

A STUDY ON EMOTIONAL INTELLIGENCE AMONG INTERMEDIATE STUDENTS IN RELATION TO TYPE OF FAMILY, TYPE OF SCHOOL AND MEDIUM OF INSTRUCTION

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Abstract

This study examines the emotional intelligence (EI) of intermediate students concerning the medium of instruction, type of school, and family type. A stratified random sample of 336 students was selected from eight colleges (four government and four private). The study utilized the Emotional Intelligence Test (EIT) developed and standardized by Sharma (2011), comprising 60 items—51 positively worded and 9 negatively worded. The test assesses five key dimensions: self-awareness, managing emotions, self-motivation, empathy, and handling relationships. Responses are recorded on a five-point Likert scale, with positively worded items scored from 5 ("Always") to 1 ("Never") and reverse scoring applied to negatively worded items. The total scores range from 60 to 300. The findings reveal that intermediate students exhibit varying levels of emotional intelligence. Family type significantly influences empathy, while the type of school impacts self-motivation, empathy, handling relationships, and overall EI. Additionally, the medium of instruction significantly affects self-awareness, managing emotions, handling relationships, and overall EI. These results highlight the need for targeted interventions to enhance students' emotional intelligence based on their educational and familial contexts.

Keywords: *Intelligence, Emotional Intelligence and Intermediate Students*

1. Introduction

Education in India is not only crucial for economic growth and competitiveness but also plays a vital role in ensuring social stability and inclusivity. It involves both the dissemination and acquisition of knowledge, shaping individuals and society as a whole.

Historically, India has been a major centre for learning and is home to some of the world's top universities. Currently, India has one of the largest higher education systems in the world in terms of the number of institutions and ranks second in terms of student enrolment. For developing nations, ensuring the quality of education has become a significant challenge. To address this, both governmental and non-governmental organizations have taken initiatives to align the education system with the rapidly evolving global landscape.

Education serves as an essential tool for personal and societal transformation, enabling individuals to achieve success and contribute to a progressive society. It is equally important for both men and women, as both play a crucial role in fostering a healthy, knowledgeable, and responsible community. Through education, individuals acquire the power to drive progress and bring about meaningful change. It is the key to future success and opens doors to numerous opportunities in life. Secondary school education represents a critical phase in a student's academic journey, serving as a bridge between primary and higher education. Some secondary schools offer both lower secondary education (ages 11 to 14) and upper secondary education (ages 14 to 18). This period is particularly significant for students' emotional, physical, and cognitive development.

Primary education precedes secondary education and lays the foundation for a student's academic growth. The primary objective of secondary education is to foster holistic development, enhance intellectual and practical skills, and promote vocational efficiency among students. Additionally, it aims to instil scientific temper and bring about desirable changes in students' attitudes and behaviour. Secondary education should be structured based on the National Curriculum Framework (NCF), which provides a common core curriculum while allowing for flexibility in certain components.

Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions as well as those of others. It encompasses various competencies, including self-awareness, self-management, social awareness, and relationship management. Additionally, it plays a crucial role in learning, reasoning, creativity, planning, critical thinking, and problem-solving. Emotional intelligence also involves the integration of empathy, intelligence, and emotions to facilitate deeper understanding and effective communication. It significantly impacts various aspects of life, including education, relationships, health, and overall well-being.

2. Origins and Concept of Emotional Intelligence

The origins of Emotional Intelligence (EI) can be traced back to Thorndike's concept of social intelligence and Gardner's intrapersonal and interpersonal intelligence. While the term "emotional intelligence" had been discussed in literature prior to the 1990s, the first formal definition and model were introduced by Salovey and Mayer (1990). They defined Emotional Intelligence as an individual's ability to recognize, understand, and manage their own emotions, while also being aware of and appropriately responding to the emotions of others.

The concept gained widespread recognition through Goleman's (1995) work, which significantly influenced the field of Emotional Intelligence. His model emphasized the role of EI in personal and professional success, contributing to its growing importance in psychology and organizational behaviour.

