



STUDENT PERCEPTIONS ON ROLE OF EMOTIONAL INTELLIGENCE IN ACADEMIC ACHIEVEMENT: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Although there is an emerging body which described the relationship between Emotional Intelligence (EI) and academic achievement, there is no much study focused on to the in depth understanding of the student's perception on role of emotional intelligence on academic performance. The current study used the phenomenological approach for understanding the relevance of emotional intelligence for day-to-day activities, academic performance and how students deal with academic challenges with their emotional intelligence. 15 M.Phil. scholars who is studying in Mumbai were interviewed based on the purposive sampling selection. This research used exploratory research design to understand the role of emotional intelligence un academic achievements.

The findings shows that students with higher emotional intelligence are able to perform good academic performance. The components of emotional intelligence such as motivation, self- management, self- awareness, communication, decision making has influence on academic performance. And the present research found student habit and acceptance helps to improve emotional intelligence.

KEY WORDS: *Emotional Intelligence, Academic Achievements, self- management, Self- awareness*

1. INTRODUCTION

In an earlier time, the success mantra mainly lies in intelligence quotient (IQ). Is IQ only enough for the success? Definitely, the answer is NO. Technical proficiency and general awareness alone not enough for the success of life (Lagrange, 2016). It is in this context the need of emotional intelligence plays an inevitable role among with the IQ. Controlling one's own emotions and interpersonal skills is needed for the success (Devi, 2016). Emotional intelligence has become a critical factor for human achievements, knowing ones 'self, rational decision making, understanding others, future success, and development (Bahar, 2016) (Fallahzadeh, 2011). Now a days, educational institutions are dealing with the challenges of diversity. They deal with people from different cultures for improving their education, quality and satisfying results. A dynamic students with different needs, aspiration, attitudes and styles needed for an educational institution to direct it in a fruitful manner that will enhance the competitive spirits. This efficiency is not simply determined by physical and intelligence quotients but it is mainly influenced by emotional intelligence.

Intelligence comes from two dimensions such as emotion and cognition (Checa&Berrocal, 2015). Earlier studies claimed that emotion doesn't have any role in intelligence (Humphrey, et.al, 2014). Now the

conventional wisdom found that emotion plays a major role in individual's intelligence. Oxford dictionary defined emotion as "any agitation or disturbance of mind, feeling, passion, and any excited mental state. Emotional intelligence is important to know one's own feelings and to know about others feelings and emotions. This will help human to act appropriately for the situations. Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information as a guide to think and behave. The scope of emotional intelligence are managing emotional responses, understanding emotions and emotional meanings, appraising emotions from situations, using emotions for reasoning, and identifying emotions from faces, voices, postures, and other content Mayer, Roberts, Barsade (2007).

Recently the focus of research in the area of emotional intelligence are shifted from leadership and workplace outcome to its ability to predict performance and academic achievements. Nelson and Low (1999) posited that with more than 25 years of investigation they —have documented the importance and value of emotional and personal skills in high achievement, retention, career excellence, and responsive personal leadershipl (p. 21). There are many researchers which are



conducted to understand the relationship between emotional intelligence and students' academic achievements in different level of their education life. However, there is not much study conducted to understand the role of emotional intelligence within the perception of student. The current study focusing on the students lived experience in depth in this phenomenon, the student perspective on emotional intelligence on academic success. The research focusing on the students understanding about emotional intelligence on academic success, how student describe emotional intelligence in their day-to-day activities, how students use emotional intelligence for dealing with challenges in life.

The study followed phenomenological study to understand the lived experience of students to understand the influence of emotional intelligence on academic performance. The participant of the research study is MPhil students Mumbai. The participant of research is selected by using purposive sampling. For that researcher distributed Emotional intelligence scale developed by N.S schutte et.al in 1998. The questionnaire was distributed among 30 MPhil students. From that researcher did interview with students with high emotional intelligence. The proposed research conducted by one-on-one interview process by asking the question and recording the answer. A semi structured interview tool was used to conduct the interview.

The existing literature review argues that the domain of emotional intelligence plays a vital role in academic achievements as well as future success. Intelligence quotient with emotional intelligence only help for the future success. Also existing literature pointed out that students who are good in academics have more emotional intelligence than students who are not good in academics. It is said that students who are good in academics are able to concentrate on works and they can communicate with teachers with positive intention whereas students who scored less in academics have less social skills and they are not able to communicate with others because of low confidence.

