	4.3	18.49	0.222771084	1.078864	-1.11228
	OTHERS	17.9	4	16	0.941176471		
D2	GENERAL	17.2	4.7	22.09	0.266144578	1.317852	-0.15176
	OTHERS	17.4	5	25	1.470588235		
D3	GENERAL	18.5	4	16	0.192771084	0.955698	1.150991
	OTHERS	17.4	3.5	12.25	0.720588235		
D4	GENERAL	18	3.4	11.56	0.139277108	1.292005	0.309596
	OTHERS	17.6	5.1	26.01	1.53		
EI-TOT	GENERAL	70.5	13.1	171.61	2.067590361	4.002272	0.024986
	OTHERS	70.4	15.4	237.16	13.95058824		

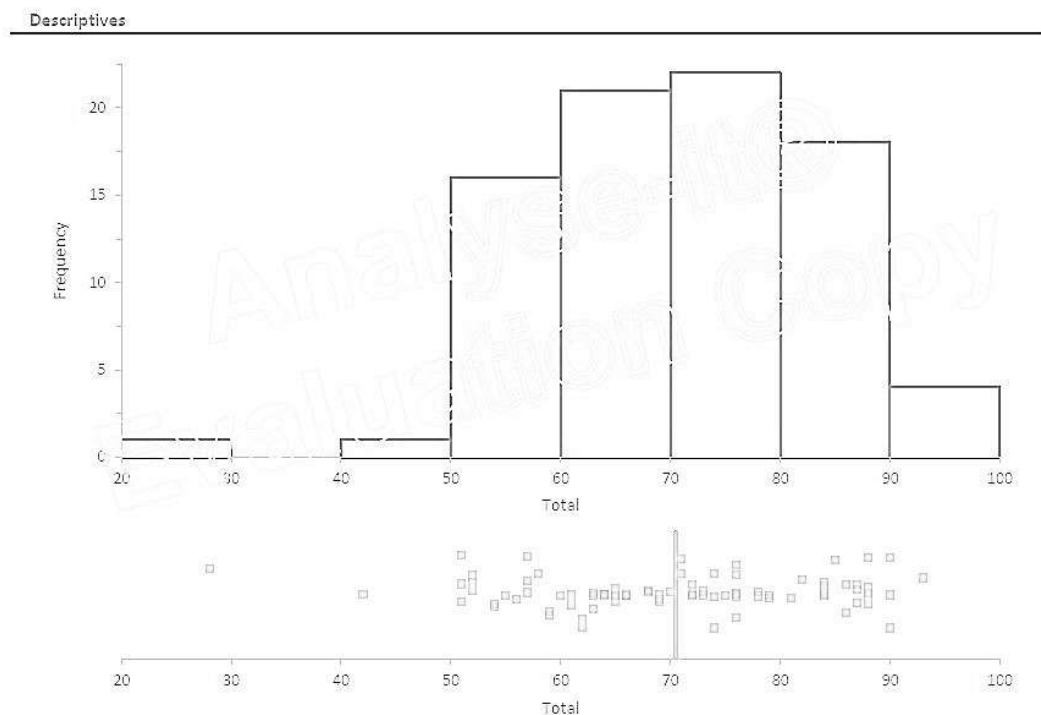
Total							
N	83						
Mean	SE	SD	Variance	Skewness	Kurtosis		
Total	70.5	1.43	13.1	170.4	-0.4	0.01	

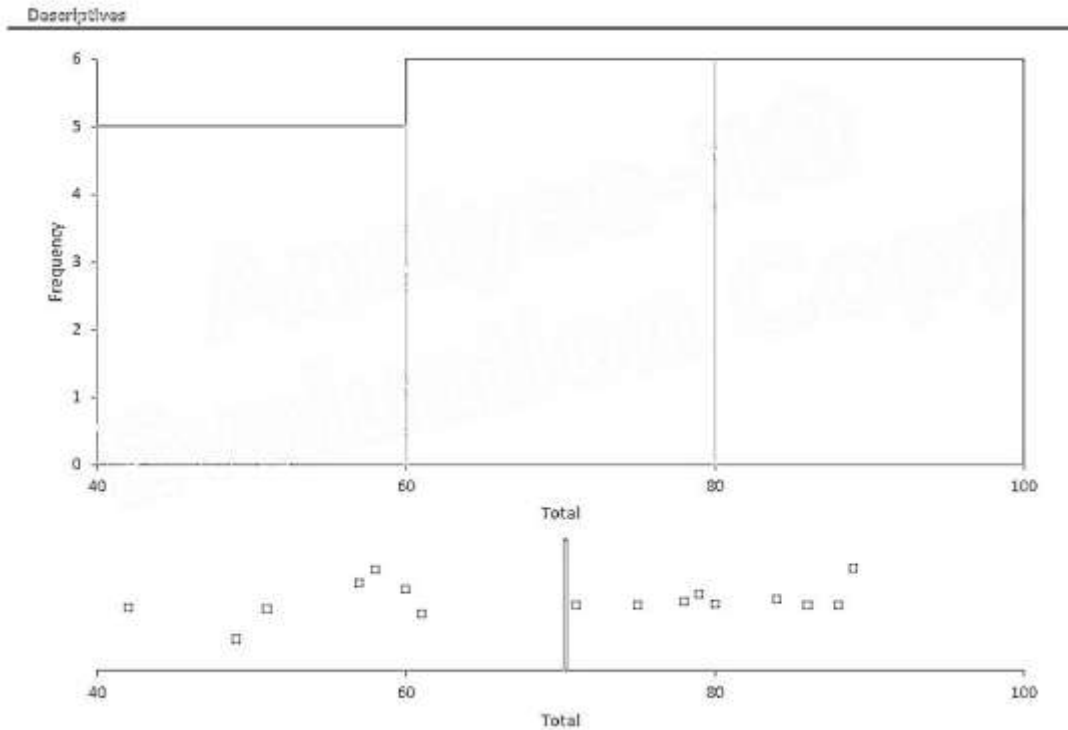
Total							
N	17						
Mean	SE	SD	Variance	Skewness	Kurtosis		
Total	70.4	3.74	15.4	238.1	-0.4	-1.25	

Observing From table 4.4 we found that t-score 1.15 is found significant at 0-01 significant level is dimension 4 where the mean score (18.5) shown by general caste is high than other caste mean score (17.4). That means general caste Educationists are more able to manage others emotions. While in other dimensions and EI-total score there is no significant difference between general and other caste Educationists. So caste does not affect the Emotional Intelligence of Educationists.

Here we partially reject and accept our hypothesis no. 3 i.e. "there is no significant difference between Emotional Intelligence of general caste and other caste Educationists."

Graph 4.4.1: Representation Mean EI of General (83) and Other (17) Educationists.





Dimension Wise EI Scores General and Others.

In analysis the observation founds that there is no significant difference in mean Emotional Intelligence scores of Educationists on basis of their different subgroups. i.e. male-female, rural-urban and general other caste used. They are similar to each other in awareness of self and other emotions (DI & D2) and in managing Self and other emotions (D3 & D4).

STUDY OF ACADEMIC ACHIEVEMENT

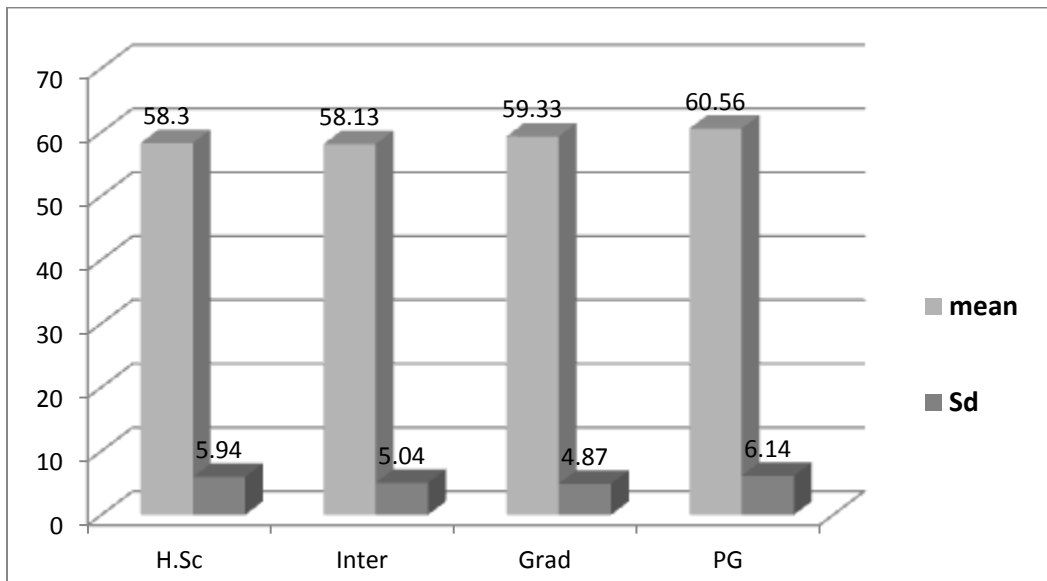
In the second phase of our statistical analysis where we did tried to observe Academic Achievement scores of Educationists. Here data analyzed to achieve the second objective of study i.e. "to find out the Academic Achievement score of Educationists." In this phase firstly observe the overall Academic Achievement scores of the Educationists. After that observed class Academic Achievement scores and then group wise overall Academic Achievement scores of various Educationists (i.e. male-female rural- urban and general- others) are analyzed. Here the mean scores analyzed for comparison of Academic Achievement level and t-ratio to find out the significance difference among various subgroups to Educationists¹⁸.

Table 4.5: Class wise Mean Academic Achievement Scores of Educationists (100)

SN	STATISTICS	SYMBOL	ACADEMIC ACHIEVEMENT SCORE (%)				ACADEMIC AV.SCORE (%)
			H. Sc	Inter	Grad	PG	
1	Mean	M	58.3	58.13	59.33	60.56	59.1
2	Stand. Dev	SD	5.94	5.04	4.87	6.14	4.40

The table 4.5 is presenting mean scores of the teacher Educationist’s academic achievement. Where we have examined the values of class wise (10th, 12th, Graduation and Post Graduation) and overall (average) Academic Achievement Mean scores (Mean and SD) of Educationists. It was observed that obtained scores are almost equal to one another, but at graduation level there is slightly differ than PG in mean scores of Academic Achievement as compare to other classes. This establishes that at high school and intermediate level there is a similarity in mean Academic Achievement scores of Educationists but at graduation and PG level it is slightly differ.