3. Development of Emotional Intelligence

The idea of multiple types of intelligence has been a part of the intelligence research field since Gardner (1983) introduced the theory of Multiple Intelligences. The history of Emotional Intelligence dates back to 1920 when the concept of Social Intelligence was first introduced. The first academic paper explicitly defining Emotional Intelligence was published in 1990 by Salovey and Mayer.

The concept was further popularized by Goleman's (1995) bestselling book, *Emotional Intelligence*. This was followed by the development of standardized measurement tools, including the self-report questionnaire (1997) and the first skill-based measure of EI (2003). Salovey and Mayer (1990) defined Emotional Intelligence as:

"The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others."

4. Need and Significance of the Study

Emotional Intelligence (EI) plays a crucial role in students' overall development, influencing their academic performance, social relationships, and personal well-being. At the intermediate level, students undergo significant emotional, cognitive, and social transitions, making it essential to understand the factors that shape their emotional intelligence. This study, *"A Study on Emotional Intelligence Among Intermediate Students in Relation to Type of Family, Type of School, and Medium of Instruction,"* aims to explore how these variables impact students' emotional competencies. The need for this study arises from the growing importance of EI in adolescent development, as students at this stage experience heightened

emotional and psychological changes. Understanding their emotional intelligence can help educators and parents provide better support. Family structure, whether nuclear or joint, plays a key role in shaping students' emotional development, social interactions, and coping mechanisms, making it essential to examine its influence. Similarly, the school environment, including differences between private and government institutions in teaching methodologies, student-teacher interactions, and available resources, may affect students' EI levels. Furthermore, the medium of instruction influences language proficiency and communication skills, which are closely linked to emotional expression and social adaptability. Investigating this aspect can help develop inclusive educational strategies.

The significance of this study lies in its potential educational implications, as the findings can help educators design interventions and emotional literacy programs tailored to different school environments and family backgrounds. Additionally, understanding how family structure influences EI can guide parents in fostering emotional resilience in their children. The study's results can also contribute to policy and curriculum development by emphasizing integrating EI training in school curricula, particularly in diverse linguistic and socio-economic settings. Moreover, insights from the research will aid in developing counselling and mentorship programs to enhance students' emotional and academic growth. By addressing these key aspects, this study aims to provide a deeper understanding of emotional intelligence among intermediate students and highlight actionable strategies for improving their emotional well-being.

5. Review of the Related Literature

A. Studies related to India

Ramana and Anitha Devi (2018) examined the relationship between emotional intelligence and academic achievement among intermediate students. The study was conducted on 300 second-year intermediate girl students from Krishna district, Andhra Pradesh. The findings indicated a positive correlation between emotional intelligence and academic achievement. **Kumar (2020)** investigated the emotional intelligence of higher secondary school students. The study sample comprised 300 higher secondary school students. The results showed no significant differences in emotional intelligence based on gender, academic stream (science & arts), locality, or type of family (nuclear & joint). **Paparao and Armuthavalli Devi (2021)** explored emotional intelligence among intermediate students. The study sample included 1,200 intermediate students from Guntur, Prakasam, and Nellore districts in Andhra Pradesh,

India. The findings revealed that gender, type of management, and locality had a significant impact on students' emotional intelligence.

B. Studies related to Abroad

Bibi et al. (2016) established a positive relationship between self-esteem and emotional intelligence among university students in Pakistan. The study employed a convenience sampling method and included a sample of 250 male and female students from universities in Islamabad. The findings revealed that female students exhibited higher emotional intelligence than their male counterparts. **Anwer et al. (2017)** explored the moderating role of social intelligence in the relationship between attachment styles and emotional intelligence among young adults. The study was conducted on a sample of 340 university students and utilized the Relationship Scales Questionnaire (RSQ), the locally developed Tromsø Social Intelligence Scale (TSIS), and an emotional intelligence scale. The results indicated a positive correlation between secure attachment style and both emotional and social intelligence, while preoccupied, dismissive, and fearful attachment styles were negatively correlated with emotional intelligence. Additionally, a high level of social intelligence was found to moderate the relationship between attachment styles and emotional intelligence. The study also discussed its limitations and provided recommendations for further research. **Asfandiyar Fida et al. (2018)** examined emotional intelligence among university students, with a specific focus on gender differences. Given the inconsistencies in previous research findings regarding gender disparities, this study aimed to further investigate variations in emotional intelligence between male and female students at the university level. The results indicated that female students demonstrated higher emotional intelligence compared to their male counterparts.