This research focusing on emotional intelligence and academic success of highly scored students in both academics and emotional intelligence. The research is analysing their lived experience of emotional intelligence on academic success.

2. LITERATURE REVIEW

2.1 Emotional intelligence

The Oxford English dictionary, (1961) defines emotion as, "Any agitation or disturbance of mind, feelings, passion, and excited mental state." Mayer and Salovey, 1997 defined Emotional intelligence as "it is the ability to perceive emotions, to access and generate emotions so as to assist thought, to

understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Crow and Crow,1964) convey that, "An emotion is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred-up states in the individual and that shows itself in his overt behaviour". (Morris, 1979), defines emotion as, "A complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour patterns." Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. – (Hein, 2007).

According to (Parmeshwaran & Beena, 1988), Emotional experience tends to show some characteristics. To a considerable extent, emotions are accompanied by the activation or an aroused state in the organism. They are normally accompanied by physiological changes in facial expressions, changes in physiological reactions like blood-pressure, heart beats, respiration etc., whenever an organism is experiencing an emotion, a lot of energy is released. This is true of many emotions. But there are also some emotions, like grief, where the energy and activity level is reduced. High level of emotional intelligence helps to feel healthy balance between good emotions and bad emotions. Emotional intelligence helps for motivation, focus, fulfilment, peace of mind, awareness, balance, self- control, freedom, desires and connection.

2.2 Students' perception on Academic performance

(Dean, 1998) Students' perception of success is depended up on class scheduling, teachers' approachability and instructors' performance. These components have important role for student success as well as lack of dedications and discipline. (Bahar, 2016) The major components which determine the success of students are teachers' quality, performance, and external environment, and student interest. The major component which helps for academic achievement or student interest towards studies is teachers' attitude towards students. (Ferreira & Santoso, 2008) External environment plays vital role in academic achievements. (Wayne, Fortner, & Kitzes, 2013) Positively perceived environment is contributing to the academic success. (Chevalier, Gibbons, Thorpe, Snell, & Hoskins, 2007) Students has misperception of they have bad skills to assess their performance level. This will affects students' academic achievements. (Mitman & Lash, 1988) The class room environment is the most important element which is helping for academic success.



The existing literature pointed out that student's perception of academic success focusing on how teachers behaving in the classes and external environment. These two components otherwise call it as fear of the students. External environment such as people, culture plays an important role to give confidence to students. How the society is interacting with the students giving more positive and confidents to the students for their academics. Likewise, teachers' attitude is also matter more, teachers should give importance to all students. This will helps to get recognition among students and helps to improve student's personality. Personality have an effect on emotional intelligence.

The existing study talks about the components of emotional intelligence that is social skill (external environment), teacher's interaction, attitude, behaviour (communication), Student interest (self-motivation) for academic success.

2.3 Emotional intelligence and academic achievement

Historically, it was believed that successful cognition and emotions cannot work simultaneously. More specifically rational and logical thinking or decision making can't do with emotions (Humphrey, et.al, 2014). If emotions involving in rational decision-making individual are unable to take proper decisions. In contrast, the current studies are focusing on the role of emotional intelligence on different fields, especially for the achievements. (Fallahzadeh, 2011) Stated that emotional intelligence includes interpersonal skills, intrapersonal skills, moods, adaptabilities, stress management skills which have an effect on academic performance. He also stated that the aspects of personality such as feelings and thinking have an effect on academic success, moreover habitat status and emotional intelligence have a relationship between each other.

The emotional intelligence element self-awareness is the key to sensitize a person to strength and weakness. Self-awareness helps to make a person self-confident. The emotional intelligent element called emotional management/self-control helping for positive behaviour, thoughts, and prevent negative emotions. All students feel frustrations and tension at the time of exams and failures it is the emotional management which is helping to overcome this problem. Controlling the impulses helps students in academic achievements. The element empathy helps to understand others feelings, needs of others. So this ability will help for showing concern with others. The students who know emotions verbally (intention and tone of the voice) and non-verbal communication are able to avoid negative emotions (Yahaya, 2012). The study shows the lower empathy is associated with poor performance. When two students have the same level of IQ and different level

of empathy, the student with a high level of empathy gets a better grade (Nowicki and Duke, 1992).

