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IMPORTANCE OF COMMERCE EDUCATION -A LITERATURE SURVEY

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Abstract Commerce education is a part of liberal education. But besides satisfying the usual needs for its inclusion as a subject in the curriculums- such as intellectual cultural, moral, aesthetic, 23 utilitarian as well as vocational values commerce learning provides training in commercial outlook and also help to develop a commercial attitude of mind in the learner. The qualities imbibed by the learner through learning commerce are valuable for a citizen living in the society. Commerce is now a compulsory subject in every system of school education right from the elementary stage. In the past commerce has to struggle long and hard for its rightful place in the school curriculum. There was a time when commerce was considered an inferior subject to study and the meritorious students were supposed to study science, classics engineering and mathematical subjects. New ideas or inventions in commerce were not immediately accepted in the society and looked upon with suspicion.

KEY WORDS: commerce, education.

1.0 Introduction

Commerce as a subject and as a matter of fact has been gaining fast gaining importance as a career choice in India. It is a division of trade or production which deals with the exchange of goods and services from producer to the consumer. Commerce functions as the central mechanism which drives capitalism and certain other economic systems. Commerce involves trade and aids to trade which help in the exchange of goods and services.

1.1 Commerce Education

Commerce Education, as a branch of knowledge imparts experience of business world at a large in all its manifestations. Chesseman defined Commerce Education as - "Commerce education is that form of instruction which both directly and indirectly prepare the business man for his calling". The commerce education is primarily meant for providing the students in-depth knowledge of different functional areas of business so as to prepare people required by the community for the purposes of trade, commerce and industry. Importance of Commerce Education Commerce education had developed to support the growing needs of business houses. However, over the years, there has been a fundamental shift in the very approach of commerce education; from a professional to a theoretical education. At this juncture there is a need to redefine the commerce education in the changing scenario and strengthen it further. Globalization and Technological trend have made difficult for organizations to survive in the competitive world. As a result the importance of Commerce education has been increased many folds. The School of commerce should play pivotal role in equipping our future dynamic managers with the emerging trends of Commerce skills to face the challenges of dynamic business world. Challenges and Opportunities in Commerce Education Commerce is considered as one of the most popular career options in India. Commerce education is the backbone of the business and serial development of the nation. This education stresses on developing the people and making effective use of available resources.

1.2 Importance of Commerce

Satisfy human wants: Commerce tries to satisfy human wants. Human wants can be categorized as Basic wants and Secondary wants. Human wants can't be ending. Commerce has made a distribution of goods potential from one part of the world to the other part. Nowadays we can purchase anything produced anywhere in the world office line as well as online. This has enabled man to satisfy his uncountable wants and thereby promoting social welfare.

1.3 Commerce links producers and consumers: Production is meant for ultimate consumption. Commerce makes possible to link producers and consumers through retailers and wholesalers and also through the aids to trade. Consumers get information about different goods through advertisements and salesmanship. The manufacturers are commonly up-to-date about the likes and dislikes of the consumers through marketing research. Thus commerce creates contact between the centers of production and consumption and links them.

1.4 Increase living Standard: Commerce has increase our standard of living. Standard of living. It refers to a quality of life enjoyed by the members of a society. In simple words when a man consumes more products his standard of living improves. To consume a multiplicity of goods he must be able to secure them first. Commerce helps us to get what we want at right time, right place and at the right price and thus helps in improving our living standard.

1.5 Generates employment opportunities: Commerce has generated a lot of opportunities for the world. The growth of commerce, industry, and trade bring about the growth of agencies of trade such as insurance, transport, warehousing, banking, advertising, etc. These agencies need people to look after their operational. An increase in production results in increasing demand, which further results in improving employment opportunities. Thus the growth of commerce generates more and more employment opportunities for millions of people in a country.

2.0 Review Of Literature

Studies Related to Personality

Polleys (2001) investigated the relationship between self regulated learning (SRL) personality and achievement. Results showed that significant relationship between SRL and personality were found in 17 instances out of a possible for the whole group of subjects. The JP personality preference was the most powerful predictor of self regulated groups. Although the personality – SRL relationships remedial and remedial groups, the overall multivariate test showed no significance; hence, achievement was not found to be a moderator of the personality SRL relationships.