Graph 4.5: Class wise Mean Academic Achievement Scores of Educationists. (100)



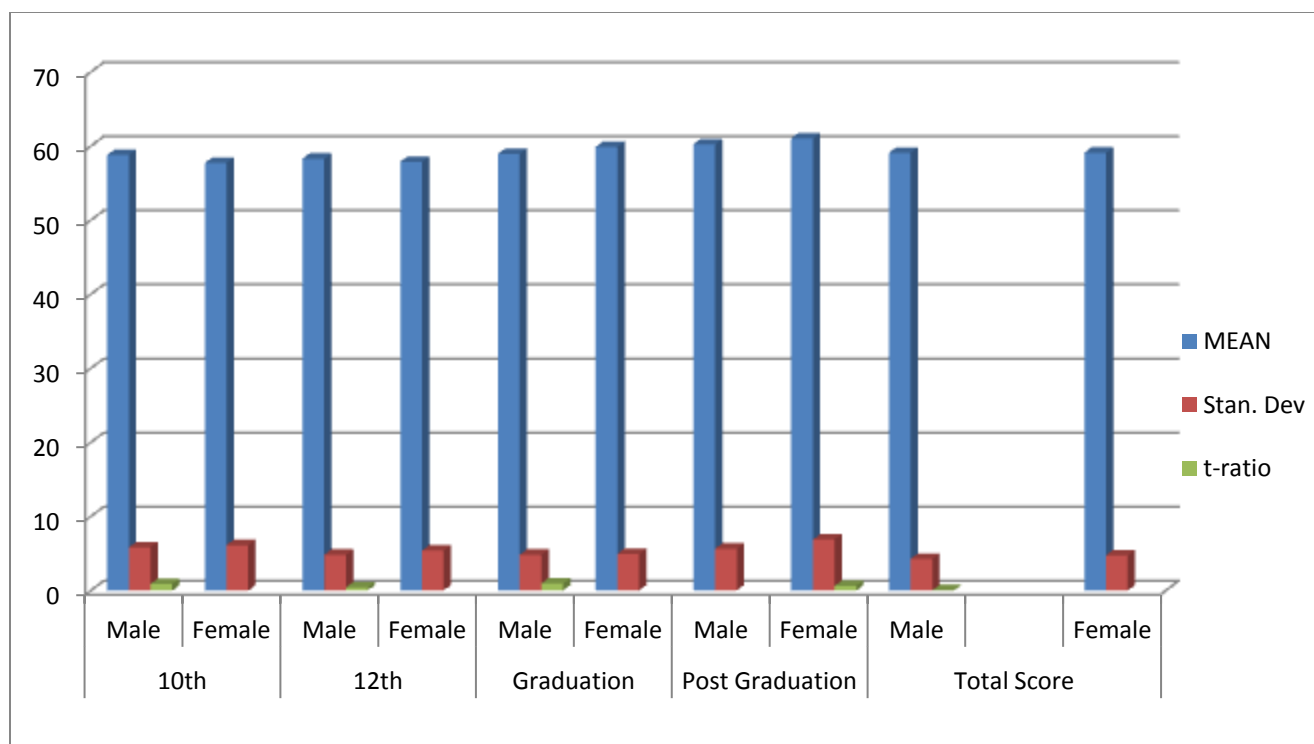
Class wise Distribution of Academic Achievement

Table 4.6: Class wise mean Academic Achievement Scores of Male (60) and Female (40)

Academic Achievement score%	Sub-Group	MEAN	Stan. Dev	t-ratio
10 th	Male	58.8	5.82	0.882
	Female	57.72	6.11	
12 th	Male	58.3	4.83	0.398
	Female	57.88	5.38	
Graduation	Male	58.95	4.82	0.950
	Female	59.9	4.95	
Post Graduation	Male	60.24	5.64	0.619
	Female	61.05	6.87	
Total Score	Male	59.09	4.24	0.032
	Female	59.1	4.74	

The table 4.6 shows the values of mean Academic Achievement scores of male-female Educationists. Examining the table values we see that female mean score (57.72) is less than male mean score (58.8) in class 10th which is shown by t-value 0882, significant at 0.01 confidence level and almost same in 12th. But at graduation and post graduation Female Mean Score is at higher side than male. In all Achievement Score mean are quite close at t-0.032 level Here we partially reject and accept our hypothesis no 4 i.e. "There is no significant difference between Academic Achievement of male and female Educationists."

Graph4.6: Class wise Mean Academic Achievement Scores of Male (60) and Female (40)



Sex wise mean Academic Achievement Scores.

The above graph is clearly showing that female Educationists have shown the Good Academic Achievement performance at graduation and PG as compared to male Educationists.

Table 4.7: Class wise Mean Academic Achievement Scores of rural and urban Educationists.

		RURAL-51	URBAN-49				
EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	σ	T-RATIO
10	RURAL	58.41	5.2	27.04	0.53019608	1.194686	0.058593
	URBAN	58.34	6.63	43.9569	0.89707959		
12	RURAL	58.38	4.15	17.2225	0.33769608	1.017897	0.491209
	URBAN	57.88	5.85	34.2225	0.69841837		
Grad	RURAL	59.25	4.53	20.5209	0.40237059	0.982278	-0.17307
	URBAN	59.42	5.25	27.5625	0.5625		
PG	RURAL	59.97	5.62	31.5844	0.61930196	1.232514	-0.98173
	URBAN	61.18	6.64	44.0896	0.89978776		
AV ACAD	RURAL	59	3.79	14.3641	0.28164902	0.891008	-0.22446
	URBAN	59.2	5.01	25.1001	0.51224694		

AV SCORE							
N	51						
AV SCORE	Mean	SE	SD	Variance	Skewness	Kurtosis	
AV SCORE	59.00466	0.530872	3.79118	14.37306	-0.3	-0.21	

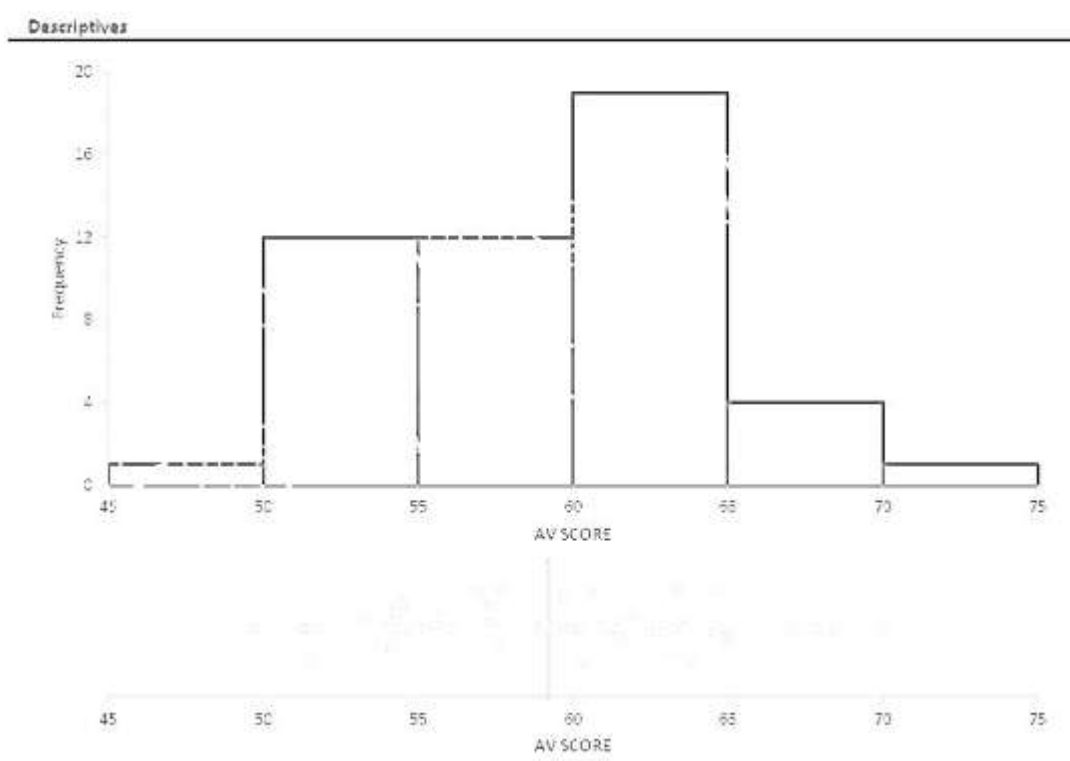
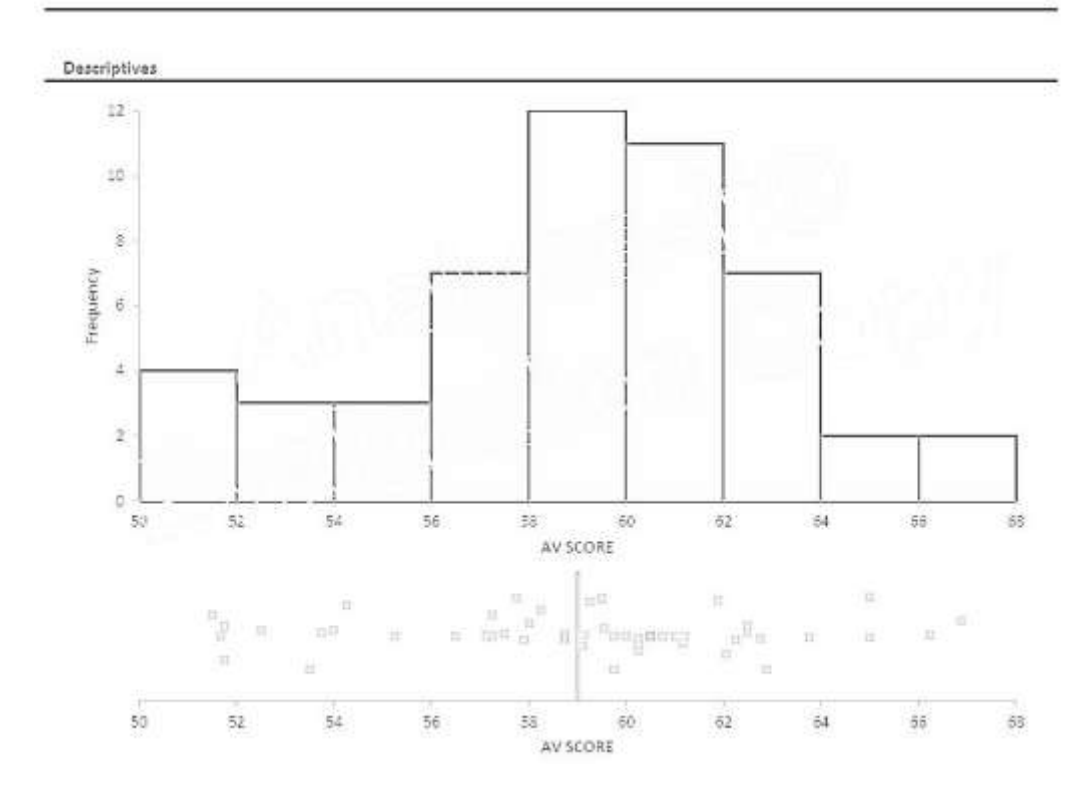
AV SCORE							
N	49						
AV SCORE	Mean	SE	SD	Variance	Skewness	Kurtosis	
AV SCORE	59.20536	0.715858	5.01101	25.11018	0.1	-0.80	

By observing the table 4.7 we examined values of Academic Achievement scores of Educationists' subgroup base on their locality or birth place. Here we have found significant difference in Academic Achievement scores of rural and urban Educationists in almost each class level excepting the class 12th. In class 10th we have seen that t- value 0.49 similar for rural and urban, significant at 0.01 level, where urban Educationists mean score 58.39 is less than rural Educationists mean score 58.41

The mean score of urban Educationists in class 12th level is also high than urban mean scores but that is not found significant at any confidence level. In graduation the value of mean difference is found significant t at 0.01 confidence level and again the mean score are almost same. But at PG level there is difference in Academic Achievement score Mean for rural is 59.97 and for urban is 61.18 at t=0.98.

The total Academic Achievement score t-value 0.22 of mean difference is found significant at 0.01 significant levels, where urban Educationists and rural Educationists score (59.1). This means the Academic Achievement of urban Educationists is similar to rural Educationists. Here we have accept hypothesis no. 5 which states that "there is no significant difference is Academic Achievement of rural-urban Educationists" at 0.01 confidence level. This is may be due to the more attention on study aspect of Educationists by themselves and their parents.