Self-motivation (element of emotional intelligent) and academic achievement has a positive correlation. Self-motivation is an important element that helps students to read, finding new knowledge for their enhancement (Bernard, 1965). The structure of emotion helps the student to generate interest. The self-motivation helps for learning, this will lead to self-satisfaction (Yahaya, 2012). Students with social skills are able to crack good academic skills. Low academic skill effects student emotions and social skills of students especially the social skills to get support from the teachers (MacMullin, 1994). Social environment can lead to the behaviour of achievement and eliminate the unwanted emotions. The social skills make person a view to achieve good status in the society. The social skills such as attention, perseverance, teachers' attentions will help for the academic success. Students with social skills as compared to the peers who has less social skills are good in academics (Grossman, et al., 1997).

(Shipley, Jackson, & Segrest) The study shows that emotional intelligence is positively correlated with work experience and academic performance but there is no relationship between emotional intelligence of the students and age. The relationship between emotional intelligence and age is inverted u curve relationship (Derksen, Kramer, & Katzko, 2002). In another study which was conducted among students of education Faculty, University of technology Mara, (Mohd Mohzan, Hassan, & Halil, 2013) founded that there is a significant positive relationship between emotional intelligence and academic achievements. The researcher states that emotional intelligence has an important role among academicians, teachers with high emotional intelligence are able to manage the class room, and empathetic caring will help the academicians to understand the students. (Malik & Shahid, 2016) Conducted the study among Business students in Pakistan, founded that to cope up with the business environment, the academic curriculum should introduce skills to improve emotional intelligence. (Yahaya, 2012) Founded that in order to obtain good academic achievements apart from effective learning students should be in a position to recognize self-emotions as well as others emotions. Hence emotional intelligence is not only successful for current academic status but for future success.

(Fayombo, 2012) Emotional intelligence components such as attending to emotion, negative expressivity, positive expressivity and empathic concern have a positive effect on academic achievements. Students who are aware of their emotions are able to make right decisions regarding their intelligence, this has a direct effect on academic performance. Likewise, those who are expressing



emotions positively are able to make a healthy relationship that will direct for the academic achievements. Similarly, students who are listening to their emotions before making decisions and considering others emotions more intelligently are able to attain good academic achievements. (Mandal, 2017) Achievements of the academics happen when applying more thinking power and consuming more time for study purpose. Hence students with better academic performance are able to understand teachers, peers, parents behaviour in a proper manner and this will help for the enhancement of the emotional intelligence. Therefore academic achievement is correlated with emotional intelligence. Student's emotional intelligence can improve by discussions, counseling and exposure to the outer world. (Ramesh, Thavaraj, & Ramkumar, 2016) Students with higher emotional intelligence are able to cope with social and emotional needs of others. When using emotional part of the brain students are not only able to expand their choice but to make rational decisions. This will help to student to overcome continuously making mistakes. The results show that students with higher emotional intelligence have significantly good academic achievements. (Malik & Shujja, 2013) Founded that there is a positive relationship between emotional intelligence and academic achievements. Also noted that students from public school are high on emotional intelligence compared to students from the private school. (Roy, Rashmi, & Suman, 2013) Stated that higher the emotional intelligence motivation for academic achievements will be high. In order to excel in academic life, introspection is important, that will lead to successful life. Bearing in mind emotional intelligence qualities such as knowing one's own feelings, understanding other's feelings, problem-solving, decision making, and intrapersonal and interpersonal skills will help for academic success (Ogundokun & Adeyemo, 2010)

The existing literature clearly shows that there is a growing evidence for the relationship between emotional intelligence and academic achievements. But none of the existing literature talks about the students' perception and lived experience of emotional intelligence and academic achievements. Hence the present study is undertaken to understand the phenomenon of students' perception regarding emotional intelligence and academic performance.

3. METHODOLOGY

This study tries to identify students' perception on role of emotional intelligence on Academic achievement, The relevance of emotional intelligence for day-to-day activities and to study how do students using emotional intelligence for dealing with the challenges of academic performance. Hence Exploratory research design was

adopted. Population of the study was the M.Phil. scholar studying in Mumbai. Purposive sampling technique was followed for choosing sample for the study. The Researched distributed Emotional intelligence scale developed by N.S schutte et.al in 1998 to the scholars for understanding emotional intelligence level. The 15 scholars who has scored high EI selected for the interview. Phenomenological approach was adopted for the study. A Semi-structured interview guide was used to conduct the interview, so that interviewer can add extra questions after gathering all the information from the participants. The rationale of semi-structured interview is to understand the lived experiences of participant for the described phenomenon.