Paunonen & Ashton (2001) in a large sample study of 717 subjects 190 male and 527 female undergraduate students described two board big five factor measures, and were compared with two narrow personality trait measures in the prediction of final grades in an undergraduate psychology course. The two factors evaluated as predictors were conscientiousness and openness to experience or intellect. The traits evaluated, which were constituents of the respective factors, were need for achievement and need for understanding. In each comparison, the lower level traits measure did better than its higher level factor measure in the prediction of course grades.

Rinderman & Neubauer (2001) investigated the influence of personality on three aspects of cognitive performance : processing speed, intelligence and school performance. Result show a weak multiple correlation of personality with processing speed ($r = 0.32$) a medium correlation with intelligence ($r = 0.51$) and a high correlation with grades ($r = 0.69$). Processing speed tests allow one to measure cognitive abilities in a less biased from than intelligence tests, whereas school performance could be influenced in a positive or negative way by personality factors like self – concept, anxiety or motivation.

Hair et al. (2003) explored the general hypothesis that personality, self esteem and teachers' ratings of adjustment during the middle school years predict later life outcomes during high school. Overall results indicate big five personality characteristics were more stable than self esteem across the transition period. Agreeableness and openness assessed in middle school are related to later scholastic competence and behavioral conduct, academic success and adjustment in high school. Result were discussed in terms of personality development and self evaluation.

Aluja & Blanch (2004) found that the scholastic aptitudes were the most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although the students with higher scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover female obtained higher academic achievement scores than males. These differences could be explained by the fact than females showed a more socialized personality pattern and better and better study habits.

Hu (2004) used the big five personality questionnaire in this study in order to investigate on 379 students of hospitality education (both female and male with age range 19 to 25, on average 20.88 years old) in Taiwan. He found that different dimensions of big five personality traits were positively related to learning motivation and openness to experiences and conscientiousness could be as predictors of learning performance.
Laidra, Pullmnn and Allik (2006) studied general intelligence and personality traits from the five factors model were studied as predictors of academic achievement. Intelligence was found to be the best predictor of students' grade point average (GPA) in all grades. Among personality traits openness, agreeableness and conscientiousness correlated positively and neuroticism correlated negatively with GPA in almost every grade. When all measured variable were entered together in to a regression model, intelligence was still the strongest predictor of GPA, being followed by agreeableness in grade 2 to 4 and conscientiousness in grades 6 to 12. Interactions between predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.

Shokri et. al. (2007) used the big five factor Inventory in their study in order to investigate on 419 university students (both female and male) in Iran. They found that openness to experiences, conscientiousness and agreeableness had a significant positive relationship with deep learning and openness to experiences and conscientiousness had a negative relationship with surface learning. In addition, they found that neuroticism and extraversion had a significant relationship with surface learning.

Nagarjuna and Mamidenna (2008) conducted a study entitled on "Personality characteristics of commerce and engineering graduates – A comparative study." Results showed that there were no significant differences among students in the personality profiles based on academic background except for measures of sensivity and perfectionism. Another findings also indicated that there were significant gender based differences in some measures of personality like warmth, sensitivity, vigilance, abstractedness and openness to change.

Chamorro – Premuzie and Farnham (2008) used the NEO – PI – R in their study in order to investigate on 158 university students (both female and male, with age range of 18 to 21 and on average age 19.2 years old) in London. They found that academic performance was correlated with openness to experiences and conscientiousness.

Oyesaji (2009) used the NEO big five factor inventory in order to investigate on 450 students (both female and male with age range 17 to 21) in Nigeria. It was found that the big five factors of personality were positively associated with academic self efficacy of educationally distressed adolescents.

Raveendran, et.al. (2011) investigated relationships between numerous predictors and academic abilities. Result revealed that extrovertedness, conscientiousness and openness were positively associated with students' academic performance while neuroticism and agreeableness were negatively associated with academic performance. In addition, in this study, researchers could not identify a significant relationship between big five traits and academic abilities. The findings reported from this study bring a considerable understanding of the relationship between personality traits and academic performance (GPA).

