



## Revisiting the Association of Emotional Intelligence with Academic Performance

Mrs. Madhu Bala<sup>1</sup> Dr. Neeru Rathee<sup>2</sup>

DOI:10.48047/ecb/2023.12.si4.748

---

### Abstract

Self-confidence tells about the attitude in relation to individual's skills and abilities. It denotes that the person accepts trust and feels in charge of his life. He has a positive opinion of himself and is aware of both his strengths and weaknesses. Accordingly he sets his expectations and goals as per the requirement, and he will be able to communicate. When we are talking about academic achievement, it is the measurement of student's performance in various subjects. Educators measure the student's achievement using only classroom performance, and they present the results from standardized tests. It is strongly recommended by different socialist that along with academic performance students should also be measured on different social and cultural aspects and it also be incorporated in the result of the students performances.

In this paper researcher has taken the different related studies held in past years to achieve the objective: to find the association of emotional intelligence with academic performance

**Keywords:** emotional intelligence, academic achievement, Special needs Children

---

### Introduction:

The idea that has been studied the most in the realm of education is academic performance (AP). There has been much research on all cognitive aspects of AP teaching, learning, and assessment (Pellitteri and Smith, 2007). One of the most studied research

---

<sup>1</sup> Research Scholar, Department of Education Maharshi Dayanand University Rohtak-124001

<sup>2</sup> Associate Professor, Department of Education Maharshi Dayanand University Rohtak-124001

areas focuses on how personal characteristics and abilities affect AP success (Poropat, 2009; MacCann et al., 2019). A significant portion of recent research has been influenced by a recent theoretical focus on emotional abilities, particularly emotional intelligence (EI), which has been viewed as a critical component of all of the factors that determine well-being as well as adaptive processes in specific circumstances (Zeidner et al., 2012). Numerous studies demonstrated the value of Emotional Intelligence as a personal resource connected to positive health outcomes (Martins et al., 2010), task performance (Miao et al., 2017) and even well-being (Sánchez-Álvarez et al., 2016). Analysing the part that EI plays in AP has also been the subject of literature reviews that have been published (Perera and DiGiacomo, 2013; MacCann et al., 2019). After adjusting for the impacts of intellect and personality characteristics, these studies demonstrated a substantial role for EI in predicting AP.

### **Emotional intelligence**

Emotional intelligence is a unified skill that aids in understanding, experiencing, and evaluating emotions in close collaboration with one's thought process in order to behave appropriately, with the ultimate goal of realising one's own happiness and welfare in harmony with others.

### **Academic achievement**

Academic Achievement aims to support students' academic success and retention by offering services and programmes that help them acquire the skills they need to succeed in their studies and become successful, autonomous lifelong learners.

### **Research Methodology:**

To achieve the objective researcher has collected the different research paper from India and abroad. For the above purpose different national journals, international journals and different websites have been explored.

**Objective:** To explore the relationship between emotional intelligence and academic achievement of children with special needs.

### **Literature Review**

**Mayer et al. (2001)** carried out research on giftedness and emotional intelligence. The findings indicated that people with higher Emotional Intelligence (EI) were better able to recognise their own and other people's emotions in various contexts, use that knowledge

to inform their actions, and defy peer pressure. Emotional intelligence (EI) is more crucial than cognitive intelligence for self actualization since it can discriminate between individuals who are less able to self actualize and has a strong correlation with the ability to actualize basic talents and skills.

**Petrides et al. (2004)** highlighted a considerable correlation between emotional intelligence and academic achievement, with notable implications for those with low IQs. Additionally, it was noted that the study's educational subjects had different associations with trait emotional intelligence. It was interesting to learn that while trait emotional intelligence did not significantly affect performance in either maths or science, it did moderate the impact of Intelligence Quotient (IQ) on English and total GCSE (General Certificate of Secondary Education) performance.