FINDINGS AND CONTRIBUTIONS

Self- Management

The first factor, self-management includes 2 categories that are time management and goal fulfilment. Here time management trying to explain doing the given task at right time. Previous research saying that by concentrating on the task helps to improve concentration and it will help for the improvement of emotional intelligence (Schilling, 2013). The present research is concentrating on role of emotional intelligence on student academic achievement. So that when student improve concentration they can finish the work easily, that will help for time management skills and also helps for the improvement of emotional intelligence. This finding is supported by previous research, which explains the emotional intelligent element called self-management/self-control helping for positive behaviour, thoughts, and prevent negative emotions. (Yahaya, 2012). Previous research suggests that the emotional intelligence factors such as critical situations, self-regulation and flexibility in has influence on time management Brian (2007).

The second factor that is goal fulfilment helps for self-management. Which explains that fulfilling individual goal at right time helps to manage other work and helps to reach in higher positions by managing other works. The previous research explains that "many business people, educators, and politicians successfully use lists of tasks or goals to orient their schedule and provide an overarching theme to a part of the day, but it is often driven by meetings and schedules rather than priorities and people and these people need emotional intelligence to bring all this together" (Jensen, 2017). Which means goal setting includes proper skills like creativity, time management, critical thinking, decision making, prioritising the works etc. These all skills helps to improve emotional intelligence. Here the example for goal setting is "I planned well to complete my goal fulfilment. Each stages of my life I made some goals and tried to achieve it with the



support of my family and with my personal commitment". This example is supported by previous research. Emotional intelligence has impact on goal fulfilment or for individual achievements. (Dirksen, Kramer, & Katzko, 2002), (Mohd Mohzan, Hassan, & Halil, 2013), (Malik & Shahid, 2016).

Self-management is the part of emotional intelligence that helps for improvement of emotional intelligence. This will directly help for improvement of academics.

Self- Awareness

The theme self-awareness has 4 categories that are self-improvement, values, habit and needs. These four categories together creating the theme self-awareness.

The category self-improvement, self-improvement helps for the personal growth and that helps for the increase in emotional intelligence. The example for self-improvement is "I am taking the responsibility which I can do for personal growth". This supported by existing research, the development of EQ is as important as IQ especially in the area of your own Personal development and an understanding of the self. (Cooke, 2013). Which clearly explains that emotional intelligence helps for understand one self. The understanding of one self helps for finding out strength and weakness of a person in academics as well as non-academics. So that individual can work on their weakness and can concentrate on their strength. This quality will helps for the self-improvement as well as for academic achievements.

The second category of self-awareness is values, which consists of personal values. Example for this "I am strong in my decision. I am confident in my decision I will not blame anyone and I will accept others values and opinion". This is supported by the previous research Emotional intelligence has significant positive impacts on both the dimensions of personal values (namely terminal values and instrumental values) (Anwar, 2017). Here the example is talking value as personal decisions. This is because individual who is taking proper decision or the value they will stick on their values and no one can change their minds for trivial things. This has direct effects on individual's emotional intelligence because this skills helps to understand who I am really is? And what is my skills? . The knowledge on personal values will helps for ones achievements.

The third category is habit which is explained by "I have a habit of studying every day and helping other people on their studies". The habit of study helps to improve concentration and knowledge. The knowledge helps to improve critical thinking, problem solving, Communication etc. which all are the components of emotional intelligence.

The fourth category is Needs (needs for esteem, belongingness, and achievements). The examples are "My self-interest helped me to complete my studies in successful way". "It was my need to achieve higher education rather than anyone else". This is supported by the previous research, Emotional intelligence tends to enhance beliefs in r speaking abilities to organise and execute the courses of action required for successful achievements. (Afshar, Rahimi, 2013).

Motivation

The third theme is motivation which is categorised in to motivated by others and own emotions, motivated by personal characters and others.

The first category is talks about motivated by others and own emotions. The example for this is "My mother and friends motivated to achieve in education. Especially my mother, she used to give full autonomy on education." Which is supported by previous research, The element empathy helps to understand others feelings, needs of others. So this ability will help for showing concern with others. The students who know emotions verbally (intention and tone of the voice) and non-verbal communication are able to avoid negative emotions (Yahaya, 2012), Empathy, Emotional reflection, Insight, are all qualities measured in EQ tests, and all vital in relationship success, and personal success in everyday life.(cooke,2013). Empathy is an important element which comes under motivated by others. Which tells that understanding others and getting the same feelings helps to understand where we are and how we can reach near to others places. This skills helps to motivate students to reach in a good positions.

