Role of Emotional Intelligence in Students' Learning at Secondary Level

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ABSTRACT

Current study was to examine role of emotional intelligence of a child for students' learning at secondary School level. 1) Determine how emotional intelligence affects secondary school students' learning; this was the study's main goal. 2) Investigate the connection between secondary residents' academic achievement and emotional intelligence, taking into account demographic factors such as geography and gender. 3) To compare educational attainment and emotional intelligence between private and public secondary schools. 4) For pupils studying science, arts and contrast emotional intelligence with secondary education. This Correlational descriptive study examined emotional intelligence and student learning as two separate factors. There was one inventory i.e., Emotional Quotient Inventory (EQI) (5-point likert scale) with consistency (Cronbach's Alpha 0.96). This study was conducted at MULTAN district at secondary level. 3379 students were selected as sample from public and private schools, with 1763 males and 1616 females and selected schools were surveyed to collect the data. After data collection, the data has been analyzed and main interpretation has been made from the data analysis. The statistics showed that students who did well had a high mean value, whereas those who fared poorly had a low mean value. The findings imply that in attendance is a link among emotional intelligence and academic achievement between students. Furthermore, it has been found that, independent of a student's gender or place of residence, their emotional intelligence is intrinsically linked to their academic success. But private schools have more mean value as compare to public schools which means that private schools have increased the emotional intelligence level for effective learning. It is also concluded that science students have high mean value which means selection of subject also influence directly the emotional intelligence for effective learning. This suggests that teenagers' emotional intelligence has a major impact on their high school academic achievement. It is advisable to consider incorporating extracurricular activities and programs designed to improve the emotional intelligence of adolescents. Also there must be such curriculum be arranged which create not only learning environment and build up the sense of academic achievements, but social interaction, career development, and emotionally stability.

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1. Introduction

Since emotional intelligence and cognitive ability are correlated, emotionally intelligent people are skilled at navigating and adjusting to their environment (Salavera, Usán, & Jarie, 2017).

1.1. Key Components of Emotional Intelligence

According to J. D. Parker, Saklofske, Wood, and Collin (2009), the construct of emotional intelligence encompasses five key components:

1. Self-awareness, which involves identify and accepting one's own emotions;
2. Emotion regulation, which pertains to effectively organization and calculating one's emotions;
3. Self-motivation, which involves harnessing emotions to drive oneself towards goals and aspirations;
4. Empathy, which entails perceiving and comprehending the emotions of others;
5. Social skills, which encompass the ability to build up and sustain positive interaction with others.

It is a common saying about emotional intelligence that someone has it and that someone can learn it (R. S. Parker, Pettijohn, & Rozell, 2011). According to recent studies on personality, those with strong emotional intelligence and public speaking skills are more likely to succeed in their personal life. In addition to being more adept at handling pressure, those with strong emotional intelligence and self-regulation also have superior analytical skills. The combination of the rigorous academic requirements and the social atmosphere in secondary schools might make it difficult for kids to reach their full potential and achieve academic success. So, students have to build up the emotional abilities to survive with the studies and social environment of the secondary schools (Rivers, Handley-Miner, Mayer, & Caruso, 2020). Schunk (2012) said in his views that it can be very easy to say that difficulties in learning have a very casual effect on learning. Teachers and parents are always so worried about the learning difficulties of their children, and these concerns can put pressure on them. Such children may have less sense of worth and low exciting brains and can also be weaker in self-evaluation (Taylor, 2001).

If we want students to have a strong personality, then they should learn some essential life skills like creative thinking and strong communication skills. It is very important to have an emotional mind to build up such characteristics in the learner to facilitate constructive and creative thinking as well as powerful and wise reactions to actions (Nelson, Nelson, & Low, 2006). Purely educational academic perception is not so productive and fruitful for today's society, and this educational academic perception can be made better with the understanding of the emotional health and social skills of learners (Mayer, Caruso, & Salovey, 2016). Mayer, Caruso, and Salovey (2016) used the word emotional intelligence for the very first time in the early 1990s in their academic papers as a kind of "social intelligence," which has the power and quality to check the passions, feelings, and thoughts of oneself and others too; to create a difference between two; and also for the direction of actions and meditation. They defined emotional intelligence such that emotional intelligence means to look upon the emotions and position of not only oneself but also others, to evaluate the differences between them, and to try to use such information for one's actions, feelings, and thinking that relate to them (Mayer, Caruso, & Salovey, 2016).

Directions of Emotional Intelligence:

Goleman, Boyatzis, and McKee (2002) clarified the emotional intelligence model into four directions:

1. Relationship management,
2. Self- awareness,
3. Social awareness,
4. Self-management.

Correlation organization means having the capability to motivate and inspire other people to achieve the predicted results. Self-awareness means the capability of inquiring about the emotions, perceptions, resources, differences, thoughts, actions, and reactions of oneself. Social awareness means having awareness of people's feelings, emotions, requirements, interests, and understanding with respect to social networks. Self-management means the aptitude to manage emotion, incentives and resources to achieve goals (Goleman, Boyatzis, &

McKee, 2002). According to Gottman (2014), there is a connection between students' academic performance and the culture of schools and colleges, and this connection depends on the presence of emotionally intelligent students. These learners demonstrate a positive and supportive relationship with their peers, hence enhancing their ability to effectively employ learning methodologies. In order to enhance students' decision-making abilities, it is imperative to cultivate emotional stability among them (Wei, Chen, & Qiu, 2023). Emotional intelligence is a comprehensive and influential aptitude that can significantly impact various qualities and abilities, whether they support or hinder them. According to Olatoye and Aderogba (2012), emotional intelligence can be understood as the amalgamation of several characteristics that contribute to an individual's achievement.