**Tsaousis & Nikolaou (2005)** conducted research on how emotional intelligence affects both psychological and physical health. They looked into the connection between emotional intelligence and the functioning of the body and mind. In this study, the relationship between emotional intelligence and both physical and mental health is examined. Emotional intelligence is characterised by the perception, control, use, and understanding of emotions. 365 participants completed questionnaires regarding their overall health and emotional intelligence in the first trial. It was predicted that having low emotional intelligence will have a negative impact on your overall health. The findings are examined in the context of how crucial emotional competencies are to one's health and way of life, and suggestions for practise and future research possibilities are made.

**Singh, et.al (2006)** conducted a study on the impact of emotional intelligence and personality type on the stress associated with roles in medical couples. Private sector doctors were discovered to have strong emotional intelligence and type B personality scale scores. It is evident that these doctors are easygoing, laid back, non-competitive, methodical in their work, reasonably consistent in their work environments, speak slowly, prefer to do one task at a time, are not readily irritated by delays, and are also slow to become angry. These things aid them in successful practise.

**Singh, et al (2006)** conducted research on the emotional intelligence and stress-coping abilities of product managers. The study's results show a strong positive relationship

between emotional intelligence and all available coping mechanisms for stress. It has been discovered that emotional intelligence and stress coping abilities improve with age.

**Kumar & Patil (2006)** There is no discernible difference in emotional intelligence between male and female students, and there is a strong association between emotional intelligence and academic achievement.

**Patil (2006)** looked at student instructors' emotional intelligence in relation to sex, faculty, and academic success. This survey discovered no statistically significant differences between the genders of the professors in the arts and sciences. But the academic success of the student teachers was influenced by emotional intelligence.

**Eniola and Adebisi (2007)** explored the role that goal-setting and emotional intelligence have in improving pupils with visual impairments' motivation to work. The participants (N=32) in the study completed the work value Inventory in a pre- and post-test experimental group design. The study was conducted over a six-week period. The outcomes showed a substantial difference in the degree of motivation among individuals who had received interventions in emotional intelligence and goal planning.

**Eniola and Busari (2007)** examined how emotional intelligence (EI) can help blind newcomers improve their sense of self-efficacy. The study included 28 visually challenged students (19 males and 9 females). According to the findings, blind students were unable to boost their self-efficacy through the use of emotional intelligence.

**Adeyemo (2007)** examined University students' links between academic self-efficacy and achievement and emotional intelligence was found to have a moderating effect. 300 first-year students from the University of Ibadan in Nigeria took part in the study. The study's findings showed a significant relationship between academic success and emotional intelligence and academic self-efficacy.

**Subramanyam and Rao (2008)** targeted at evaluating how gender affects secondary school pupils' emotional intelligence and academic performance. The researchers came to the conclusion that there was not a significant difference between the effects of gender on academic accomplishment and emotional intelligence.

**Arunmozhi and Rajendran (2008)** sought to assess the impact of age, marital status, family structure, community type, and the status of families on the emotional intelligence of 305 self-help group participants. According to the researcher's findings, the emotional

intelligence of self-help group members is unaffected by their age, marital status, kind of family community, or family status.

**Vidhya and Raju (2008)** studied the emotional maturity and quality of life of parents with special needs children were investigated. Regardless of the child's category, the results demonstrate that parents of special needs children differ significantly from parents of normal children on the research parameters. It's also noteworthy to note that both parents are equally impacted by the child's illness.

**Panda (2009)** compared the emotional intelligence of 100 visually impaired adolescent females to their aspirations and academic success. The study's conclusions showed that blind girls learning in inclusive settings have stronger emotional intelligence overall than their peers studying in exclusive settings, but there was no discernible difference in aspiration levels. Additionally, it has been discovered that emotional intelligence is positively correlated with the aspirational level and academic success of visually impaired adolescent girls.