The second category is personal circumstances. While doing interview around four students among ten told their personal circumstances itself motivating them to study more and achieving more. Understanding ones circumstances is a good quality. Because what I felt these students are able to manage their emotions and trying to achieve their goals. Example for this is "I have lots of family problems. That itself is a motivational factor for me. I am the eldest one in my family I don't have father so it is my responsibility to take care my family and youngest brother education. The educational motivation is strictly based on my personal circumstances. And another example is, "Only for getting marks that doesn't motivate me. The motivation in my personal character is that I am trying to do the things for my improvement rather than showing someone". This is supported by the previous research, Self-motivation is an important element that helps students to read, finding new knowledge for their enhancement (Bernard, 1965).



The self-motivation is also consider as the element of emotional intelligence and here the author speaks that self- motivation leads students to read and finding the new knowledge. So that emotional intelligence has an influence on academic achievement.

Decision Making

The fourth theme is decision making which is categorised on past experience and by understanding others emotions.

The first category talks about past experience, example for this is “The experience which I got from internship as well field work helped me to understand what others want. This helped me to take a rational decision while I am working in a group”. Supported by Shipley, Jackson, & Segrest) the study shows that decision is positively correlated with work experience. The past experience gives knowledge to the person and it will help to make rational decisions. Experience has more power than getting knowledge from the books. Previously an individual makes lots of mistakes with that experience they can take proper decisions in their life. And decision making is an element of emotional intelligence.

The second category is understanding others emotion example for this is “I used to make decisions in a group after asking everyone opinion. Because emotion has great influence on our decisions”. Which is supported by the previous research, (Fayombo, 2012) Students who are aware of their emotions are able to make right decisions regarding their intelligence, this has a direct effect on academic performance. Here in decision making empathy is an important element. Historically it says that emotional and logic cannot take a proper decision (Humphrey, et.al, 2014). Later the research shows that individual with empathy can understand other emotions and are able to make rational decisions without hurting others (Fallahzadeh, 2011). These skills helps for academic achievements. If a student able to understand what their families need and what their teachers and friend’s needs the individual decision will be based on others emotions. So that the decisions will be rational. This will helps for both sides.

Communication

Communication is the final theme and the categories under communication are interpersonal factor, assertiveness and acceptance.

The first category is interpersonal skills which include attitude, value, beliefs and social networking. For an effective communication it is important to understand others values, beliefs and culture. One of the participant talks about culture and communication. He mentioned that while communicating one should know about others culture. Because when we are making fun of others the other person will not accept them in a same sense and there is a chance to hurt them. So culture has an influence on communication. It is important to respect others values and beliefs while communication. The personal values and beliefs are different from person to person, respect those values and communicate. This will helps to keep a relationship successful. As networking increases the individual can succeed in life. Because their information network is strong. This is supported by Students with social skills as compared to the peers who has less social skills are good in academics (Grossman, et al., 1997), The higher your EQ is the better chance you will have of being a success in social and personal relationships.

Assertiveness and acceptances are other category. Assertiveness is a skill saying “no” without hurting others”. Before taking any decision in a group it is important to ask the opinion of others so that the decision will be rational and others will feel they are the members of this group. This two category is supported by, When drill down into the behaviours that comprise Emotional Intelligence, it’s easy to see that the dimension of Assertiveness plays a key role in the way a person manages (or uses) Emotions. (Cannarella, 2016). The researcher (Bond,2010) found that acceptance and emotional intelligence are positively related. The communication is the part of emotional intelligence.

If a student is a good communicator, they are able to make more networks. The positive communication help person to find new opportunity and that will helps for academic success.