Graph 4.7: Class wise mean Academic Achievement score of rural (51) and urban (49)



Locality (PLACE OF BIRTH) Mean Academic Achievement scores

Table 4.8: Class wise Mean Academic Achievement Scores of General (83) and other (17)

EI-D	SU-GP	MEAN	DTD DEVA	SQR DEV	SQR DEV/N	σ	T-RATIO
10	GEN	58.74	5.87	34.4569	0.415143373	1.61813	1.334875
	OTHER	56.58	6.12	37.4544	2.2032		
12	GEN	58.46	4.86	23.6196	0.284573494	1.486333	1.29177
	OTHER	56.54	5.72	32.7184	1.924611765		
Grad	GEN	59.61	4.71	22.1841	0.267278313	1.453267	1.107849
	OTHER	58	5.6	31.36	1.844705882		
PG	GEN	61.1	6.26	39.1876	0.472139759	1.364378	2.316073
	OTHER	57.94	4.86	23.6196	1.389388235		
AV ACAD	GEN	59.47	4.24	17.9776	0.21659759	1.262764	1.750128
	OTHER	57.26	4.84	23.4256	1.377976471		

AV SCORE							
N	83						
	Mean	SE	SD	Variance	Skewness	Kurtosis	
AV SCORE	59.47937	0.466335	4.24852	18.04990	0.1	-0.39	

AV SCORE							
N	17						
	Mean	SE	SD	Variance	Skewness	Kurtosis	
AV SCORE	57.26544	1.175261	4.84572	23.48105	-0.1	-1.49	

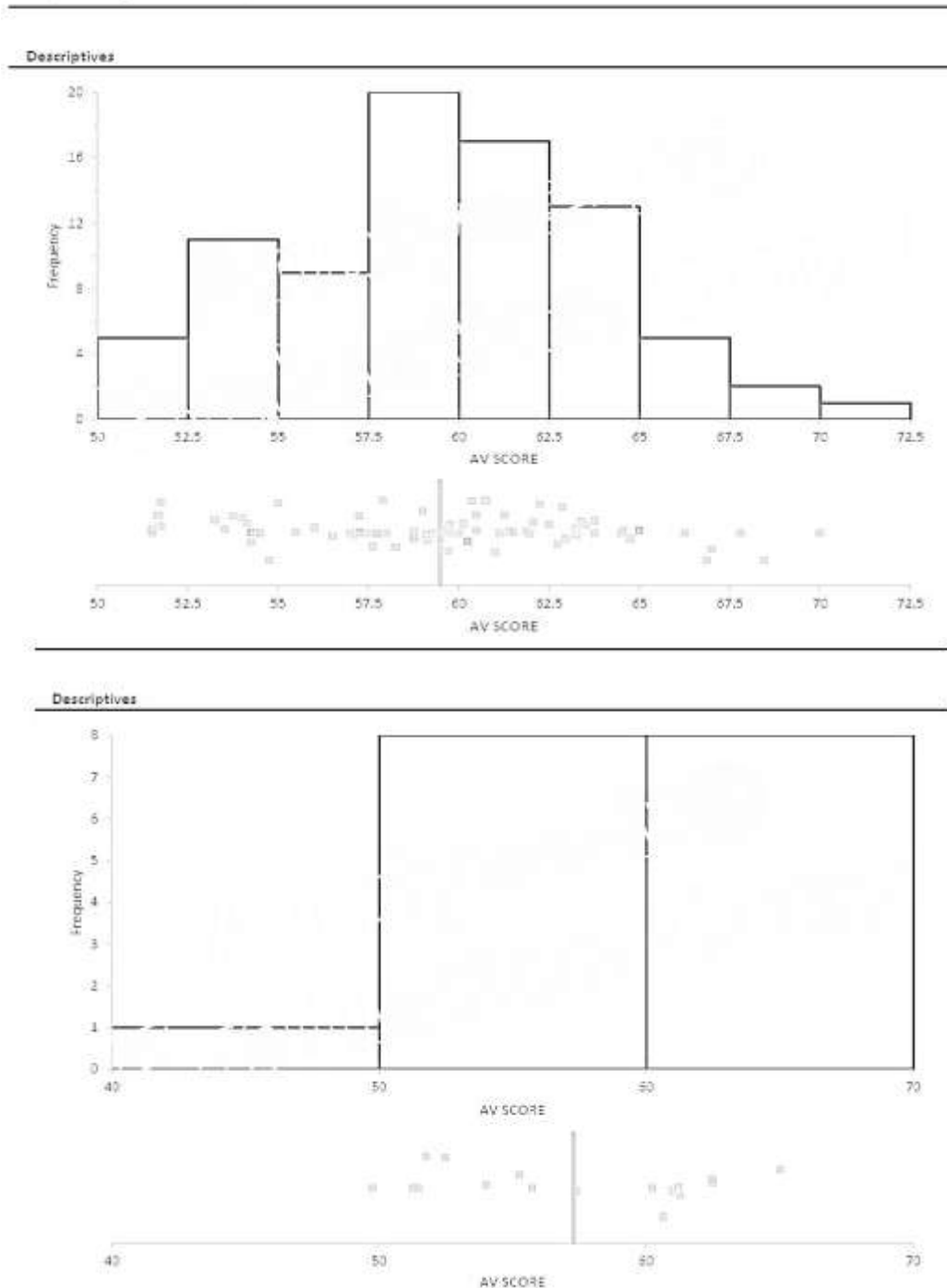
the table 4.8 reflect values of Academic Achievement scores of Educationists subgroup based on their caste. Here we have found significant differences is Academic Achievement scores of general and other caste Educationists in almost each class his at higher side. In class 10th we have seen that –t-value 1.33 or 1.29 is high and found significant at 0.01 levels. Where general castes Educationists mean score 58.74 is high than other castes Educationists mean score i.e. 56.58. It means general caste Educationists obtained good scores in 10th rather than other caste Educationists.

The mean score (58.46) of general caste Educationists is class 12th level is also high than other caste Educationists mean score (56.54) but that is not found significant at any confidence level. In graduation the t-value 1.10 of mean difference is found significant at 0.01 confidence level where again mean GEN score (59.6) of general caste is high than other caste's mean score (58.0). in same way at PG level, the general caste has shown good performance than other caste Educationists. The total Academic Achievement score t-value 1.75 of mean difference is found significant at 0.01 significant level, where general caste Educationists have shown high score

(59.47) than other caste Educationists score (57.26). This means of Academic Achievement of general caste Educationists is good as compare to other caste Educationists.

Here we reject our hypothesis no. 6 which states "that there is no significant difference is Academic Achievement scores of general and other caste Educationists" at 0.01 confidence level.

Graph 4.8: Class wise Academic Achievement Scores of general (83) other caste (17)



Caste wise mean Academic Achievement scores

STUDY OF RELATIONSHIP BETWEEN EI AND ACADEMIC ACHIEVEMENT

This analytical phase basically includes the study of relationship between Emotional Intelligence and Academic Achievement of Educationists. Here we have make the data analysis to achieve our fourth objective i.e. "to study whether there is any relationship between the Emotional Intelligence and Academic Achievement of teacher Educationist.

It is observed that correlation between Emotional Intelligence and academic achievement. We have obtained the correlation among these two variables (Emotional Intelligence and academic achievement) with the help of person's product moment method¹⁹. In process of observing correlation firstly we have observed the correlation between Emotional Intelligence and Academic Achievement of total Educationists. After that we observed correlation on the basis of subgroups of Educationists i.e. male-female rural-urban and general- others caste.

Table 4.9: Correlation between EI and Academic Achievement of Educationists (100)

Correlation	
r	-0.098
Fisher 95% CI	-0.289 to 0.100
Pearson test	
Hypothesized value	0
t approximation	-0.98
DF	98
p-value	0.3311
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	
* Do not reject the null hypothesis at the 10% significance level.	

The table 4.9 is showing the positive correlation between the Emotional Intelligence and Academic Achievement of Educationists. This is an achievement to our fourth objective which i.e. "to study whether there is any relationship between the Emotional Intelligence and Academic Achievement of Educationists".

From this table we reject our hypothesis no. 7 that "there is no significant correlation between Emotional Intelligence and Academic Achievement of Educationists" at 0.01 significance level. That is there is a positive correlation between Emotional Intelligence academic achievements of Educationists.

Graph 4.9: Correlation between EI and Academic Achievement of Educationists (100)

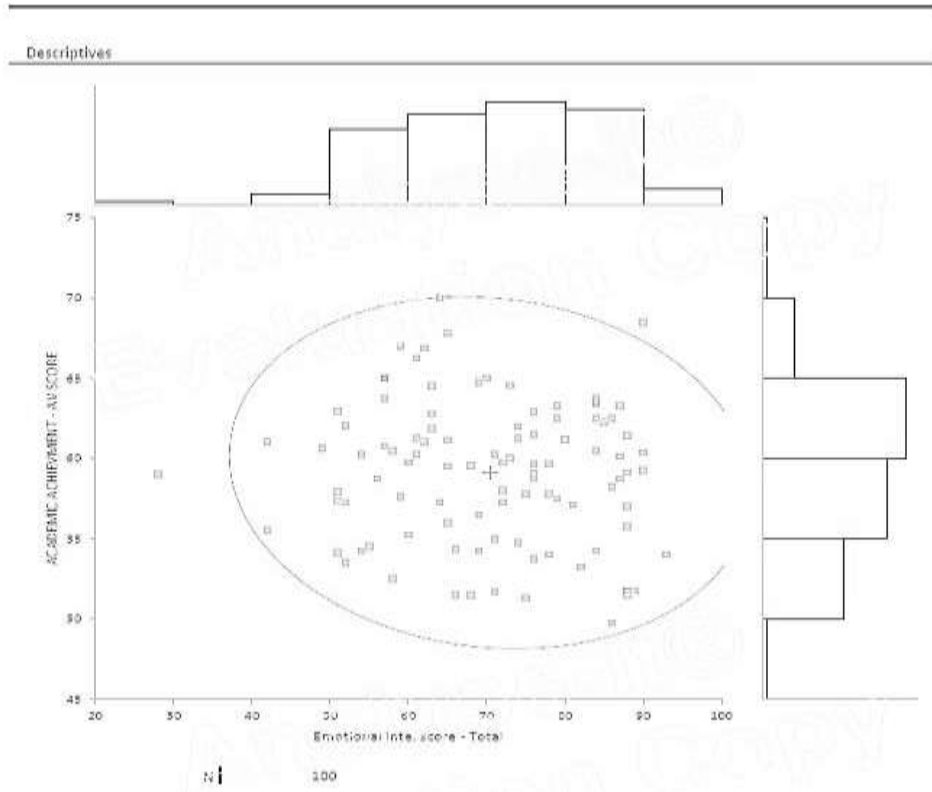


Table 4.10: Correlation between EI and Academic Achievement of Male

Correlation		
	<i>r</i>	
Emotional Inte. score - Total	1.000	AV SCORE
AV SCORE	-0.060	1.000
Correlation		
<i>r</i>	-0.060	
Fisher 95% CI	-0.309 to 0.197	
Pearson test		
Hypothesized value	0	
t approximation	-0.46	
DF	58	
p-value	0.6473 [†]	
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.		
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.		
[†] Do not reject the null hypothesis at the 1% significance level.		

Table 4.10.1: Correlation between EI and Academic Achievement of Female

Correlation	
r	-0.149
Fisher 95% CI	-0.440 to 0.171
Pearson test	
Hypothesized value	0
t approximation	-0.93
DF	38
p-value	0.3604
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	

The table 4.10 is showing the correlation between Emotional Intelligence and Academic Achievement of male and female Educationists. This represents the high degree of correlation between Emotional Intelligence and Academic Achievement of both male and female subgroups of Educationists. But by observing above table it can be clearly state that correlation between Emotional Intelligence and Academic Achievement in male Educationists is slightly higher than of female Educationists. The degree of correlation between Emotional Intelligence and Academic Achievement in male-female Educationists is significant at 0.01 significant levels. On basis of which we can say that there is a significant relationship between Emotional Intelligence and Academic Achievement of male and female Educationists. It means that the Emotional Intelligence of male and female Educationists impacts their academic achievement. Thus it can be said that if higher the Emotional Intelligence of male-female Educationists higher will be their academic achievement.

From the table 4.10.1 reject our hypothesis no 8 that “there is no significant correlation between Emotional Intelligence and Academic Achievement of male and female Educationists” at 0.01 significance level. That is there is a positive correlation between Emotional Intelligence and Academic Achievement of male and female Educationists. It means that Academic Achievement of male and female Educationists impacts by their Emotional Intelligence.