Kumar & Dixit (2011) examined the difference between the over under achievers students of English and Hindi medium schools of Kanpur region on the basis of the study habits and personality. The result indicate that the over achievers are those, whose achievements are higher than the level of their abilities. These over achievers of English and Hindi medium have better study habit and they are propetted by positive personality traits. Under achievers have faulty study habits also they lack enthusiasm and are emotionally instable.

Kuo, Chen & Chen (2011) investigated whether personality and motivation of Junior college students were related to chemistry academic achievement. Results showed that positive and significant relationship between chemistry academic achievement and extraversion personality traits. Also, chemistry academic achievement and overall motivation have positive and significant relationship. In terms of the relationship between each construct of personality and motivation, also found that neuroticism and extraversion were negatively related with achievement goal and learning environment stimulation. Conscientiousness was also negatively related with achievement goal. Openness and agreeableness do not have any significant relation with each construct of motivation.

Tshui & Cai (2011) investigated birth order effect on personality and academic performance amongst 120 Malaysians. Besides, it also aimed to examine the relationship between personality and academic achievement. Results indicated the participants of different birth positions did not differ significantly in terms of personality and academic performance. However, person's correlation showed that extraversion correlated positively with academic performance.

Al-Quaisy & Khuffash (2012) found the significant difference between high and low achievers specific to gender on personality trait factors. Among a sample of 275 adolescents in the age group of 18-22 years. The result indicate that high achievers are more intelligent and bright than the low achievers, high achieving females show the highest scholastic capacity than the high achieving males. Low achieving males and low achieving females It is also indicate that high achievers are more emotionally calm, stable and face reality appropriately than low achievers. But there is no difference between high and low achievers in excitability.

Kumar (2012) examined the relationship between academic achievement, sociability, self confidence and ambitious of high school students. The result showed that the personality traits sociability, self confidence and ambitious is significantly and positively correlated with significantly and positively correlated with academic achievement of high school students.

Wawire (2012) investigated the influence of some selected personality variables : introversion/extroversion, birth order and gender on academic achievement of high school students in Kenya. The participants in the study were 78 boys and 92 girls. The findings of the study show that the mean academic performance of introverts is higher and significant than the mean performance of extroverts. There is a strong and positive relationship between ordinal position and academic achievement. There is a decreasing achievement with subsequent siblings, last borne being on the defeat. And there is a significant difference in student's academic performance due to gender. Male gender outshine their female counterparts.

Binukumari and Kavitha (2013) conducted a study entitled on "Trait complex and academic achievement : Old and New ways of examining personality in education." The study investigated the influence of personality and related traits on academic achievement have focused on grades (often with very skewed distributions or restricted ranges) or level of highest educational attainment. Personality and other traits associated with typical behavior as opposed to maximal performance are expected to have their greatest influence when the situational press is low. Therefore the most promising avenues for future research in this area will be for investigators to take a broader view of educationally relevant behavior when the behavior of the student is not highly constrained.

Studies Related to Study Habits

Kovach, Fleming and Wilgosh (2001) investigated the relationship between secondary post-secondary students thoughts about achievement and their study habits.

The findings indicated that students with a more incremental view of intelligence reported better study habits, similarly, students who reported liking school more or who considered themselves to be good students all reported better study habits. A positive correlation was observed between students' reported grades, their study habits and their thoughts about achievement.

Riaz, kiran and Malik (2002) studied that relationship of study habits with educational achievement. The analysis of the data has established that there existed a significant and positive relationship between achievements of the students and the said factors like schedule of study habit of notes taking and writing back.

Derossis et al. (2004) studied to evaluate the study habits (SHs) of surgery residents preparing for the annual American Board of surgery in- training Examination (ABSITE). The correlations of surgical resident ABSITE performance with SSHA scores were on the same order of magnitude as those of college students and academic performance with the original SSHA. Although SH in this study accounted for a measurable yet small contribution to ABSITE performance, this contribution was not enough to consider using the SSHA instrument in its current modified form as a diagnostic and counseling tool. Published instruments not specifically designed for residents may not be tailored enough to measure residents' unique SH.

Nandita & Tanima (2004) found that there exists a positive and significant relationship between attitude towards studies and academic achievement and between study habits and attitude towards studies.