**Lather (2009)** conducted research on emotional intelligence as a yardstick for life achievement. According to the author of this study, emotional intelligence is the motivating factor that influences one's success and interactions with others. It has recently sparked a great deal of attention among researchers and mental health professionals. The majority of young people will mature and take on the responsibility for their own safety and well-being. However, parents, teachers, and other supporting adults must be aware of the warning signs and patterns during the years of learning and practice. Adults can start doing good things once they are aware of adolescent stress and despair.

**Lather (2009)** conducted research on the impact of emotional intelligence on high school students' psychological suffering. The findings showed an unfavorable correlation between psychological distress and emotion intelligence and its dimensions. Students' psychological suffering was found to be lessened by emotional intelligence.

**Rathhor (2009)** analysed the relationships between emotional quotient, drive for achievement, and academic success. It was found that male and female student teachers, both in the arts and sciences, do not differ in emotional intelligence, and that they do not differ in terms of drive for achievement. Additionally, there is a link between primary school student teachers' academic achievement and emotional intelligence.

**Kuzu and Eker (2010)** analysed the emotional quotient and communication abilities of Health College, Nursing School, Faculty of Forestry, and Faculty of Technical Training students. According to the findings, nursing students have high levels of emotional intelligence, and there are significant divisions between departments.

**Rani (2010)** Secondary pupils were researched on the connection between their social and emotional intelligence. According to this study, there is no discernible difference between male and female students' emotional intelligence and neither social intelligence nor emotional intelligence are significantly correlated with one another.

**Mary & Samuet (2010)** researchers looked into how teachers' students' attitudes towards learning were affected by their emotional intelligence. The study's findings showed that there are big differences between teachers' qualifications, communities, and attitudes towards teaching students depending on who they are. Gender, subject, community, outside influences, prior teaching experience, and the teacher's emotional intelligence don't differ from one another in any appreciable way. Emotional intelligence and student teachers' attitudes towards the teaching profession are strongly correlated.

**Poornima & Reddy (2011)** study of the special education teachers who work in the schools for children with hearing impairment in terms of emotional intelligence and occupational stress. According to this study, more than 80% of special education instructors endure high levels of occupational stress as a result of multiple stressors, and almost 90% of teachers only have low or moderate emotional intelligence. Emotional intelligence and the varying level of classes have been considerably impacted by the variable nature of the work and compensation.

**Grehan, Flanagan and Malgady (2011)** examined the connection between personal traits and emotional quotient of graduate students in classrooms and on the job. Indicators of achievement for this measurement included the students' grade averages and the apprenticeship supervisor's evaluation of the students' performance. The results showed a strong correlation between emotional intelligence, grade point average, and apprenticeship success.

**Landau and Meirovich (2011)** attempted to study the influence of a collaborative learning environment on postgraduate business management students' emotional intelligence and the relationship between academic success and emotional intelligence.

This study discovered that, for male students, the likelihood of participation has a positive association with emotional intelligence, but not for female students. Additionally, regardless of a student's sex, it is discovered that a supportive environment has a favourable relationship with emotional intelligence. Additionally, the study could not find a connection between the students' grade averages and emotional intelligence.

**Subramanyam (2011)** researched the relationship between high school students' study skills and emotional intelligence. According to this study, there are no appreciable variations regarding how high school pupils' mental health and academic performance are affected by their gender.

**Sreenivasulu & Reddy (2012)** compared the effectiveness of a teacher in terms of stress, emotional intelligence, and mental wellness. According to the study, stress and mental health have no discernible effects on how successful teachers are. However, the study discovered a significant relationship between emotional intelligence and teacher effectiveness; the greater the emotional intelligence, the more effective the teacher.

**Mishra (2012)** undertook a study to determine the impact of emotional intelligence on the academic performance of senior secondary school pupils in Jaipur. This study showed that emotional intelligence had a positive impact on academic achievement for all students, but particularly for female students.