Graph 4.10: Correlation between EI and Academic Achievement of Male (60) and Female (40)

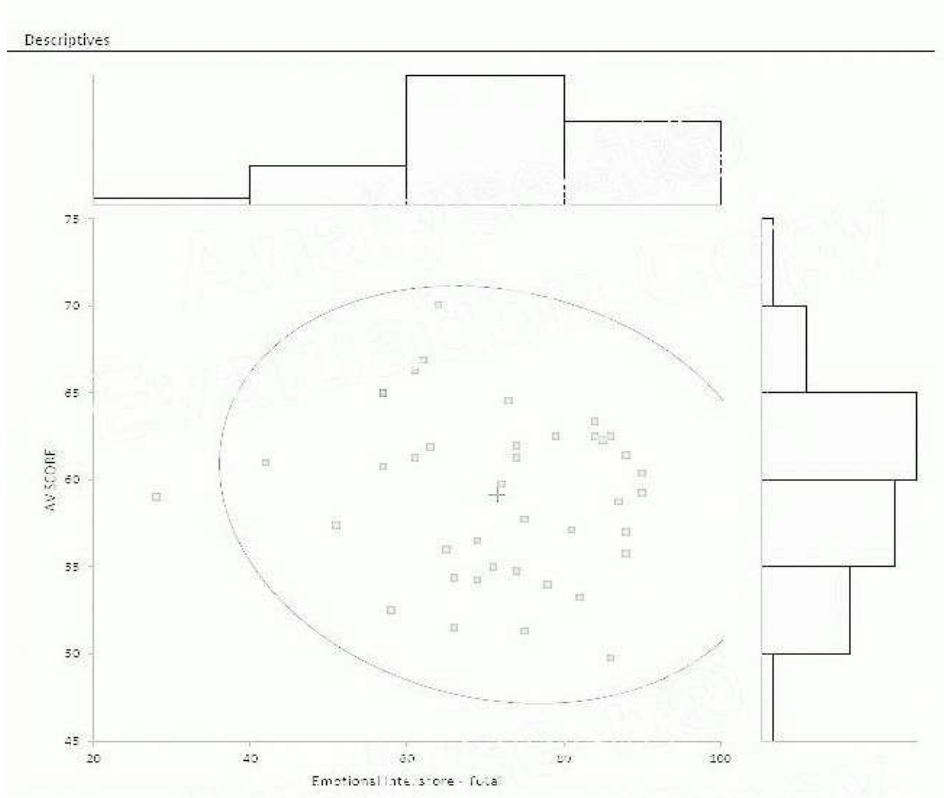


Table 4.11: Correlation between EI and Academic Achievement of Rural

Correlation	
r	-0.289
Fisher 95% CI	-0.523 to -0.015
Pearson test	
Hypothesized value	0
t approximation	-2.11
DF	49
p-value	0.0397
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	

Table 4.11.1: Correlation between EI and Academic Achievement of Urban

Correlation	
r	0.038
Fisher 95% CI	-0.246 to 0.316
Pearson test	
Hypothesized value	0
t approximation	0.26
DF	47
p-value	0.7938
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	
¹ Do not reject the null hypothesis at the 1% significance level.	

The above table 4.11 is showing the correlation between Emotional Intelligence and Academic Achievement of rural and urban Educationists. It represents the positive degree of correlation between Emotional Intelligence and Academic Achievement of both rural and urban subgroups of Educationists. But by observing above table it can be clearly state that correlation between Emotional Intelligence and Academic Achievement in urban Educationists is lesser than of rural Educationists. The correlation between Emotional Intelligence and Academic Achievement in rural–urban is significant at 0.01. On basis of which we can say that there is a significant relationship between Emotional Intelligence and Academic Achievement of rural and urban Educationists. It means that the Emotional Intelligence of rural and urban Educationists impacts their academic achievement. Thus it can say that if higher the Emotional Intelligence of rural and urban Educationists higher will be their academic achievement.

From the table 4.11 we reject our hypothesis no 9 that "there is no significant correlation between Emotional Intelligence and Academic Achievement of rural and urban Educationists" at 0.01 significance level. That is there is a positive correlation between Emotional Intelligence and Academic Achievement of rural and urban Educationists. It means that Academic Achievement of rural and urban Educationists affects by their Emotional Intelligence.

Graph 4.11: Correlation between EI and Academic Achievement of rural and urban

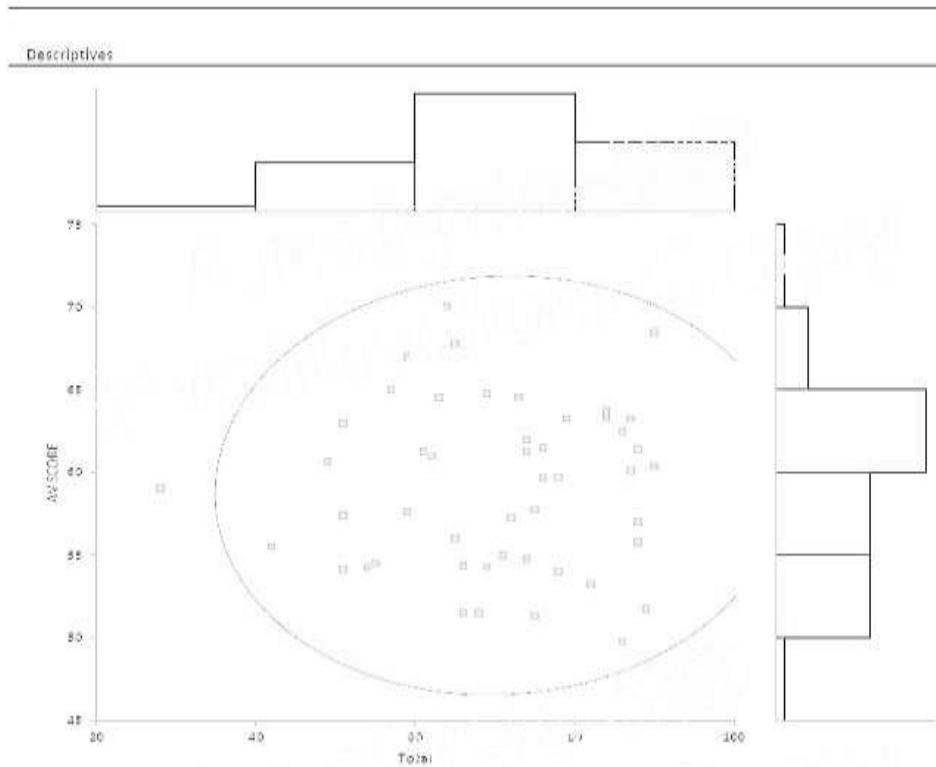


Table 4.12: Correlation between EI and Academic Achievement of General and other

Correlation	
r	-0.020
Fisher 95% CI	-0.255 to 0.106
Pearson test	
Hypothesized value	0
t approximation	-0.18
DF	81
p-value	0.8562
H0: $p = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $p \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	
* Do not reject the null hypothesis at the 1% significance level.	

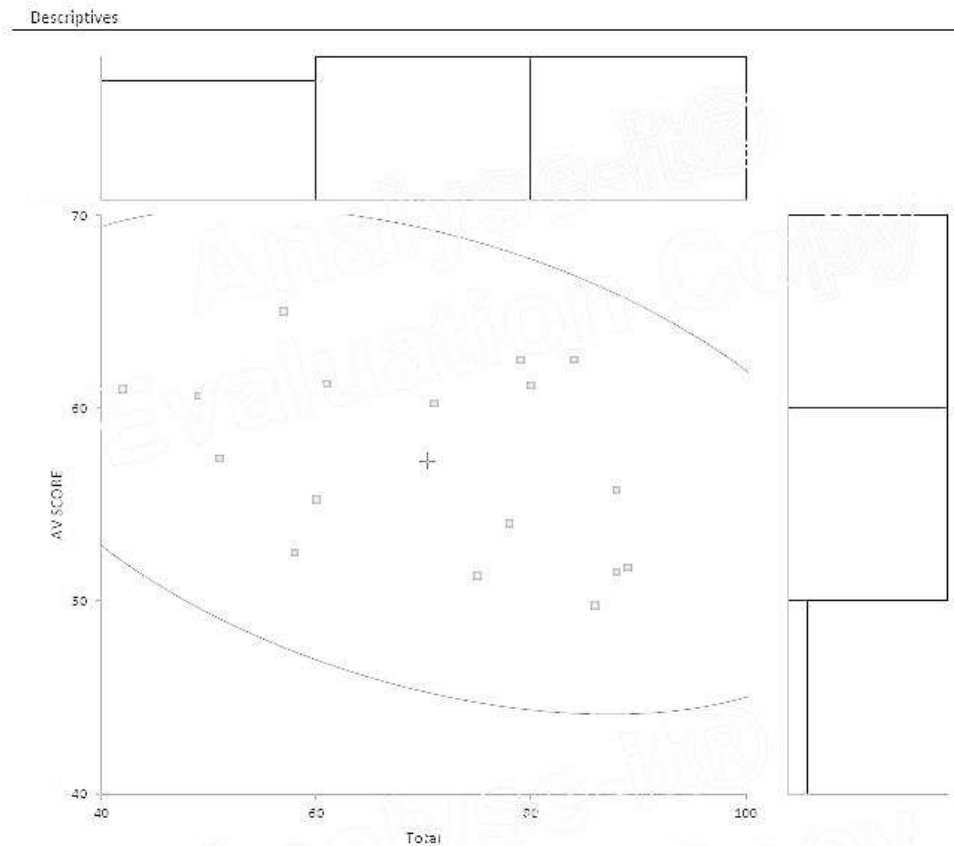
Correlation	
r	-0.406
Fisher 95% CI	-0.742 to 0.093
Pearson test	
Hypothesized value	0
t approximation	-1.72
DF	15
p-value	0.1057
H0: $\rho = 0$ The correlation coefficient ρ of the bivariable population is equal to 0.	
H1: $\rho \neq 0$ The correlation coefficient ρ of the bivariable population is not equal to 0.	
* Do not reject the null hypothesis at the 1% significance level.	

Table 4.12 is showing the correlation between Emotional Intelligence and Academic Achievement of general and other caste Educationists.

It represents the positive degree of correlation between Emotional Intelligence and Academic Achievement of both general and other caste Educationists. But by observing above table it can be clearly state that correlation between Emotional Intelligence and Academic Achievement in general caste Educationists is higher than of other caste Educationists. The degree of correlation between Emotional Intelligence and Academic Achievement in general and other caste Educationists is significant at 0.01 significant levels. On basis of which we can say that there is a significant relationship between Emotional Intelligence and Academic Achievement of general and other caste Educationists. It means that the Emotional Intelligence general and other caste Educationists impact their academic achievement. Thus it can say that if higher the Emotional Intelligence general and other caste Educationists higher will be their academic achievement.

From the table 4.12 we reject our hypothesis 12 that "there is no significant correlation between Emotional Intelligence and Academic Achievement of general and other caste Educationists" at 0.01 significance level. That is a Negative correlation between Emotional Intelligence and Academic Achievement of general and other caste Educationists. It means that Academic Achievement of general and other caste Educationists affects by their Emotional Intelligence²¹.

Graph4.12: Correlation between EI and Academic Achievement of General and other

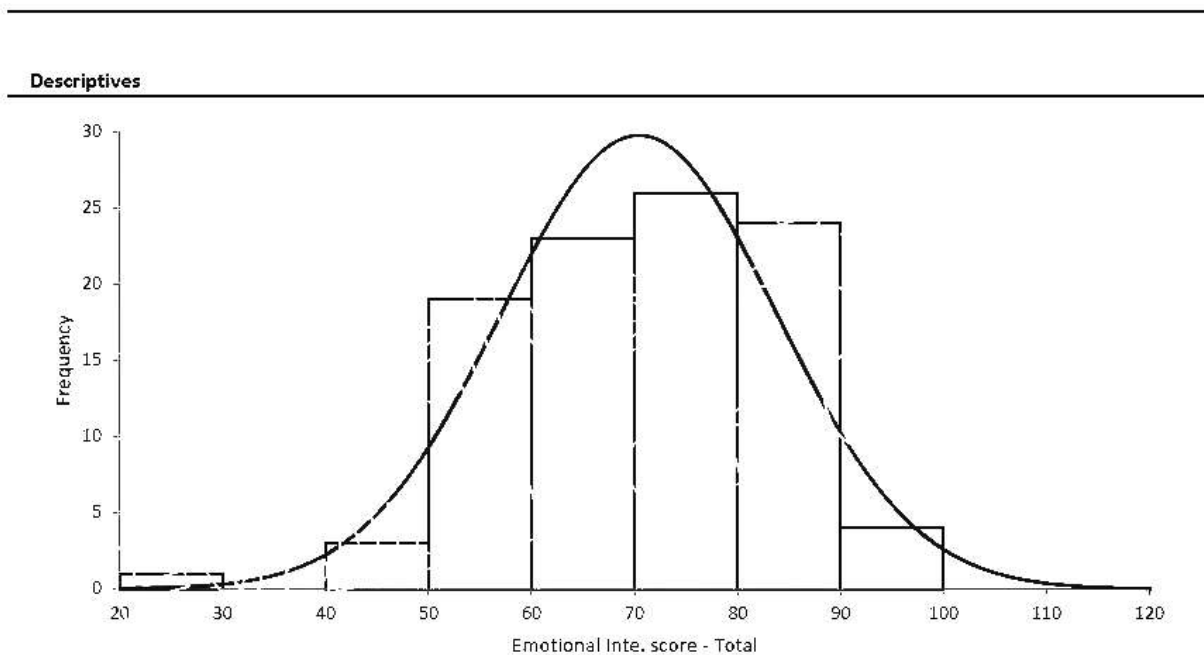


Study Impact of Emotional Intelligence on Academic Achievement

This statistical analysis phase includes the study of impact of Emotional Intelligence on Academic Achievement of Educationists. In this position the data analysis is to achieve objective no 5 i.e. "to ascertain that Emotional Intelligence and its impact on the Academic Achievement of Educationists in relation to their sex, locality (place of birth) and caste".