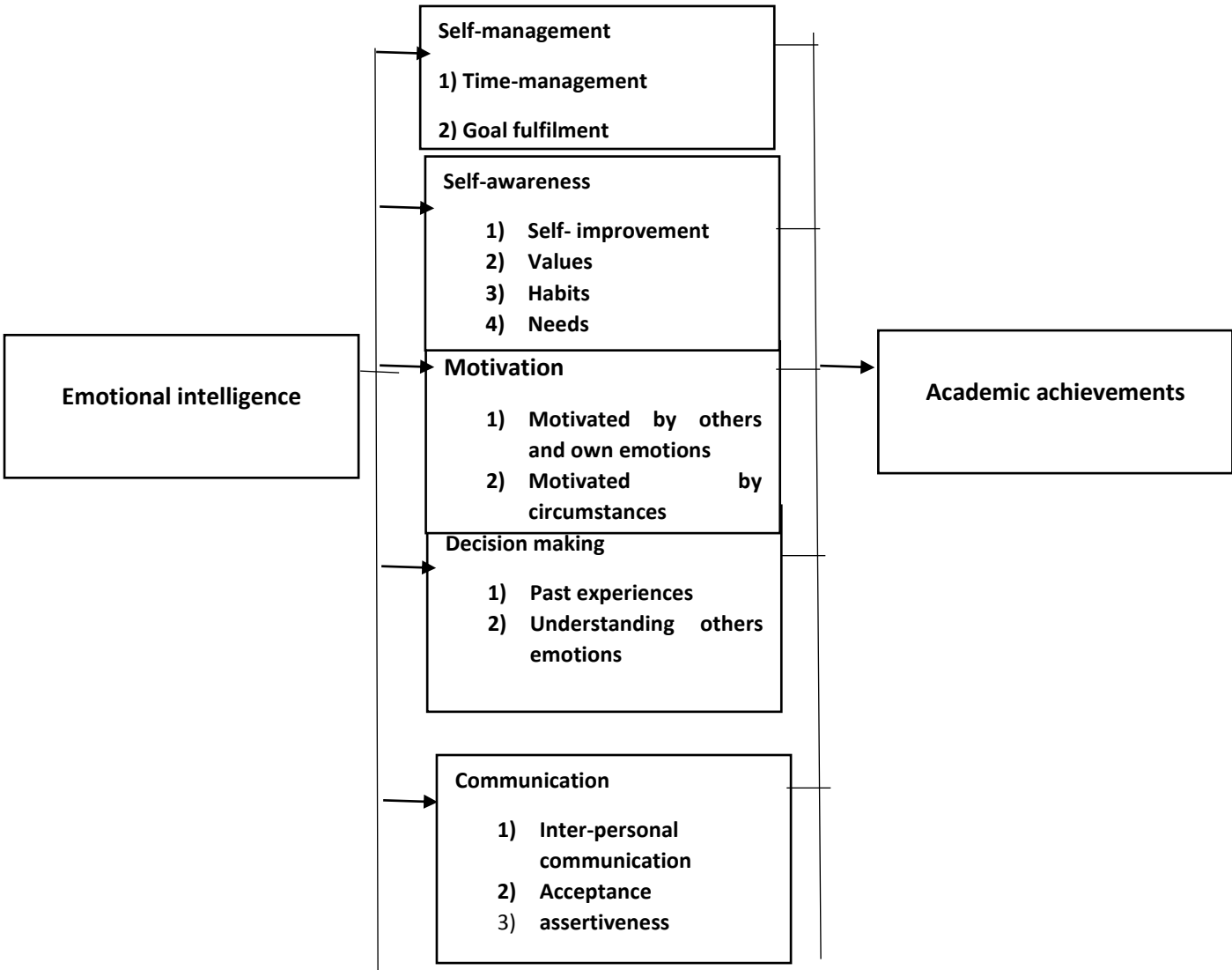


Fig.1

CONCLUSION

This qualitative phenomenological study addresses lived experiences of MPhil students from Mumbai. Research examines the influence of emotional intelligence on academic achievements from student’s point of view. The researcher aimed to find out the emotional intelligence of MPhil students and conducted interview to understand their perception on emotional intelligence and its influence on academic performance. The findings shows that students with higher emotional intelligence are able to perform good academic performance. The components of emotional intelligence such as motivation, self- management, self- awareness, communication, decision making has influence on academic performance. And the present research found student habit and acceptance helps to improve

emotional intelligence and through that students can improve their academic performance.

SCOPE AND FUTURE DIRECTION

This research contributed to the importance of the implementation of EI training. Respondents in this study identified the five EI components of personal and social competencies as key elements in achieving academic success. The participants’lived experiences in this research provided a better understanding of the importance of incorporating EI practices in their curriculum. This research study could have significant implications for institutions of higher education and also for future research.



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