6. Statement of the Problem:

The title of the present investigation is *“A Study on Emotional Intelligence Among Intermediate Students in Relation to Type of Family, Type of School and Medium of Instruction”*.

7. Operational Definitions

- 1. Emotional Intelligence (EI):** Emotional Intelligence refers to an individual's ability to perceive, understand, manage, and regulate emotions in oneself and others (Salovey & Mayer, 1990). It includes key dimensions such as self-awareness, self-regulation,

motivation, empathy, and social skills (Goleman, 1995). In this study, EI is assessed among intermediate students using standardized measures.

2. **Intermediate Students:** Intermediate students are those enrolled in the two-year pre-university education (Classes 11 and 12) in India, typically aged 16 to 18 years. This phase marks a critical stage in emotional, cognitive, and social development, significantly influencing academic and personal outcomes (National Education Policy, 2020).
3. **Type of Family:** The type of family refers to the family structure in which a student is raised. In this study, the family structure is categorized as follows:
 - a) **Nuclear Family:** A small family unit consisting of parents and their children living together in a single household (Singh & Kaur, 2018).
 - b) **Joint Family:** A larger family setup where multiple generations, including grandparents, parents, and children, reside together and share resources and responsibilities (Desai & Patel, 2019).
4. **Type of School:** The type of school refers to the organizational structure based on gender composition. This study categorizes schools into:
 - a) **Coeducational Schools:** Schools where both male and female students study together in the same classroom environment, promoting gender-inclusive learning experiences (Kumar & Sharma, 2021).
 - b) **Single-Sex Schools:** Schools that provide education exclusively for either boys or girls, aiming to create learning environments tailored to specific gender needs (Mullis & Martin, 2020).
5. **Medium of Instruction:** Medium of instruction refers to the language used for teaching and learning in schools. In this study, it is categorized as follows:
 - a) **English Medium:** Schools where English is the primary language for instruction and assessment, are often associated with better global communication skills (NCERT, 2018).
 - b) **Regional Language Medium:** Schools where instruction is primarily delivered in the state's official or regional language, promoting native language proficiency and cultural understanding (National Curriculum Framework, 2005).

8. Objectives of the Study

The following objectives were formulated for the present investigation.

1. To study the levels of emotional intelligence among intermediate students.

2. To analyze the differences in the components of emotional intelligence among intermediate students based on the following variables.

a) Type of Family b) Type of School c) Medium of Instruction

9. Hypotheses of the Study

The following hypotheses were formulated to test the stated objectives.

1. Intermediate students do not differ in their levels of emotional intelligence.
2. The emotional intelligence components of intermediate students do not differ significantly with respect to the following variables.

a) Type of Family b) Type of School c) Medium of Instruction

10. Delimitations of the study:

1. The geographical scope of this research is limited to West Godavari, one of the 13 districts of Andhra Pradesh.
2. The study focuses on students studying in junior colleges within the Bhimavaram educational division of West Godavari district.
3. The sample consists of 336 students selected from eight junior colleges in the Bhimavaram educational division.
4. The study is confined to Bhimavaram, which includes two Mandals, considered as a single educational division.
5. The research is restricted to government and private unaided junior colleges within the Bhimavaram educational division.

11. Methodology of the Study

- A. **Method of study:** The present study employed the normative survey method, which is deemed appropriate for this investigation.
- B. **Population:** The target population for this study comprises junior college students from the Bhimavaram educational division, covering two mandalas in the West Godavari district of Andhra Pradesh.
- C. **Sample:** A random sample of 336 intermediate students was selected from eight government and private junior colleges situated in the Bhimavaram educational division using the simple random sampling technique.
- D. **Tool used:** The Emotional Intelligence Test (EIT), developed and standardized by Sharma (2011), consists of 60 items, of which 51 are positively worded and 9 are negatively worded. It measures five key components: self-awareness, managing emotions,