The study of Emotional Intelligence on Academic Achievement of total Educationists will lead to reach the point of certain conclusions²². After that we see the effect of Emotional Intelligence on Academic Achievement of Educationists different subgroups i.e. male-female, rural- urban and general - other caste. Marks obtained by Educationists in their classes(10th, 12th gradation and PG) and the average of those marks taken as Academic Achievement and the scores obtained in Emotional Intelligence has defined their EI level. On the basis of their EI scores, Educationists are divided into three groups which are representing their EI level i.e. low, moderate and high. The explanation of EI level is given in the first phase of analysis. The group division is based upon the normal probability distribution curve as depicted herewith.

Graph4.13: Graphical Representation of Normal distributions of EI scores of (100) Educationists



Distribution of Emotional Intelligence scores of total Educationists

In this phase of statistical analysis we have used the one-way ANOVA among three groups of Educationists based on their emotional intelligence level.

Table 4.14: ANOVA of Academic Achievement Score of total of Educationists (100) among 3 groups based one Emotional Intelligence level.

N 100						
ACADEMIC ACHIEVMENT - AV SCORE by Emotional Inte. score - Level	N	Mean	Mean SE (based on pooled SD)	Variance	SD	
h	28	58.44330	0.832179	22.61336	4.75535	
l	35	59.99071	0.744324	18.18107	4.26393	
m	37	58.76250	0.723928	19.11595	4.25628	
Pooled	100			19.39063	4.40348	

ANOVA						
Effect	SS	DF	MS	F	p-value	
Model	44.05665	2	22.02833	1.14	0.3259	
Error	1880.89151	97	19.39063			
Total	1924.94816	99	19.44392			

H0: $\mu_1 = \mu_2 = \mu_3$
The mean of the populations are all equal.
H1: $\mu_i \neq \mu_j$ for at least one i, j.
The mean of the populations are not all equal.
* Do not reject the null hypothesis at the 2% significance level.

When the variance among Academic Achievement scores was put to statistical analysis, it was observed that the variation in Academic Achievement scores of total Educationists from their different Emotional Intelligence's level is found significant at 0.05 confidence level. Here we rejected hypothesis it i.e. "the difference between Academic Achievement of Educationists differing in their level of Emotional Intelligence is insignificant" at 0.05 confidence level. Thus it means that the level of Emotional Intelligence significantly affect the Academic Achievement of Educationists.

Table4.15: Differences in Mean Academic Achievement Scores of total Educationists (100) belonging to groups of Emotional Intelligence level.

Multiple Comparisons			
Student t individual comparisons			
Contrast	Mean difference	Individual 99% CI	p-value
h - l	-1.54741	-4.48094 to 1.38612	0.1689 ¹
h - m	-0.31920	-3.21728 to 2.57888	0.7729 ¹
l - m	1.22821	-1.49991 to 3.95634	0.2397 ¹

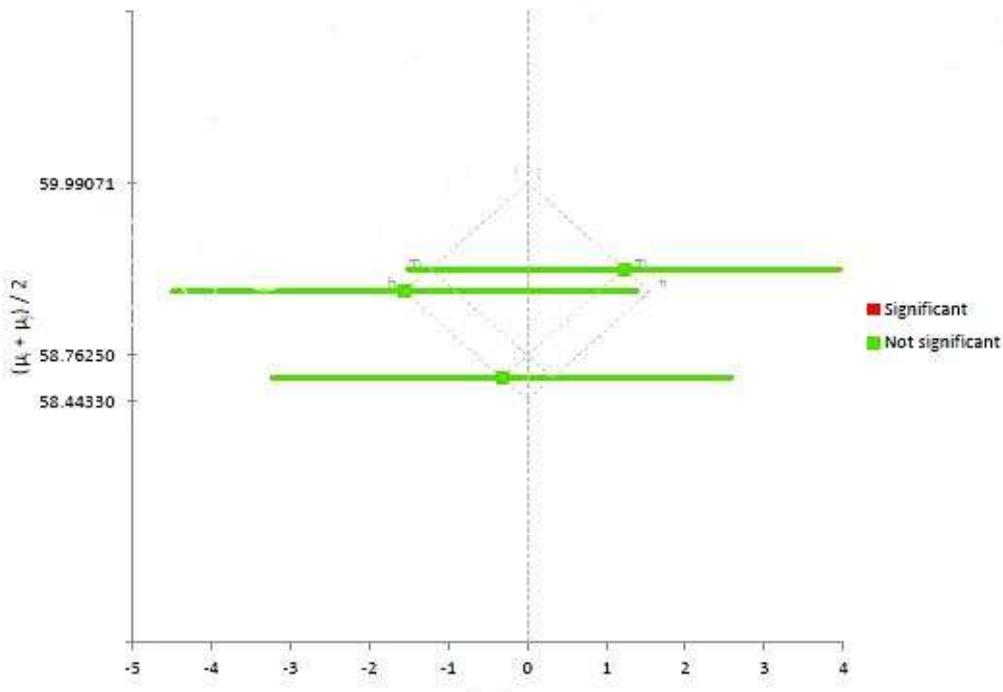
H0: $\theta = 0$
 The difference between the means of the populations is equal to 0.
 H1: $\theta \neq 0$
 The difference between the means of the populations is not equal to 0.
¹ Do not reject the null hypothesis at the 1% significance level.

As F was found significant in table 4.15 that was computed in above table. The mean difference (t value) is computed to find out the significant differences between the groups of Emotional Intelligence levels. It is revealed by examining the table, that low-moderate emotionally intelligent Educationists differed significantly ($p = 0.23$) on their Academic Achievement scores. On further observation we found that low-high emotionally Educationists differed significantly ($p = 0.16$) and also moderate high emotionally intelligent Educationists differed significantly ($p = 0.77$) on their academic achievement.

By observing table 4.15 it is evident that Educationists of low Emotional Intelligence level have less Academic Achievement scores than Educationists of moderate and high Emotional Intelligence level, where Educationists of moderate Emotional Intelligence level scored less Academic Achievement than the Educationists of high Emotional Intelligence level.

Here we have reject our hypothesis 11 which states that "the difference between Academic Achievement of Educationists differing in their level of Emotional Intelligence is insignificant" at 0.01 confidence level. It means the significant difference between academic achievements of Educationists differing in their level of Emotional Intelligence.

Graph4.15: Comparative Mean Differences in Academic Achievement Scores of total Educationists (100) belonging to 3 groups of Emotional Intelligence level.



Mean Differences is Academic Achievement scores of Educationists

Table 4.16: ANOVA of Academic Achievement Scores of Male (60) Educationists among 3 groups based on Emotional Intelligence level

ACADEMIC ACHIEVEMENT - AV SCORE by Emotional Inte. score - Level		N	Mean	Mean SE (based on pooled SD)	Variance	SD
h	15	58.20917	1.101987	29.36965	5.41938	
l	22	58.94432	0.909936	12.87945	3.58880	
m	23	59.77228	0.889935	16.21125	4.02632	
Pooled	60			18.21564	4.26798	

Location

ANOVA

Effect	SS	DF	MS	F	p-value
Model	22.80288	2	11.40144	0.63	0.5384
Error	1038.29130	57	18.21564		
Total	1061.09418	59	17.98465		

H0: $\mu_1 = \mu_2 = \mu_3$

The mean of the populations are all equal.

H1: $\mu_i \neq \mu_j$ for at least one i,j

The mean of the populations are not all equal.

¹ Do not reject the null hypothesis at the 1% significance level.

Multiple Comparisons

Student t individual comparisons

Contrast	Mean difference	Individual 95% CI	p-value
h - l	-0.73515	-3.59690 to 2.12659	0.6090 ¹
h - m	-1.56312	-4.39953 to 1.27330	0.2744 ¹
l - m	-0.82796	-3.37666 to 1.72073	0.5180 ¹

H0: $\theta = 0$

The difference between the means of the populations is equal to 0.

H1: $\theta \neq 0$

The difference between the means of the populations is not equal to 0.

¹ Do not reject the null hypothesis at the 5% significance level.

Table 4.16.1: ANOVA of Academic Achievement Scores of Female (40) Educationists among 3 groups based on Emotional Intelligence level

ACADEMIC ACHIEVEMENT - AV SCORE by Emotional Inte. score - Level		N	Mean	Mean SE (based on pooled SD)	Variance	SD
h		13	58.7135	1.21836	16.4679	4.0581
l		13	61.7615	1.21836	23.5694	4.8548
m		14	57.1036	1.17404	17.9631	4.2385
Pooled		40			19.2971	4.3929

Location

ANOVA

Effect	SS	DF	MS	F	p-value
Model	149.7657	2	74.8829	3.68	0.0295
Error	713.9939	37	19.2971		
Total	863.7596	39	22.1477		

H0: $\mu_1 = \mu_2 = \mu_3$
 The mean of the populations are all equal.
 H1: $\mu_i \neq \mu_j$ for at least one i,j
 The mean of the populations are not all equal.
 Do not reject the null hypothesis at the 1% significance level.

Multiple Comparisons

Student t individual comparisons

Contrast	Mean difference	Individual 95% CI	p-value
h - l	-3.0481	-6.5392 to 0.4431	0.0851 ¹
h - m	1.6099	-1.8184 to 5.0381	0.3475 ¹
l - m	4.6580	1.2297 to 8.0862	0.0091 ²

H0: $\theta = 0$
 The difference between the means of the populations is equal to 0.
 H1: $\theta \neq 0$
 The difference between the means of the populations is not equal to 0.
¹ Do not reject the null hypothesis at the 5% significance level.
² Reject the null hypothesis in favour of the alternative hypothesis at the 5% significance level.

When the variance among Academic Achievement scores of male and female Educationists was put to statistical analysis it was observed that the variation in Academic Achievement scores of male Educationists form their different Emotional Intelligence's level is

found significant at 0.01 confidence level. Thus, it means that the level of Emotional Intelligence significantly affect the Academic Achievement of male Educationists. But the variances among Academic Achievement scores of female Educationists do not found significantly differ in their different level of Emotional Intelligence.

f-found significant in table 4.16.1 for the male Educationists. 'p' was computed in table 4.16.1 table. The mean difference (t value) is computed to find out the significant differences between the groups of Emotional Intelligence levels of male and female Educationists.

It is revealed by examining the table 4.16.1 that low- moderate emotionally intelligent male Educationists differed significant ($P=0.009$) on their Academic Achievement score. On further observation we found that low-high emotionally male Educationists differed significantly ($P=0.085$) and also moderate- high emotionally intelligent male Educationists differed significantly ($P= 0.34$) on their achievement.

In case of female Educationists it is revealed by examining the table 4.16.1 that low- moderate emotionally intelligent female Educationists differed significantly on their Academic Achievement scores. On further observation we found that low- high emotionally female Educationists differed significantly ($P= 0.01$) on their academic achievement. But moderate- high emotionally intelligent female do not differed significantly their academic achievement.

By observing table 4.16.1 it is evident that male Educationists of low Emotional Intelligence level have less Academic Achievement scores than male Educationists of moderate and high Emotional Intelligence level. Where male Educationists of moderate Emotional Intelligence level scored less Academic Achievement than the female Educationists of high Emotional Intelligence level.