**Han & Johnson (2012)** did a study of the connections between online learning interactions, social bonds, and students' emotional intelligence. The findings demonstrated a negative relationship between the quantity of text and audio messages conveyed during synchronous engagement and students' capacity to read facial expressions for emotion. Additionally, peer ties were positively correlated with students' capacity for emotion perception. Last but not least, management-style involvement during synchronous discussion sessions was connected to students' sense of connection to their online programme. They highlight a number of consequences for scholars and practitioners of online learning.

**Bhatia (2012)** did a study on the connections between family relationships and secondary pupils' emotional intelligence. This study discovered that adolescents' emotional intelligence is significantly influenced by positive family relationships. Children learn to use their faculties, comprehend the physical world, and cope with it in the family context.

They are at a point in their lives where they don't worry about unimportant details like family relationships because they are aware that they are the head of their household. By observing how their parents, grandparents, siblings, and the rest of the family interact with one another, they can learn how families function. They like seeing them at reunions and family vacations, as well as exchanging gifts with them.

**MravHen and Goroshit (2014)** discovered that emotional intelligence indirectly affects procrastination in academic work. Additionally, it was discovered that students with learning disabilities scored higher on academic procrastination and lower on emotional intelligence and academic self-efficacy than students without learning disabilities.

**Panneerseevan & Sujatamalini (2014)** analysed the emotional quotient of kids with learning disabilities. This study discovered that kids with learning disabilities had emotional issues. There are conflicts in their learning contexts. Due to internal conflicts, kids occasionally found it challenging to answer to instructors' questions. This illness causes the kids to become emotionally tough. A child with learning disabilities already has learning challenges in the classroom. The child grows up to be an emotionally unstable, low emotional IQ person due to their disability and emotional issues.

**Conclusion:**

This paper examines the connection between emotional intelligence and academic accomplishment of children with special needs, even though we are aware that intelligence and conscientiousness are the two psychological traits that are collectively most crucial for academic performance. The likelihood is that the various EI types use various paths to predict academic performance. The least significant factor is emotional self-efficacy, or one's self-perceptions of their emotional capabilities as measured by their self-rated EI. Possibly the most crucial components of EI for academic performance are knowledge of the causes and effects of emotions, a vocabulary of emotions words, and knowing how to handle emotional situations. In order to succeed, parents must be able to understand and control their emotions. Being knowledgeable and hardworking is not enough to give them an advantage.



**References:**

- Altun, A., & Cakan, M. (2006). Cognitive style and attitude towards computers of Undergraduate Students' Academic Achievement, Field Dependent/Independent. *Educational Technology & Society*, 9 (1), 289-297.
- Adeyemo, D.A. (2007). Moderating influence of emotional intelligence on the link between academic achievement and self-efficacy of university students. *Psychology and Developing Societies* 19(2)199-213.
- Ahmadzade, L. & Shojae, M. (2013). Investigating the Relationship between Cognitive Style (Field Dependence/Independence) and Academic Achievement in Male and Female Students of Behbahan Islamic Azad University. *Journal life science biomed.* 3 (3)p245-2
- Arunmozhi, A. And Rajendran, K. (2008) Emotional Intelligence Of Self Help Group Members, *Journal of Community Guidance and Research*, 25(1);57-61
- Bickford, J.O. and James (2004). Preference of individuals with visual impairment for the use of person first language review. *Rehabilitation education for blindness and visual impairment* 36(3)120
- Botkin, J.W. (1974) An intuitive computer system: A cognitive approach to the management learning process (Unpublished doctoral dissertation). Cambridge Harvard University.
- Bruner, J. S (1966). *towards a theory of Instruction*, Cambridge Belknap press.
- Chauhan, R. (2011) Relationship between academic self-esteem and educational achievement of visually impaired: Suggestion for inclusion, cited from [http://www.icevi.org/publications/icevi\\_wc2006/09\\_inclusive\\_educational\\_practices/Papers/wa\\_028\\_reema%20chauhan.pdf](http://www.icevi.org/publications/icevi_wc2006/09_inclusive_educational_practices/Papers/wa_028_reema%20chauhan.pdf).
- Chandra, M.Y. (2001) Problems and needs of visually impaired students at secondary level in Andhra Pradesh: An investigation into their socio-economic and educational status with special reference to their interests, aspirations and achievements, Ph.D. (Education), Osmania University,
- Cooper, R. and Sawaf, A. (1997) *Executive EQ: Emotional Intelligence in Leadership and organizations*, New York Gross/ Rutuam, Orion Business Books, Pvt. Ltd.