Bala, Gakhar & Chopra (2006) investigated the contribution of teacher-parental support, study habits, mathematical aptitude and mathematical aptitude as predictors of mathematical achievement of the students. The sample of the study comprised of 756 students of class XII. The findings revealed that two independent variables i.e. teacher parental support and mathematical aptitude were found to be good predictors in predicting the mathematical achievement of students.

Hussian (2006) examined the effect of guidance services on student's study attitudes, study habits and academic achievement. An experimental study was devised for the purpose a guidance programme for secondary school students was developed by the researcher. The result of the study indicated that the guidance services have significant effect on the student's study attitude, study habits and academic achievement.

George (2006) examined the influence of certain psycho-social correlates on pupils in the acquisition of biological concept. The psycho-social correlates; intelligence, home environment and study habits changes with sex, location and type of school. But the correlate attitude towards science does not change with changes in these background variables. The relationship between study habits and acquisition of biological concepts in significant and positive.

Chanmin (2007) examined the effect of motivation, volition and belief change strategies on attitudes, study habits and achievement in Mathematics education. The result indicated that a combination of motivation and volition Chang strategies and belief Chang strategies seemed to have had less impact on attitudes and study habits.

Crede & Kuncel (2008) found that study skill inventories and constructs are largely independent of both high school grades and scores on standardized admissions tests but moderately related to various personality constructs; study motivation and study skills exhibit the strongest relationships with both grade point average and grades in individual classes. Academic specific anxiety was found to be an important negative predictor of performance. Scores on traditional study habits and attitude inventories are the most predictive of performance, whereas scores on inventories based on the popular depth-of-processing perspective are shown to be least predictive of the examined criteria. Overall study habit and skill measures improve prediction of academic performance more than any other non-cognitive individual difference variable examined to date and should be regarded as the third pillar of academic success.

Nouhi et al. (2008) investigated the study skills and habits of medical students and their educational achievement. The results showed that study skills had a significant correlation with educational achievement ($r = 0.101$, $P < 0.05$) while study habits correlation with education achievement was not significant ($r = 0.085$, $p > 0.05$). Although male scored slightly better in study habits and all components of study skills but superiority was only significant for reading comprehension and speed.
Abdullahi (2010) studied to compare Kwara state secondary school students' study habits in English using some variables in their home background and personal factors so as to examine the implication for counseling purposes. Results from students' t-test statistical procedure revealed that there is significant difference between the various categories of students in the study habits variables of home work and assignment, time allocation to study, reading and note-taking, concentration and teacher consultations.

Singh and Johan (2010) made a investigation about the study habits of visually impaired students in relation to their study related variables. The findings of the study reveal that students possessed good and satisfactory level of study habits. The association between study habits of student and their age, sex, grades, socioeconomic status and parental education were found statistically significant. Study related variable like attitude towards teachers, attitude towards education, self confidence, concentration, coping with mental conflicts school and home environment, home assignment and attitude examination were found significantly related to study habits of students.

Tope (2011) investigated the effects of study habits on the academic performance of students' using some selected senior secondary schools in Ijebu-ode local government area of Ogun state as a case study. The result showed that family background, peer group pressure, personality type of the student and the school environment all affect the reading habit of student in secondary schools. Data was analyzed using percentage.

Lavasani, et.al. (2011) conducted a study entitled the role of achievement goals, academic motivation and learning strategies in statistics anxiety; testing a casual model; the findings from the study indicates that achievement goals affect statistics anxiety more often through academic motivation and learning strategies.

Rana and Kausar (2011) conducted a study entitled the comparison of study habits and academic performance of Pakistani British and White British students. Statistical analysis revealed that although White British student had significantly better study habits than the Pakistani British but no significant difference was found in their academic performance. Country of origin and schools had significant interactive effect on study habits of students but did not have an interactive effect of academic performance of the students.

Studies Related to Emotional Intelligence

Drago (2000) examined the relationship between emotional intelligence and academic achievement in non-traditional college students. In this study emotional intelligence, achievement motivation, anxiety and cognitive ability were predictor variables. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students' ability to recognize, use and manage their emotions. This suggests the need to incorporate emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

Maree and Ebersohn (2002) examined the possible meaning of the construct "emotional intelligence". Two case studies of adolescent males are presented and indicate that emotional intelligence has a significant impact not only on the qualitative level of intelligence actualization but also on the quantitative level of intelligence measurement and scholastic achievement.