For female subgroup of Educationists by examining table 4.16.1 it is evident that male Educationists of low Emotional Intelligence level have less Academic Achievement scores than female Educationists of moderate and high Emotional Intelligence level where male Educationists of moderate Emotional Intelligence level. For female subgroup of Educationists by examining table 4.16.1 it is evident that female Educationists of low Emotional Intelligence level have less Academic Achievement scores than female Educationists of moderate and high Emotional Intelligence level where female Educationists of moderate Emotional Intelligence level scored less Academic Achievement scores than the female Educationists of high Emotional Intelligence level.

Here we have partially reject our hypothesis no 12 which state that "the difference between Academic Achievement Educationists (on controlling sex) differing in their level of Emotional Intelligence is insignificant". It means the significant difference exists between Academic Achievement of male and female Educationists differing in their level of Emotional Intelligence.

Table 4.16.2: Mean Differences in Academic Achievement Score of Male (60) and Female (40) belonging in 3 groups of EI level

SUBGROUP	EI LEVEL	N	MEAN	SD
MALE	H	15	58.20	5.41
	L	22	58.94	3.58
	M	23	59.77	4.02
TOTAL		60		
FEMALE	H	13	58.71	4.05
	L	13	61.76	4.85
	M	14	57.1	4.23
TOTAL		40		

Graph 4.16 Mean Differences in Academic Achievement Score of Male (60) and Female (40) belonging in 3 groups of EI level

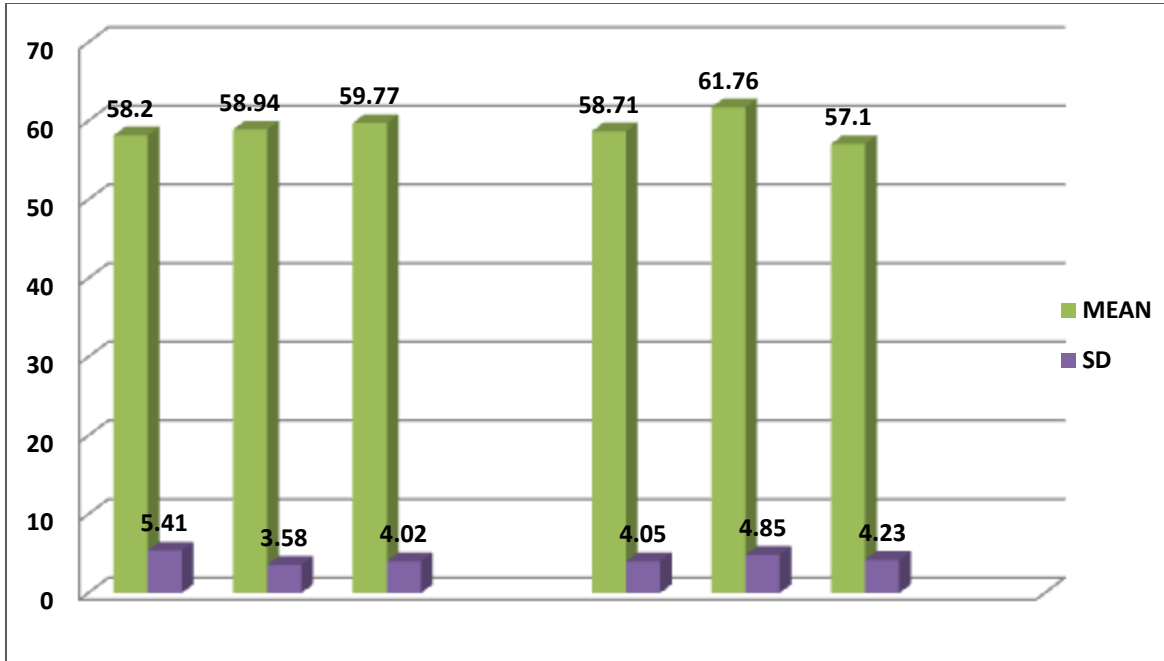


Table 4.17: ANOVA of Academic Achievement Scores of Rural (51) Educationists among 3 groups based on EI level

N		51			
AV SCORE by Level	N	Mean	Mean SE (based on pooled SD)	Variance	SD
h	14	57.29911	0.983975	15.57703	3.94677
l	20	60.17250	0.823253	14.95980	3.86779
m	17	59.03529	0.892943	10.24360	3.20056
Pooled	51			13.55490	3.68170

ANOVA						
Effect	SS	DF	MS	F	p-value	
Model	68.01771	2	34.00885	2.51	0.0520	
Error	630.63509	48	13.55490			
Total	718.65280	50	14.37308			

H0: $\mu_1 = \mu_2 = \mu_3$
 The mean of the populations are all equal.
 H1: $\mu_i \neq \mu_j$ for at least one i, j
 The mean of the populations are not all equal.
¹ Reject the null hypothesis in favour of the alternative hypothesis at the 20% significance level.

Table 4.17.1: ANOVA of Academic Achievement Scores of Urban (49) Educationists among 3 groups based on EI level

N		49				
AV SCORE by Level	N	Mean	Mean SE (based on pooled SD)	Variance	SD	
h	14	59.58750	1.359186	28.56940	5.34503	
l	15	59.74833	1.313098	23.74129	4.87250	
m	20	58.53063	1.137176	25.57560	5.05723	
Pooled	49			25.86341	5.08561	

ANOVA						
Effect	SS	DF	MS	F	p-value	
Model	15.57208	2	7.78604	0.30	0.7415 ¹	
Error	1139.71567	46	25.86341			
Total	1205.28875	48	25.11018			

H0: $\mu_1 = \mu_2 = \mu_3$
The mean of the populations are all equal.
H1: $\mu_i \neq \mu_j$ for at least one i, j
The mean of the populations are not all equal.
¹ Do not reject the null hypothesis at the 20% significance level.

When the variance among Academic Achievement score of rural and urban Educationists was put to statistical analysis it was observed that the variation in Academic Achievement scores of rural and urban Educationists form their different Emotional Intelligence; level is found insignificant. It means it does not affect the Academic Achievement of rural and urban Educationists. In case of both rural and urban Educationists the variance is found in significant differing in their differing in level of Emotional Intelligence.

Table 4.18: Difference in Mean Academic Achievement Score of Rural (51) and Urban (49) Educationists among 3 groups based on EI level

SUBGROUP	EI-LEVEL	N	Mean	SD
RURAL	H	14	57.29	3.94
	L	20	60.17	3.86
	M	17	59.03	3.20
TOTAL		51		
URBAN	H	14	59.58	5.34
	L	15	59.74	4.87
	M	20	58.53	5.05
TOTAL		49		

F- is found insignificant in table 4.17 for rural Educationists. 't' was computed in above table. The mean difference (t -value) is computed to find out the significant difference between the group of Emotional Intelligence level of rural and urban Educationists.

It is from table 4.18 that low-moderate emotionally intelligent rural Educationists differed significantly at high-low level on their Academic Achievement score. On further observation we found that low-high emotionally rural Educationists differed significantly and also moderate high emotionally intelligent rural Educationists differed significantly (p=0.74) and also moderate high emotionally rural Educationists differed significantly (p=0.052) on their academic achievement.

In case of urban Educationists it is revealed by examining the table 4.18 that low-moderate emotionally intelligent urban Educationists differed significantly (t= 2.89 P= 0.01) on their Academic Achievement score. On further observation we found that low-high emotionally urban Educationists differed significantly (sd-3.2) on their academic achievement. Also moderate high emotionally intelligent urban Educationists differed significantly on their academic achievement.

By observing table 4.18 it is evident that urban Educationists of low Emotional Intelligence level have less Academic Achievement scores those rural Educationists

of moderate and high Emotional Intelligence level, where rural Educationists of moderate Emotional Intelligence level scored more Academic Achievement than the urban Educationists of high Emotional Intelligence level. For urban subgroup of Educationists by examining table 4.18 it is evident that urban Educationists of low Emotional Intelligence level have less Academic Achievement score than rural Educationists of moderate and high Emotional Intelligence level, where urban Educationists of moderate Emotional Intelligence level scored less Academic Achievement scores than the rural Educationists high Emotional Intelligence level.

Here we have reject our hypothesis 13 which states that " statistically there is no significant difference in Academic Achievement of Educationists controlling locality) differing in their level o Emotional Intelligence." It means the significant difference exists between academic of rural and urban and urban Educationists differing their level of Emotional Intelligence.

Graph4.17: Difference in Mean Academic Achievement score of Rural (51) and Urban (49) Educationists among 3 groups based on EI Level

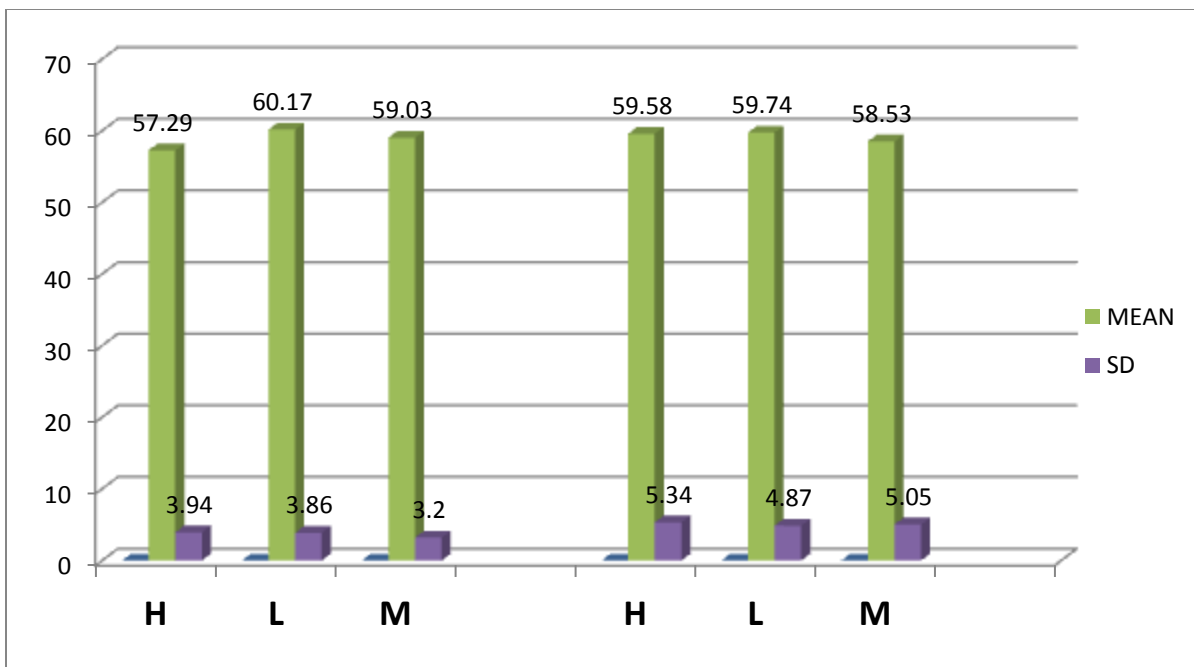


Table 4.19: ANOVA of Academic Achievement Score of General (83) and Other (17) caste Educationists among 3 groups based on EI level.

N		17				
AV SCORE by Level	N	Mean	Mean SE (based on pooled SD)	Variance	SD	
h	6	55.40625	1.992706	28.89648	5.37555	
l	7	59.00357	1.844887	17.79488	4.21840	
m	4	57.01250	2.440556	27.43396	5.23774	
Pooled	17			23.82526	4.88111	

Location

ANOVA

Effect	SS	DF	MS	F	p-value
Model	42.14315	2	21.07157	0.88	0.4348 ¹
Error	333.55358	14	23.82526		
Total	375.69673	15	23.48105		

H0: $\mu_1 = \mu_2 = \mu_3$
 The mean of the populations are all equal.
 H1: $\mu_i \neq \mu_j$ for at least one i,j
 The mean of the populations are not all equal.
¹ Do not reject the null hypothesis at the 1% significance level.