Dahiya,P. (2013). A study of cognitive style of senior secondary students in relation to academic achievement (unpublished M.Ed. dissertation).B.P.S.M. Vishwavidyalaya, Khanpur Kalan, Sonapat India.

Darsana M. (2007). Relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students (unpublished M.Ed. Dissertation) Kollam, Kerala.

Day, L., Hanson, K., Maltby, J., Proctor, C., & Wood, A (2010). Hope uniquely predicts objective academic achievement above intelligence, personality, and previous academic achievement. *Journal of Research in personality*,44 (4), 550-553

Devi, S. and Mayuri, K. (2003). Academic Achievement of Residential School Children Contribution of personality factors. *Asian journal of psychology and education*. Vol 36. No . 3-4. pages 17-28

Douglas, C., D. D. Frink and G. R. Fern's. (2004) Emotional Intelligence of a moderator of the relationship between conscientiousness and performance, *Journal of Leadership and Organizational Studies*, 10(3): 2-13.

Eugenia (2010) conducted a study on "Teacher-Student Relationships, Sense of Belonging, Academic Self-Concept and Academic Achievement of Students Enrolled and not Enrolled in Small Learning Communities." *Journal of Research in personality*,44 (7),

Eniola,M.S. (2007) The influence of emotional intelligence and self-regulation strategies on remediation of aggressive behaviours in adolescent with visual impairment, *Ethno-Med.*, 1(1):. Cited from <http://www.krepublishers.com/02-Journals/S-EM/EM-01-1-000-000-2007-Web/EM-01-1-000-000-2007-Abst-PDF/EM-01-1-071-077-2007-004-Eniola-M-S/EM-01-1-071-077-004-Eniola-M-S-Tt.pdf>

Erin,J.N.; Christina,H.S.S.;Yalu,K.(2006) Relationship among testing medium, test performance and testing time of high-School students who are visually impaired, *Journal of Visual Impairment and Blindness*, 100(9): 523-532.

Julka, A. (2005) Cognitive architecture in the visually impaired, *Disabilities and Impairments, Journal of Visual Impairment and Blindness*, 19(1): 5-14.

Ford, N., Wilson, T.D., Foster, A., Ellis, D., Spink, A. (2002).Information seeking and mediated searching . Part 4. Cognitive style in information seeking. *Journal of the American society for information science and Technology*, 53 (9) 728-735

Gakhar, S.C. E' Manhas, K.D. (2006), Emotional Intelligence as correlates to Intelligence, creativity and academic achievement. Department of Education, Punjab University, Chandigarh.

Goleman, D. (1995) Emotional intelligence why it can matter more than IQ, London: Bloomsbury.

Good, C.V. (1973) The Dictionary of Education, 3rd edi., McGraw-Hill Book Company. INC New York.

Gopal Anvita (2011). Exploring the relationship between wellness, emotional intelligence and job stress-a psycho-management perspective. (Ph.D Thesis) Punjab University India

Guilford, J.P. (1965) Fundamental statistics in psychology and education, New York: McGraw Hill.

Han, H., & Johnson, S. D. (2012) Relationship between students' emotional intelligence, social bond, and interactions in online learning. Educational Technology & Society, 15 (1), 78–89.