Lance (2003) studied to explore the relationship between emotional intelligence and adolescent deviancy. The primary goal of this study was to investigate the relation between 1) overall emotional intelligence plus its subscales an overall normative deviant behaviour and 2) emotional intelligence subscales and subscales of a deviancy measure. Findings reveal that overall emotional intelligence was not correlated with overall deviant behaviour.

Brackett et al. (2004) assessed the discriminate, criterion and incremental validity of an ability measure of emotional intelligence (EI). College students (N = 330) took an ability test of EI, a measure of the big five personality traits, and provided information on life space scales that assessed an array of self care behaviour, leisure pursuits, academic activities, and interpersonal relations. The findings remained significant even after statistically controlling for scores on the big five and academic achievement. In this

sample, EI was significantly associated with maladjustment and negative behaviour for college aged males, but not for female.

Blackburg (2005) found that although students' emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self efficacy (self-confidence and knowledge that one can handle any problems or challenges effectively) and that having more self-efficacy in turn enhanced their academic performance.

Abraham (2006) studied on emotional intelligence has indicated that training in appropriate skills is essential for preparing people for career success and fulfilment. Thus, it is important that students graduate with well honed levels of emotional intelligence. It is a prime responsibility of educators to convert theories and research into practical applications in the courses (Mayers and Tucker, 2005). Therefore, as research has determined that university students need EI skills and ways of achieving this have been theorized, it is now necessary for educators to actually implement these change into their educational programs.

Marquez et al. (2006) investigated the discriminate criterion and incremental validity of an ability measure of emotional intelligence. The study examined relations between emotional intelligence and important social and academic outcomes for high school students. The results support the incremental validity of emotional intelligence and provide positive indications of the importance of emotional intelligence in adolescent's academic and social development.

Aremu et al. (2006) investigated the relationship among emotional intelligence, parental involvement and academic achievement of 500 senior secondary school in Ibadan, Nigeria. Results showed that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there were significant positive relationship between emotional intelligence and academic achievement; and between parental involvement and academic achievement.

Killgore & Todd (2007) studied the relationship between activities in these brain regions and emotional intelligence (EQ) during adolescence, a time of particular importance for emotional and social development. The findings suggests that the construct of self-reported EQ in adolescents is inversely related to the efficiency of neural processing within the somatic marker circuitry during emotional provocation.

Bennington (2007) studied a relationship between emotional intelligence and communication skills? Employers want employees with well developed written communication skills. Business communication courses are designed to develop students' communication skills. The study seeks to identify the relationship between students' emotional intelligence and students' writing skills in the business communication course in order to gain insights for improving student writing. The results of this preliminary analysis of relationship are anticipated to contribute to the design of

future research, which in turn may lead to the development of classroom interventions to improve students' communication skills.

Downey et al. (2008) examined the relationship between emotional intelligence and scholastic achievement in Australian adolescents. Academic success was found to be associated with higher level of total emotional intelligence, via assessment of the EI of different academic level (80th percentile, 20th percentile, and middle groups). It was concluded that the development of EI may offer educators significant opportunities to improve scholastic performance and emotional competencies.

Shipley et al. (2008) investigated the effect of emotional intelligence, age, work experience and academic performance of 193 under graduates business students. Emotional intelligence was found to be positively associated with work experience. Despite this finding, emotional intelligence was not significantly associated with age. Global trait emotional intelligence was not significantly associated with academic achievement, however, student in the mid range GPA had a significantly higher mean "well being" factor score than students in the lower and higher range GPA.

Dey (2009) examined the influence of emotional intelligence on academic self-efficacy and achievement. The participants in the study were 150 undergraduate students at Raipur in the state of Chhattisgarh. Two valid and reliable instruments were used to asses emotional intelligence and academic self-efficacy while participant 12th annual marks were used as a measure of academic achievement. Descriptive statistics, Pearson Product Moment correlation and hierarchical regression analysis were used to analyze the data. The result demonstrated that emotional intelligence and academic achievement. On the basis of findings, it is suggested that emotional intelligence should be integrated in to undergraduate curriculum.