N		83				
AV SCORE by Level	N	Mean	Mean SE (based on pooled SD)	Variance	SD	
h	22	59.27159	0.909121	18.84014	4.34052	
l	28	60.23750	0.805849	18.62447	4.31561	
m	33	58.97462	0.742294	17.37930	4.16885	
Pooled	83			18.18301	4.26415	

Location

ANOVA

Effect	SS	DF	MS	F	p-value
Model	25.45055	2	12.72528	0.70	0.4597 ¹
Error	1454.64115	80	18.18301		
Total	1480.09170	82	18.04990		

H0: $\mu_1 = \mu_2 = \mu_3$
 The mean of the populations are all equal.
 H1: $\mu_i \neq \mu_j$ for at least one i,j
 The mean of the populations are not all equal.
¹ Do not reject the null hypothesis at the 1% significance level.

When the variance among Academic Achievement scores of general and other caste Educationists was put to statistical analysis it was observed that the variation in Academic Achievement scores of general caste Educationists from their different Emotional Intelligences level is found insignificant differing in their different level of Emotional Intelligence. Thus it means that the level of Emotional Intelligence significantly does not affect the Academic Achievement of general caste Educationists. Also the variance among Academic Achievement scores of other caste Educationists was found insignificant differing in their different level of Emotional Intelligence.

Table 4.20: Difference in Mean Academic Achievement Score General (83) and Other (17) caste among 3 Groups based on EI level.

Multiple Comparisons			
Student t individual comparisons			
Contrast	Mean difference	Individual 95% CI	p-value
h - l	-0.96591	-3.38357 to 1.45175	0.4289 ¹
h - m	0.29697	-2.03871 to 2.63265	0.8009 ¹
l - m	1.26288	-0.91748 to 3.44324	0.2525 ¹

H0: $\theta = 0$
The difference between the means of the populations is equal to 0.
H1: $\theta \neq 0$
The difference between the means of the populations is not equal to 0.
¹ Do not reject the null hypothesis at the 5% significance level.

Mean Academic Achievement Score general (83)

Multiple Comparisons

Student t individual comparisons

Contrast	Mean difference	Individual 95% CI	p-value
h - l	-3.59732	-9.42170 to 2.22706	0.2065 ²
h - m	-1.60625	-8.36392 to 5.15142	0.6181 ²
l - m	1.99107	-4.57069 to 8.55283	0.5257 ²

H0: $\theta = 0$
The difference between the means of the populations is equal to 0.
H1: $\theta \neq 0$
The difference between the means of the populations is not equal to 0.
² Do not reject the null hypothesis at the 5% significance level.

Mean Academic Achievement Score other (17)

Table 4.21: Difference in Mean Academic Achievement Score General (83) and Other caste (17) among 3 Groups based on EI level.

SUBGROUP	EI LEVEL	N	MEAN	SD
GENERAL	H	22	59.27	4.34
	L	28	60.23	4.31
	M	33	58.97	4.16
TOTAL		83		
OTHER	H	6	55.4	5.37
	L	7	59.0	4.21
	M	4	57.01	5.23
TOTAL		17		

As F were found insignificant in table 4.20 for general and other caste Educationists. 't' was computed in table 4.20. The mean difference (t value) is computed to find

the significant difference between the group of Emotional Intelligence level of general and other caste Educationists.

From table 4.20 that low- moderate emotionally intelligent general caste Educationists differed insignificantly ($P=0.25$) on their Academic Achievement scores. On further observation we found that low-high emotionally general Educationists differed significantly ($P=0.89$) on their academic achievement.

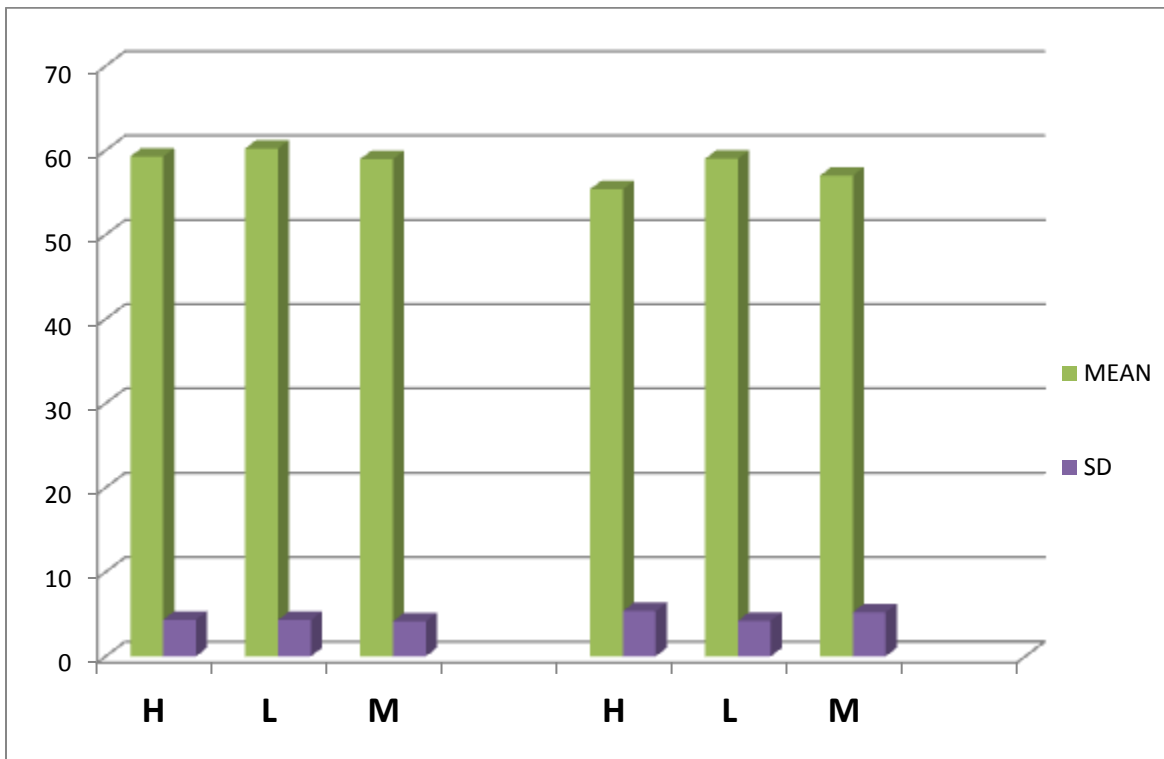
In case of other caste Educationists it is revealed by examining the table 4.21 that low moderate emotionally intelligent other caste Educationists differed insignificantly ($p=0.20$) on their Academic Achievement score. On further observation we found that low- high emotionally other Educationists differed significantly ($P = 0.20$) on their academic achievement. Also moderate- high emotionally intelligent urban Educationists differed significantly ($P=0.61$) on their academic achievement.

By observing table 4.21 it is evident that general caste Educationists of low Emotional Intelligence level has less Academic Achievement scores than other caste Educationists of moderate and high Emotional Intelligence level where general caste Educationists of moderate Emotional Intelligence level less Academic Achievement than the general caste Educationists of high Emotional Intelligence level.

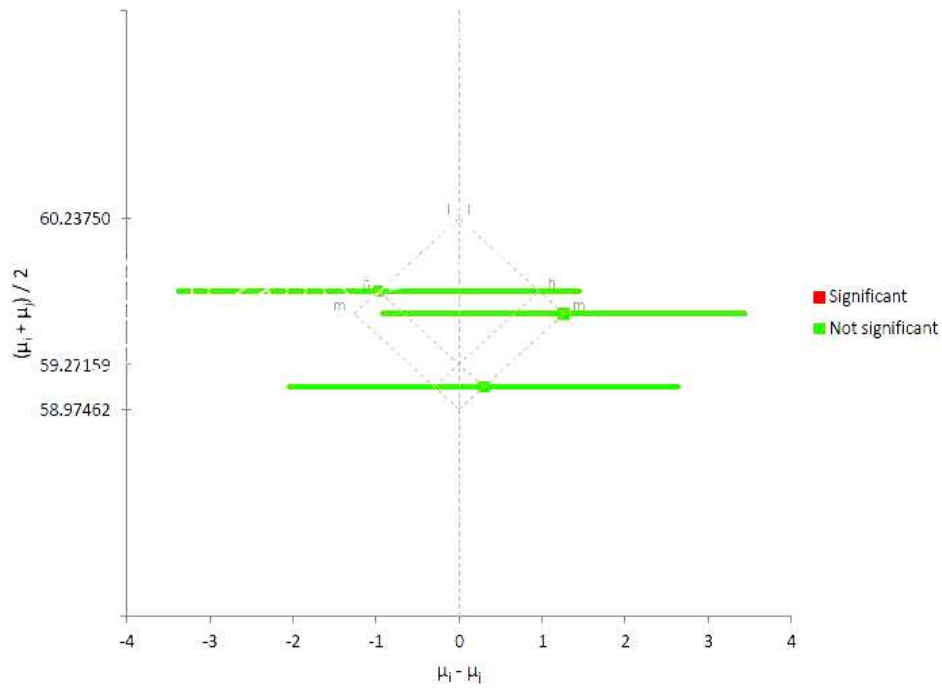
For other caste subgroup of Educationists by examining table 4.21 it is evident that that other caste Educationists of low Emotional Intelligence level have less Academic Achievement scores than other caste Educationists of moderate and high Emotional Intelligence level where other caste Educationists of moderate Emotional Intelligence level scored less Academic Achievement scores than the other caste Educationists of high Emotional Intelligence level.

Here we have reject our hypothesis 14 which states that " there is insignificant difference in the Academic Achievement of Educationists (on controlling caste) differing in level of Emotional Intelligence." It means the significant difference exists between Academic Achievement of general and other caste Educationists differing in their level of Emotional Intelligence.

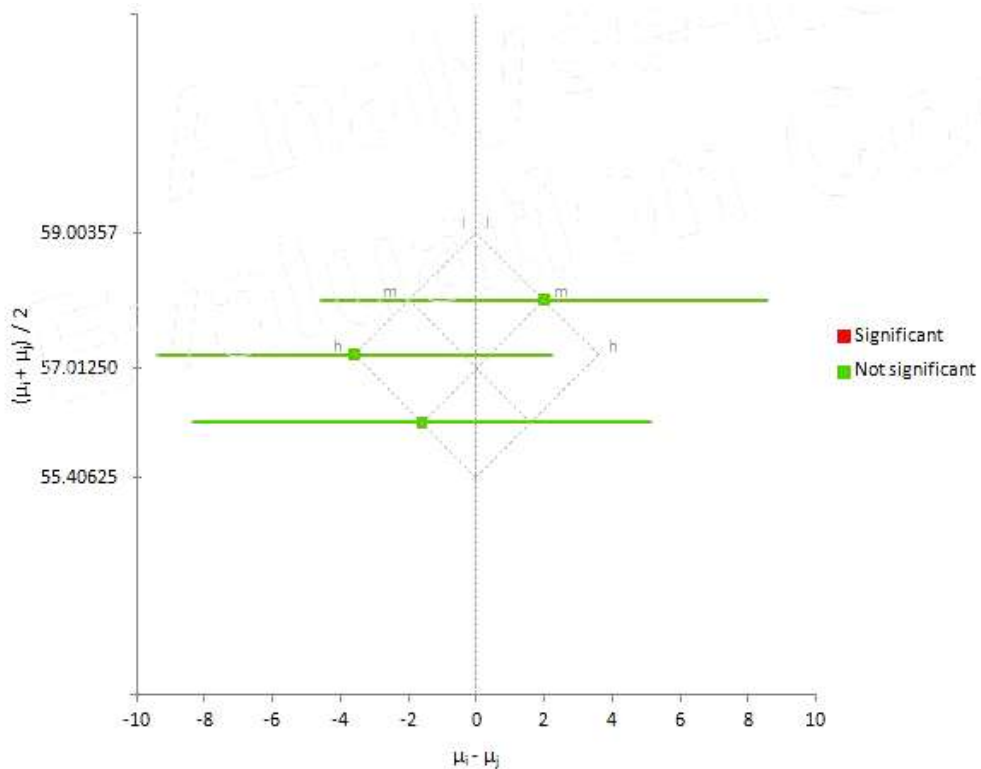
Graph 4.18: Difference in Mean Academic Achievement Score General (83) and Other caste (17) among 3 Groups based on EI level.