IDEA (1997) Individuals with Disabilities Education Act 1997, available at <http://www.ideapractices.org/law/index.php>.

J.D. and Salovey, P. (1997) What is emotional intelligence?, In P.Solvey and Sluyter (Eds), Emotional development and emotional intelligence: Implications for educators :3-31, New York: Basic Books.

Kaur, D. (2007). Academic Achievement. Teaching aptitude and the Personality traits as the predictors of success in elementary teacher training. Ph.D. thesis Jamia Millia, Islamia University. New Delhi.

Kaur, Jasmeet (2010) A study of implementation of inclusion of children with special needs in Delhi Primary Schools, Ph.D.(Education), Jamia Millia Islamia University, New Delhi.

Khan, A.H. (1999) Personality structure of blind children and its relation to the mental ability and educability, Ph.D. (Education), Utkal University, Fifth Survey of Educational Research, NCERT.

Khan A.M.(2009). Frustration in relation to intelligence, socio-economic status and Academic achievement among higher secondary students. Institute of Advanced Studies in Education, Faculty of Education. Jamia Millia Islamia . New Delhi-110025.

- Khan, Z.N. (2006) Determinants of academic success of visually challenged children of secondary school-A factorial study, *Disabilities and Impairments*, 20 (1):15-20.
- Kim, K-S. & Allen, B (2002). Cognitive and Task Influences on Web Searching Behavior. *Journal of the American Society for Information Science and Technology*, 53 (2).
- Klinkooz,W.;Serowski,A.;Brambring,M.(2006) Academic achievement and personality in university students who are visually impaired, *Journal of Visual Impairment and Blindness*, 100(11): 666-675.
- Kumar, B. (2004) Emotional intelligence as related to academic achievement (unpublished M.Ed. Dissertation). Punjab University, Chandigarh, India.
- Kumar, B, (2005). Emotional intelligence as related to spiritual intelligence of B.Ed students (M.Ed. unpublished dissertation). Punjab University Chandigarh, India.
- Lekhi, V. (2005). A study of emotional maturity of adolescents in relation to cognitive and Non-Cognitive variables,Ph.D. Thesis, P.U.Chandigarh. India.
- Lather Manisha (2009). Emotional Intelligence as a measure for success in life ( unpublished M.Ed. Dessertation )Kurukshetra university, kurukshetra. Haryana.
- Lather (2009) .conducted the study the effect of emotional intelligence on psychological distress of high school students. Kurukshetra University Kurukshetra. Haryana.
- Mahajan Monica (2011). Academic Achievement in relation to emotional intelligence and spiritual intelligence. Hoshiarpur, Punjab. *Journal of Indian education* Vol. 1, Issue – V.
- Mangal,S.K. and Mangal,S (2004) Mangal Emotional Intelligence Inventory, National Psychological Corporation, Agra.
- Mayer J. D &Salovey, P.(1990).emotional intelligence. *Imagination, Cognition and Personality*, *Journal of education* Vol. 1, Issue – V. vol. 9, no. 3 p.185.
- Mishra Mukti, Rao Vaishali&BhatpahariGautami (2008). Emotional Intelligence of college girls”. Raipur, Chhattisgarh. *edutracks* Vol. 6, No.2
- MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., and Bucich, M. (2019). Emotional intelligence predicts academic performance: a meta-analysis. *Psychol. Bull.* 146, 150–186. doi: 10.1037/bul0000219