self-motivation, empathy, and handling relationships. **Scoring:** The scale utilizes a Likert-type response format with five options: Always, Most Often, Occasional, Rarely, and Never. Since all items are socially acceptable, scoring is conducted in either ascending or descending order, depending on the wording of each item. For positively worded items, responses are scored as 5 for "Always", 4 for "Most Often", 3 for "Occasional", 2 for "Rarely", and 1 for "Never". In contrast, negatively worded items undergo reverse scoring to maintain consistency in evaluation. The total scores range from 60 to 300, reflecting varying levels of emotional intelligence among respondents. **Validity of EIT:** The construct validity of the Emotional Intelligence Test was evaluated by analyzing the correlations among its five dimensions. The findings indicate that Self-Awareness (SA) is positively correlated with Self-Motivation (MO) ($r=0.484$) and overall Emotional Intelligence (EI) ($r=0.667$). Similarly, Managing Emotions (ME) exhibits a significant relationship with Empathy (E) ($r=0.421$) and EI ($r=0.604$). Additionally, Self-Motivation (MO) demonstrates a strong correlation with EI ($r=0.839$). Empathy (E) is positively associated with Handling Relationships (HR) ($r=0.465$) and EI ($r=0.645$). Lastly, Handling Relationships (HR) shows a strong correlation with EI ($r=0.837$). These results confirm that the test effectively measures Emotional Intelligence by capturing the interconnections among its key dimensions.

- D. **Statistical Techniques Used:** The data in this investigation were analyzed using statistical techniques such as Mean, Standard Deviation (SD), Frequency, and Critical Ratio.

12. Analysis of Data and Interpretation of Results

H₁: Intermediate students do not differ in their levels of emotional intelligence.

To verify this hypothesis, the following procedure was followed. In the EIT, the entire sample was classified into three levels of EI: High, Average, and Below Average. Table 1 provides details on these three categories, along with a written description of each.

Table 1: Classification of the Total Sample on Emotional Intelligence

| Range of Scores | N | % | Classifications |
|--------------------------|-----|-----|-----------------|
| Between 221 & 300 scores | 091 | 27 | High |
| Between 141 & 220 scores | 245 | 73 | Average |
| Between 60 & 140 scores | --- | --- | Below Average |
| Total | 336 | 100 | |

Table 1 classifies 336 intermediate students into three levels of emotional intelligence (EI): High, Average, and Below Average, based on the manual's guidelines. Among them, 27% (91 students) exhibit high EI with scores between 221 and 300, while the majority, 73% (245 students), fall into the average EI range (141–220). Notably, no students scored in the below-average category (60–140), indicating that all participants possess at least a moderate level of emotional intelligence. These findings highlight the varying EI levels among students, with most demonstrating an average range.

H₂: There is no significant difference in the emotional intelligence components of intermediate students based on their type of family.

Table 2: Mean, SD & CR Values for the EI Components of Intermediate Students Based on ToF

| Components of EI | Joint N = 090 | | Nuclear N = 246 | | D | σ_D | CR |
|------------------------|------------------|-------|--------------------|-------|------|------------|--------|
| | M | SD | M | SD | | | |
| Self-Awareness | 38.91 | 6.36 | 38.09 | 6.74 | 0.82 | 0.80 | 1.03* |
| Managing Emotions | 22.49 | 3.96 | 22.23 | 4.28 | 0.26 | 0.50 | 0.52* |
| Self-Motivation | 52.42 | 6.31 | 51.82 | 6.72 | 0.60 | 0.63 | 0.95* |
| Empathy | 33.33 | 4.08 | 32.03 | 4.73 | 1.30 | 0.52 | 2.50** |
| Handling Relationships | 64.57 | 8.31 | 63.41 | 7.86 | 1.16 | 1.01 | 1.15* |
| Overall EI | 211.72 | 20.53 | 207.58 | 21.53 | 4.14 | 2.56 | 1.62* |

*NS at 0.05 level

**S at 0.05 level

Table 2 shows a CR value of 2.50, exceeding the CV of 1.96 at the 0.05 level, indicating statistical significance. As a result, the null hypothesis is rejected, confirming that family type significantly influences empathy in emotional intelligence (EI) among intermediate students. The mean difference (1.30) suggests that students from joint families exhibit higher empathy than those from nuclear families. Conversely, the CR values for self-awareness (1.03), managing emotions (0.52), self-motivation (0.95), handling relationships (1.15), and overall EI (1.62) are below 1.96, indicating no statistical significance. Thus, the null hypotheses are retained, suggesting that family type does not significantly impact these EI dimensions among intermediate students.