Graph4.19: Comparative Mean Difference is Academic Achievement Scores of General (83) belonging to 3 groups of EI level.



Graph4.20: Mean Difference Academic Achievement Scores of Other (17) Educationists belonging to 3 groups of EI level.



CONCLUSIONS, FINDINGS AND SUGGESTIONS

This chapter deals with the findings conclusions and suggestions based on the results obtained from the statistical of the data carried for the Study of Emotional Intelligence and Academic Achievement of Educationists in relation to their Sex, Locality (Place of Birth) and Caste, working for educational Institutions in SCERT, DIETS, RMSA, SSA and SIEMAT, the findings, conclusions and suggestions based on the statistical analysis and interpretation are given here with.

FINDINGS FROM THE STUDY

The findings of the study can be summarized in means of Objective Achievement and Hypothesis Testing is summarized as.

OBJECTIVE ACHIEVEMENT

The findings from analysis in form of objective achievement achieved or rejected are summarized as under -

- To assess the Emotional Intelligence of Educationists working for Academic Institutions (SCERT,DIET,SIEMAT,RMSA and SSA)
- To find out the Academic Achievement of Educationists (SCERT,DIET,SIEMAT,RMSA and SSA)
- To study whether there is any significant difference in the Emotional Intelligence of Educationists' belongs to different subgroups on basis of sex, locality and caste.
- To study whether there is any relationship between the Emotional Intelligence and Academic Achievement of Educationists.
- To ascertain that Emotional Intelligence its impacts the Academic Achievement of Educationists in relation to their sex, locality (birth place) and caste.

HYPOTHESIS TESTING RESULTS

We have tested our null hypothesis from the present study on the basis of results obtained from the statistical analysis of data. The hypothesis testing for the present study is summarized in following manner.

1. First hypothesis did not accept at any confidence level "there is no significant difference in Emotional Intelligence of male and female Educationists". So there is no significant difference between Emotional Intelligence of female and male Educationists.
2. By rejecting partially 2nd hypothesis "rural and urban Educationists do not differ significantly in their Emotional Intelligence". We found that rural are better than urban Educationists differing in their Emotional Intelligence.
3. The 3rd hypothesis no significant difference exists in Emotional Intelligence of general and other caste Educationists" is rejected partially at 0.01 confidence level of D3. It is found that significant difference exist in Emotional Intelligence of General and other caste Educationists.
4. Hypothesis 4th says that "there is a significant difference is Academic Achievement of male and female Educationists". By rejecting partially the hypothesis at 0.01 confidence level for class graduation and post graduation level. We found that significant difference exists in Academic Achievement of male female Educationists.
5. Hypothesis 5th says that "there is no significant difference in Academic Achievement of rural and urban Educationists", this hypothesis is rejected at 0.01 confidence level but there is significant difference in Academic Achievement of rural and urban Educationists.
6. Hypothesis 6th at 0.01 confidence level "no significant difference exists in Academic Achievement of general and other caste Educationists", we found that there is no significant difference in Academic Achievement of general and other caste Educationists.
7. Hypothesis 7th no significant correlation exists between Emotional Intelligence and Academic Achievement of Educationists'. Rejected at 0.01 confidence level and we found that there is a significant positive correlation exists between emotional and Academic Achievement of Educationists.
8. The Hypothesis 8th says that "no significant correlation exists between Emotional Intelligence and Academic Achievement of male and female Educationists". by rejecting it on 0.01 confidence level we says that there is a significant correlation exists between Emotional Intelligence and Academic Achievement of Male and Female Educationists.
9. Hypothesis 9th says that "no significant correlation exists between Emotional Intelligence and Academic Achievement of rural and urban Educationists". by rejecting it on 0.01 confidence level we say that there is a significant

correlation exists between Emotional Intelligence and academic achievement of rural and urban Educationists.

10. Hypothesis 10th says that no significant correlation exists between emotion intelligence and Academic Achievement of general and other caste Educationists". by rejecting it on 0.01 confidence level we says that there is a significant correlation exists between Emotional Intelligence and Academic Achievement of general caste and other caste Educationists.
11. The hypothesis says that the difference between academic achievements of Educationists differing is their level of Emotional Intelligence is insignificant rejected at 0.01 confidence level so the difference between academic of Educationists in their level of Emotional Intelligence is found significant.
12. 12th hypothesis the difference between Academic Achievement of Educationists (on controlling sex) differing in their level of Emotional Intelligence is insignificant: is rejected partially at 0.01 confidence level, so the difference between Academic Achievement of male and female Educationists differing in their level of Emotional Intelligence is found significant.

It also says that there is no significant difference is Academic Achievement of Educationists (On controlling locality) differing In their level of Emotional Intelligence" is partially rejected at 0.01 confidence level so statistically there is a significant difference in academic a achievement of rural and urban Educationists differing their level of Emotional Intelligence.

CONCLUSIONS OF THE STUDY

The conclusions from the present study on EI and Achievement score are summarized as:

- 1) Male and female Educationists from urban having Emotional Intelligence level lower than Emotional Intelligence of rural Educationists. This is may be due to the more awareness represented by themselves regarding their success factor.
- 2) General caste Educationists is having Emotional Intelligence than other caste Educationists. This may be due to the environmental factors by which they are surrounded.

- 3) Female Educationists are having higher Academic Achievement than male Educationists, which represents that females are more sincere and careful regarding their work as compared to male Educationists.
- 4) Urban Educationists scored high Academic Achievement than rural ones, it is due to high competitive atmosphere more scored high Academic Achievement than rural ones it is due to high competitive atmosphere more facilities, good economic background and better positive attitude towards the education as compared to rural areas.
- 5) General caste Educationists scored high Academic Achievement than other caste it is may be due to the social conservativeness and less attentiveness towards the education by other Educationists.
- 6) Emotional Intelligence is a non cognitive factor of intelligence which is playing a role of important factor in human success and Academic Achievement is success in educational aspect it is defined from the present study that Emotional Intelligence is a vital factor in increasing Academic Achievement Different Emotional Intelligence levels of Educationists affects their Academic Achievement differently according to their Emotional Intelligence level.
- 7) Academic Achievement of Educationists affects by their different level of Emotional Intelligence.
- 8) Academic Achievement of male-female Educationists affects by their different levels of Emotional Intelligence.
- 9) Academic Achievement of rural –urban Educationists affects by their different levels of Emotional Intelligence.

10) Academic Achievement of general others caste Educationists affects by their different levels of Emotional Intelligence.

SUGGESTIONS FOR THE FURTHER STUDY

The present study is limited to only Educationists of Academic Institution; SCERT/DIET/RMSA/SIEMAT and SSA but it can be extend to the Educationists of different universities and colleges of different region. A comparative study of Emotional Intelligence of Educationists of different universities and campuses can be carried out.

- Experimental study can be carried to see the effect of Emotional Intelligence of teacher Educationist and teacher educators.
- The Educationists and of Emotional Intelligence can be study on their teaching performance because Emotional Intelligences are mainly a factor for social and economic success.
- Effect of Emotional Intelligence can be study on other success factor of Educationists or human beings?
- The effect of Emotional Intelligence can be extended to effectiveness of teacher educator and his or Management skill.
- This study can be making on trained and well experienced teacher just to manage their emotions and boost up their skills
- The 4 dimensions of Emotional Intelligence to see its effect several other components of Emotional Intelligence can be elaborated.
- The study has further scope in Education Management and Technology.
 - It also has very high scope in developing of Artificial Intelligence in our routine work vs. Academic Achievement.

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APPENDICES

- **Educationist Profile and Data sheet from Academic Institutions (SCERT/SIMET/DIET/SSA/RMSA)**

- **Emotional Intelligence Inventory(EII)-Sample**

**Educationist Profile and Data sheet from Academic Institutions
(SCERT/SIMET/DIET/SSA/RMSA)**

SN	NAME	DISGNATION	INSTITUTION	SEX				CASTE		PLACE OF BIRTH		ACADEMIC ACHIEVMENT				Professional Education					Emotional Inte. score						
				Male	Female	Gen.	other	RURAL	URBAN	10th	12th	Grad	P_grad	AV SCORE	BEd	MEd	DPhil	Deg Mang	Any other	D1	D2	D3	D4	Total	Level		
71	ARUN THAPLIYAL	COR	SSA	M		G				U	58	57	58.5	67	60.1	v						22	23	21	21	87	h
72	A KOTHYAL	AST.DIR	SCERT	M		G			R		52	55	54	53	53.5	v						20	7	14	21	52	l
73	M UNYAL	PRO	SIEMAT	M		G			R		60	65	62	68	63.8	v	v	v				12	12	19	14	57	l
74	M S DANU	LECT	DIET	M		G			R		62	56	59	58	58.8	v	v					23	23	12	18	76	m
75	S P SINGH	LECT	DIET	M		G			R		59	55	53	50	54.3							20	23	21	20	84	h
76	V DHYANI	LECT	DIET	M		G			U		66	68	60	65	64.8	v	v					16	21	19	13	69	m
77	HARISH BADONI	LECT	DIET	M		G			R		56	58	60	55	57.3	v						12	12	16	12	52	l
78	R K DANU	LECT	DIET	M		G			R		57	52	51	55	53.8	v	v					16	21	20	19	76	m
79	P K KIMOTHI	LECT	DIET	M		G				U	59.2	58	60.5	61	59.7	v	v			v		18	19	22	17	76	m
80	RAJVEER	LECT	DIET	M			other			U	51	49	52	55	51.8	v						23	24	21	21	89	h
81	M S BIST	JDR	RMSA	M		G			R		61	63	60.2	64	62.1					v		11	10	16	15	52	l
82	J S BIST	AST.DIR	RMSA	M		G				U	53	51.5	55.5	57	54.3					v		14	12	14	14	54	l
83	A P BHATT	EXP	SSA	M		G				U	54	53	55	60	55.5							10	10	11	11	42	l
84	K TYAGI	LECT	DIET	M		G				U	53.5	52	56	55	54.1	v						11	13	17	10	51	l
85	R JYARA	LECT	DIET	M		G				U	63	65	61.3	62.5	63	v	v					12	10	17	12	51	l
86	Y N BHANDARI	LECT	DIET	M		G			R		60.6	56	56	59	57.9	v						9	9	17	16	51	l
87	B S BANGARI	LECT	DIET	M		G				U	53	55	52	58	54.5	v						16	13	16	10	55	l
88	R MALGURI	LECT	DIET	M		G			R		53	57	58	61	57.3	v						14	10	21	19	64	l
89	R N THAKUR	LECT	DIET	M			other			U	67	60	57	58.5	60.6	v	v					13	11	17	8	49	l
90	DEVASHISH	LECT	DIET	M			other		R		53	54	56	58	55.3	v						15	14	16	15	60	l
91	B S BIST	LECT	DIET	M		G			R		65	55.2	61.5	66.5	59.6	v						10	19	22	17	68	m
92	R RATURI	AST.DIR	SIEMAT	M		G				U	66	59	61	58	63.5	v	v					22	20	22	20	84	h
93	K M RAWAT	LECT	RMSA	M		G				U	72	61	67	68	67	v						15	13	17	14	59	l
94	RAJESH SINGH	LECT	SSA	M		G				U	48	51	53	56	51.5	v	v					14	14	21	19	68	m
95	R DANDRIYAL	JDR	RMSA	M		G			R		63	66	63	68	65	v	v					12	18	17	23	70	m
96	A P THAPLIYAL	COR	SSA	M		G				U	58	57.5	55	60	57.6	v	v					17	10	18	14	59	l
97	SANJAY BHATT	COR	RMSA	M		G			R		58	60	63	61	60.5	v						11	18	14	15	58	l
98	S ANOLI	AST.DIR	RMSA	M		G			R		62	60	58	61	60.3	v	v					12	13	17	12	54	l
99	A JOSHI	COR	RMSA	M		G			R		62.6	61	59	62	61.2	v						14	11	21	19	65	m
100	MADAN JOSHI	LECT	SCERT	M		G			R		63	62	56	59	60	v						17	15	21	20	73	m