- Martins, A., Ramalho, N., and Morin, E. (2010). A comprehensive meta-analysis of the relationship between emotional intelligence and health. *Pers. Individ. Differ.* 49, 554–564. doi: 10.1016/j.paid.2010.05.029
- Miao, C., Humphrey, R. H., and Qian, S. (2017). A meta-analysis of emotional intelligence and work attitudes. *J. Occup. Organ. Psychol.* 90, 177–202. doi: 10.1111/joop.12167
- Naseema, C. and Usha,V.(2007) School adjustment, self-concept and achievement in mathematics of visually impaired and normal secondary school pupils in the integrated system-A comparative study, *Disabilities and Impairments*, 21(1): 49-55.
- Nisar, R. (1990) Analytical study of psychological problems and extroversion of congenitally and adventitiously blind in relation to their academic achievement, (Unpublished M.Ed. Dissertation) Aligarh Muslim University, Aligarh.
- Padhi,S. &Verma, J. (2011).Effectiveness of secondary school teacher in relation to emotional intelligence and life satisfaction. *Edutracks*. Vol.11(2)
- Palmquist, R.A. (2001).study Cognitive style and User’s Metaphors for the Web: An Exploratory. *Jorunal of Academic Librarianship*, 27 (1), 24-32.
- Panda,A. (2009) Emotional intelligence of visually impaired adolescent girls in relation to their level of aspiration and educational achievement, Ph.D. (Education), JamiaMiliaIslamia University, New Delhi.
- Panda Sumanta Kumar (2009). Emotional Intelligence and personality traits of pupil-teachers .Noida, U.P. ,Retrived December 15,2012 from [www.mierjs.in>home>vol 2 No-2](http://www.mierjs.in/home/vol2No2).
- Patil,A. (2006 )The Emotional Intelligence Among Students teacher in Relation to Sex,Faculity And Academic Achievement . *The Asin Journal of Psychology and Education*. Vol38 (34)
- Kumar, A.&patil,B.(2006). The effect of emotional intelligence on academic achievement of student teacher. *Edtracksvol12(11)*
- Petrides. K. V., Frederickson and Furnham. A, and. (2004), On the dimensional structure ofemotional intelligence, *Personality and Individual Differences*, 42, pp 313-320.
- Pellitteri, J., and Smith, B. (2007). “Building academic success on social and emotional learning: what does the research say?,” eds J. E. Zins, R. P. Weissberg, M. C. Wang, and

- H. J. Walberg *Reading Writing Quarterly*, Vol. 23 (New York, NY: Teacher College Press), 197–202. doi: 10.1080/10573560600992837
- Perera, H. N., and DiGiacomo, M. (2013). The relationship of trait emotional intelligence with academic performance: a meta-analytic review. *Learn. Individ. Differ.* 28, 20–33. doi: 10.1016/j.lindif.2013.08.002
- Poornima&Reddy,G.L. (2011) An investigation of the self-concept of blind and visually impaired children in Tamil Nadu, *Indian Journal of Disabilities and Rehabilitation*, July-December.
- Puche,Navarro-Rebeca;Millan,Rafael (2007) Inferential functioning in visually impaired children, *Research in Developmental Disabilities: A Multidisciplinary Journal*, 28(3): 249-265
- Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychol. Bull.* 135, 322–338. doi: 10.1037/a0014996
- Registrar General of India (2011) *Census of India*. 2011. cited from: <http://www.censusindia.net>.
- Rani, S. (2010). Relationship between emotional intelligence and social intelligence of secondary students (M.Ed. unpublished dissertation). MaharshiDayanand University, Rohtak India
- Rani, R. (2011) Emotional intelligence and academic achievement of visually disabled students in integrated and segregated schools, *Disabilities and Impairments*, 25(1 &2), 44-50.
- Roberts, M.J. & Newton, E.J. (2001), Understanding Strategy Selection. *International Journal of Human – Computer Studies*, 54, 137-154.
- Salovey, P. & Mayer, J. D. (1990).*Emotional intelligence: Imagination, cognition and personality*.New York, Harper.
- Sánchez-Álvarez, N., Extremera, N., and Fernández-Berrocal, P. (2016). The relation between emotional intelligence and subjective well-being: a meta-analytic investigation. *J. Posit. Psychol.* 11, 276–285. doi: 10.1080/17439760.2015.1058968
- Sharma, E. (2008), “Relationship of Creativity with Academic Achievement ,motivation, self concept and levels of adjustment among adolescents” Faculty of education, JamiaMilliaIslamia. New delhi- 110025.