H₃: There is no significant difference in the emotional intelligence components of intermediate students based on their type of school.

Table 3: Mean, SD & CR Values for the EI Components of Intermediate Students Based on ToS

| Components of EI | Co-Edn. N = 224 | | Single Sex Edn. N = 112 | | D | σ_D | CR |
|------------------------|--------------------|-------|----------------------------|-------|------|------------|---------|
| | M | SD | M | SD | | | |
| Self-Awareness | 38.68 | 6.56 | 37.56 | 6.77 | 1.12 | 0.77 | 1.45* |
| Managing Emotions | 22.55 | 4.11 | 21.79 | 4.31 | 0.46 | 0.49 | 0.94* |
| Self-Motivation | 53.01 | 6.54 | 49.92 | 6.26 | 3.09 | 0.73 | 4.23*** |
| Empathy | 32.48 | 4.63 | 32.18 | 4.54 | 1.30 | 0.53 | 2.45** |
| Handling Relationships | 64.58 | 7.60 | 62.02 | 8.48 | 2.50 | 0.95 | 2.63*** |
| Overall EI | 211.30 | 20.49 | 203.47 | 22.06 | 7.83 | 2.49 | 3.14*** |

*NS at 0.05 level

**S at 0.05 level

***S at 0.01 level

Table 3 reports CR values of 4.23, 2.45, 2.63, and 3.14, all exceeding the CVs of 1.96 and 2.56 at the 0.05 and 0.01 levels, confirming statistical significance. Consequently, the null hypothesis is rejected, indicating that school type significantly influences self-motivation, empathy, handling relationships, and overall emotional intelligence (EI) among intermediate students. The mean differences (3.09, 1.30, 2.50, and 7.83) favour coeducational students, suggesting they exhibit higher EI in these dimensions compared to those in single-sex schools. In contrast, the CR values for self-awareness (1.45) and managing emotions (0.94) fall below 1.96, indicating no statistical significance. Therefore, the null hypothesis is retained, suggesting that school type does not significantly impact these EI dimensions.

H₄: There is no significant difference in the emotional intelligence components of intermediate students based on their medium of instruction.

Table 4: Mean, SD & CR Values for the EI Components of Intermediate Students Based on MoI

| Components of EI | English N = 198 | | Telugu N = 138 | | D | σ_D | CR |
|------------------------|--------------------|-------|-------------------|-------|------|------------|--------|
| | M | SD | M | SD | | | |
| Self-Awareness | 38.93 | 6.91 | 37.41 | 6.14 | 1.52 | 0.72 | 2.11** |
| Managing Emotions | 22.75 | 3.97 | 21.65 | 4.42 | 1.10 | 0.47 | 2.34** |
| Self-Motivation | 52.53 | 6.54 | 51.20 | 6.64 | 1.33 | 0.73 | 1.82* |
| Empathy | 32.43 | 4.46 | 32.03 | 4.81 | 0.40 | 0.52 | 0.77* |
| Handling Relationships | 64.50 | 7.90 | 62.61 | 8.00 | 1.89 | 0.88 | 2.15** |
| Overall EI | 211.14 | 20.92 | 205.17 | 21.47 | 5.97 | 2.35 | 2.54** |

*NS at 0.05 level

**S at 0.05 level

Table 4 presents CR values of 2.11, 2.34, 2.15, and 2.54, which exceed the critical value of 1.96 at the 0.05 level, indicating statistical significance. Thus, the null hypothesis is rejected, confirming that the medium of instruction significantly influences self-awareness, managing emotions, handling relationships, and overall emotional intelligence (EI) among intermediate students. The mean differences (1.52, 1.10, 1.89, and 5.97) indicate that English medium students demonstrate higher EI in these dimensions compared to Telugu medium students. However, the CR values for self-motivation (1.82) and empathy (0.77) are below 1.96, indicating no significant difference. Therefore, the null hypothesis is retained, suggesting that the medium of instruction does not significantly affect these EI dimensions.