Kritika, Sangwan & Duhan (2009) studied that slow learners have intelligence quotients between 76 and 89 and they constitute about 18% of the student population. Result revealed that more than 60% of young adolescents had below average intelligence in most of the aspects of multiple intelligence except in musical, naturalistic and mathematical intelligence. Above 75% of the adolescents were in below average category in interpersonal, linguistic and existential intelligence and only nearby 20% respondents performed average on these aspects.

Srivastava and Mukhopadhyay (2009) investigated the levels of alienation and emotional intelligence of adolescents with internalizing symptoms. The result obtained from ANOVA revealed that the affected group is significantly alienated and emotionally immature in awareness and management compared to their comparative normal group.

Singh & Singh (2009) explored the influence of emotional intelligence and learning styles on academic achievement of university Technology Mora Sarawak students. The findings showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement.

The level of emotional intelligence of the students was found to moderate and no dominant learning style was found amongst the students. The study concluded that emotional intelligence and learning style have a positive impact on students' academic achievement.

Hammed (2010) investigated the impact of emotional intelligence and self efficacy training on academic achievement in English language of students in senior secondary schools.

Adetayo et al. (2011) investigated emotional intelligence and parental involvement as predictors of student's achievement in senior secondary financial accounting. Findings from the study revealed that both emotional intelligence and parental involvement predict students' achievement in financial accounting.

Arockiam & Selvaraj (2011) found the relationship between emotional quotient and recollection and retention in E-learning. The experimental results show that there is a positive relation between EQ and R & R factors in the learning process.
Shahzada et al. (2011) investigate the nature of the relationship between emotional intelligence and students' academic achievement. Results of the study showed that there is a significant relationship between emotional intelligence and students' academic achievement. It was recommended that component of emotional intelligence should be taught in school and should be included in school curricula.

Krishnamurthy and Amutha (2011) conducted a study entitled on "Higher secondary students' achievement in commerce in relation to their emotional intelligence." The study concluded that the higher secondary school student's achievement in commerce is at moderate level. Further, gender, locality and type of school make significant difference in the achievement of commerce student. But religion, family size and family income make no significant difference. Similarly with regard to emotional intelligence, entire and sub sample fall in the category of average level of emotional intelligence. Gender, locality and religion causes significant difference in the emotional intelligence level and type of school family size and family income cause to significant difference. But higher secondary school commerce student's achievement is significantly related to their emotional intelligence both entire and sub sample wise.

Jayawardena (2012) conducted a study entitled "Assessing the emotional intelligence of Shri Lanken high school students: A case study." Result showed that mean values indicated a superior level of emotional intelligence among boys, in comparison to girls. Science subject stream based students possessed a slightly superior level of emotional intelligence in comparison to Commerce and Arts subject stream based student. High school adolescents have found it difficult to manage their emotional situations.

Yahaya et. al. (2012) examined the impact of the five emotional intelligence element identified as self – awareness, emotional management, self motivation, empathy, interpersonal skills towards secondary school students' academic achievement. The

results showed that the significant relationship between self awareness (r = 0.21), emotional management (r = 0.21) and empathy (r = 0.21) at the level of P < 0.05 with academic achievement. Multiple regression analysis (stepwise) result showed that only three element of emotional intelligence which is self awareness (B = 0167) accounted for 8.71 of variation in criterion (academic achievement). Research also presented a model designed to reflect the relationship between the elements of emotional intelligence and academic achievement.

Kalhatra (2012) found the relationship between emotional intelligence and academic achievement of school children. In this study it is found that positive correlation between emotional intelligence and academic achievement of school children in all the four areas. It also seems that those children who have high emotional intelligence will also be high academic achievers. Girls are emotionally intelligent than boys. It may help them in perceiving assimilating, understanding and managing of emotional then boys.

Ray et al. (2013) conducted a study entitled "Emotional intelligence and academic achievement motivation among adolescents: A relationship study." The findings of the study reveal positive relationship between emotional intelligence and academic achievement motivation. The study also reveals that student with high, average and low academic achievement motivation differ from one another on emotional intelligence.

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