- Sharma, S. (2005) Prognosis of school achievement of visually disabled students, *Disabilities and Impairments*, 19(2): 111-118.
- Sharma,R. (2008) Alienation, frustration and mental health in relation to emotional intelligence of college students with visual impairment and normal vision, Ph.D.(Education), Kurukshetra University.
- Sheikh,M.W.(2002) Effect of self-acceptance, security-insecurity and frustration on the school achievement of visually disabled secondary school students, Ph.D. (Education), Aligarh Muslim University, Aligarh.
- Singhal, N.(2009) Paper commissioned for the EFA Global Monitoring Report 2010, Reaching the marginalized, Education of children with disabilities in India.cited from <http://unesdoc.unesco.org/images/0018/001866/186611e.pdf>.
- Singh, et. al (2009). Conducted a study the emotional Intelligence Need of the Day.*Edutracksvolno* .(12).
- Singh, A.; Ali, A .&Sexena, A.K. (2011). Cognitive Style of the Executives from Industry, *Journal of Community Guidance &Research* . 28 (1)
- Singh,V.K.; Singh,G.; Jahan,M.(2011) Academic achievements of visually impaired students in relation to their socio-demographic variables, study habits and study related correlates, *Disabilities and Impairments*, 25(1 & 2), 56-64.
- Singh, V.K.;Singh,G. and Jahan,M.(2006) Academic achievements of visually impaired students in relation to their socio-demographic variables, study habits and study related correlates, *Disabilities and Impairments*, 25 (1 & 2) 56-64.
- Sreenivasulu,B. & Reddy, B. S (2012).Teacher Effectiveness in Relation to Mental Health, Stress and Emotional Intelligence. Retrieved from *Edutracks* Vo;.No.11
- Subramanyam, K (2011).A Study of Effect of Emotional Intelligence and Study Skill of High School Student.*Edutracks* Vol.10(6).
- Subramanyam,K. and RaoS.K. (2008) Academic achievement and emotional intelligence of secondary school children, *Journal of Community Guidance and Research*, 25(2):224-228

The RCI Act (1992) The Rehabilitation Council of India Act, 1992. New Delhi: Government of India, reported in Disability and the Law Network: Human Rights law Network: New Delhi.

Tsaousis& Nikolaou (2005) A study theRelationship of emotional intelligence with physical and psychological health functioning.Edutracks 12(9).

UmadeviM.Ratthor. (2009). "Relationship between emotional intelligence, achievement motivation and academic achievement". Davangere, Karnataka. Journal of education confub, vol.2, No.1 P.P65-67.

Uto, M.(1994). On some questions in connection with cognitive styles. Bulgarian Journal of psychology, 4.

Viyas,R.J. (1995) A study of certain personality traits of blind students as compared to sighted students, Ph.D.(Education). Saurashtra University in Fifth Survey of Educational Research,NCERT.

Williams S.(2011). the effects of self –regulated training on the Academic Achievement and Behavior of At-Risk High School Students ( Dissertation, Barry University). United States.

William, et. Al (2007) A study the cognitive styles, secondary school students' attitude and academic performance in chemistry.. Journal of educationVOL.4(7).

Witkin, H.A., Moore, C.A., Goodenough, D.R., Cox, P.W. (1976). Field Dependent and Field- Independent Cognitive Styles and Their Education Implications. Review of Educational Research, 47(1), 1- 64.

Zeidner, M., Matthews, G., and Roberts, R. D. (2012). The emotional intelligence, health, and well-being nexus: what have we learned and what have we missed? Appl. Psychol. Heal. Well-Being 4, 1–30. doi: 10.1111/j.1758-0854.2011.01062.x