13. Major findings of the study:

1. 27% (91 students) exhibit high EI with scores between 221 and 300, while the majority, 73% (245 students), fall into the average EI range (141–220). Intermediate students differ in their levels of emotional intelligence.
2. Family type significantly influences empathy in emotional intelligence (EI) among intermediate students. Family type does not significantly impact these dimensions- self-awareness, managing emotions, self-motivation, handling relationships, and overall EI among intermediate students.
3. The type of school significantly influences self-motivation, empathy, handling relationships, and overall emotional intelligence (EI) among intermediate students. Whereas the type of school does not significantly impact these dimensions - self-awareness and managing emotions of EI.
4. The medium of instruction significantly influences self-awareness, managing emotions, handling relationships, and overall emotional intelligence (EI) among intermediate students. However, the medium of instruction does not significantly affect these dimensions - self-motivation and empathy of EI.

14. Educational Implications:

The findings of this study offer important insights for enhancing emotional intelligence (EI) among intermediate students. The following educational implications emerge:

1. Since 27% of students demonstrate high EI while 73% fall within the average range, incorporating EI-focused activities into the curriculum is essential. Strategies that

promote emotional awareness, self-regulation, and interpersonal skills can help improve overall EI levels.

2. As family type significantly affects empathy but no other EI dimensions, parental involvement is key. Schools should conduct workshops on parenting strategies and emotional support to foster students' empathy and social adaptability.
3. The impact of school type on self-motivation, empathy, handling relationships, and overall EI highlights the need for customized interventions in co-educational and single-sex schools. Implementing mentorship programs, peer counselling, and collaborative activities can create an emotionally supportive learning environment.
4. Since the medium of instruction influences self-awareness, managing emotions, handling relationships, and overall EI, curriculum designers should integrate EI development into language instruction. Techniques like reflective learning, storytelling, and interactive discussions can enhance these EI dimensions.

15. Suggestions for Further Research:

Future research can expand on the current findings to enhance the understanding of emotional intelligence (EI) among intermediate students in the following ways:

1. Investigating the effectiveness of structured EI development programs within the curriculum through longitudinal studies can provide insights into how targeted interventions impact students' EI over time.
2. Since family type significantly influences empathy, future studies can explore specific parental practices and home environments that shape EI. Comparative research across different cultural and socioeconomic contexts may offer deeper insights.
3. As school type affects self-motivation, empathy, handling relationships, and overall EI, examining the role of school climate, teaching methods, and peer interactions can help identify factors that contribute to EI growth in various educational settings.
4. Given the influence of the medium of instruction on self-awareness, managing emotions, handling relationships, and overall EI, future studies can assess the impact of language proficiency, bilingual education, and instructional strategies on EI development. Research can also explore whether students in vernacular medium schools face unique EI-related challenges.

5. Examining gender differences in EI across family structures, school environments, and language mediums can provide insights into gender-specific approaches to EI enhancement.
6. Comparative studies across different regions or countries can help distinguish universal and culturally specific factors influencing EI, offering a broader perspective on its development.

16. Conclusion:

The study highlights the varying levels of emotional intelligence (EI) among intermediate students and the significant influence of family type, school type, and medium of instruction on specific EI dimensions. While most students demonstrate average EI, targeted interventions can further enhance their emotional skills. The findings suggest that family type significantly impacts empathy, emphasizing the need for parental involvement in EI development. Additionally, school type plays a crucial role in shaping self-motivation, empathy, handling relationships, and overall EI, indicating the importance of emotionally supportive learning environments. The medium of instruction influences self-awareness, managing emotions, handling relationships, and overall EI, underscoring the need for integrating EI training into language education. These insights call for structured EI programs, parental engagement, and educational strategies tailored to different school environments and instructional mediums. Future research can explore long-term EI interventions, cultural influences, and gender-specific EI development to further enrich the understanding and application of emotional intelligence in education.

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