Emotional intelligence (EI) refers to an inherent and genetically influenced capacity that can be cultivated through life experiences or impaired as a result of life experiences. The development of a robust personality is essential due to its influence on success in life as well as daily emotional and social interactions. This is particularly pertinent in the context of emotional intelligence, which is known to be impacted by numerous environmental circumstances (Wei, Chen, & Qiu, 2023). MacCann, Jiang, Brown, Double, Bucich, and Minbashian (2020) were the personnel who brought about the revolution in the idea of emotional cleverness. He held the opinion that emotional intelligence is the potential of knowing our own emotions and feelings, as well as those of others, to get ourselves motivated and energetic and to maintain our effective relationships with other members of society. On an international level, it has been proven that the emotional intelligence and effectiveness of organizations have a strong correlation with each other. There is a strong positive relationship between kids' academic success and their emotional intelligence (MacCann et al., 2020; Wong & Law, 2017). In all educational institutes, i.e., schools, colleges, universities, and madrassas too, emotional intelligence has played a vital role in critical thinking, the positive process of learning, and the discovery of new things.

1.2. Statement of the Problem
To deal with the environmental and social demands and stresses, emotional intelligence emphasizes non-intellectual capabilities that impact the person's capabilities to deal with all the demands and stresses of society. To solve the daily routine problems, this type of intelligence is more important to build up creativity and to build up one's emotions positively. Emotional intelligence is not only one factor in a successful educational life but can impact many other factors. Research has proven that for better educational success, emotional intelligence is very important. Cognitive intelligence does not have a greater impact on successful life outcomes than emotional intelligence. So, the statement of the problem is a study to find out the "Role of Emotional Intelligence in Students' Learning at Secondary Level."

1.3. Objectives of the Study
The main goals of the study had been discussed in the thesis were:

1. To find out the outcome of emotional intelligence on students' learning at secondary school level.
2. To evaluate the diversity among emotional intelligence and students' learning at secondary school level on the basis of demography i.e. gender, locality.
3. To evaluate emotional intelligence and students' learning at secondary school level on the base of the public and private schools.
4. To evaluate emotional intelligence and students' learning at secondary school level on the base of science and arts students.

1.4. Research Question
1. What is the result of emotional intelligence on students' learning at secondary level?
2. What is the distinction among emotional intelligence and students' learning at secondary school level on the basis of demography i.e. gender, locality?
3. Is there any comparison among emotional intelligence and students' learning at secondary school level on the basis of the public and private schools?
4. How would you evaluate emotional intelligence and students' learning at secondary school level?

2.   Study Design

In the current study non-experimental, quantitative and descriptive correlational study design had been used. Descriptive research is generally appropriate for breaking down genuine and available situation. It requires comprehension of goals, perception, issue and understanding the exploration question. Questionnaires, surveys, experiments and collect the data of already planned and ready-made tools that provide the researcher statistical data and after applying statistical tools we get the results. Correlation research design has been used to analyze correlation and variation in one factor related to variation in other factor or factors with respect to coefficient correlation value. The current study investigated the impact of social intelligence on graduate students' academic success using a descriptive survey design.

2.1.   Population of the Study

According to the BISE Multan there were total 37381 students (19958 males and 17423 females) enrolled in the 10th class in all public and private schools of Multan district in 2021 session. There were 19709 students (10590 males and 9119 females) enrolled in public schools, and 17672 students (9368 males and 8304 females) were enrolled in all private schools of Multan district.

2.2.   Sample of the Study

Random stratified sampling technique was used to choose the sample of study. There were 3379 students (1763 males and 1646 females) selected. Total 1745 students (945 males and 800 females) were selected from public schools and 1634 students (818 males and 816) females were selected from all private schools of Multan district.

2.3.   Development of Research Tool

One questionnaire Emotional proportion record (Bar-On, 1997) was merged, adapted and used in the present study.

2.3.1. Emotional Proportion Record

Questionnaire's items were extracted from the original questionnaire according to the requirement of the present study. Questionnaire was designed on the pattern of Likert Scale in which responses of selection were Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Their scores for statistical analysis were 1, 2, 3, 4, 5 respectively.

2.3.2. Adaption of Research Tool

Present research was conducted by using an modified survey of Baron Emotional proportion record developed and consistent by Revenue BarOnin 1997. The inventory consisted on two factors; there were 35 items with two sub sections named Emotional Intelligence with Self and Emotional Intelligence with Others which contain 17, and 18 items respectively.

2.3.3. Research Tool Validation

Expert opinion and pilot testing conducted to validity of the research means to assess the suitability and sufficiency.

2.3.4. Expert Opinion

The inventory had been approved during many selection and rejection criteria before finalization. The record was consulted by the panel of ISP specialist before assembling. Their suggestions were valuable and most precious and totally reliable to make amendments in survey according to the desired requirements of the questionnaire.

2.3.5. Pilot Testing

Pilot testing have been done by the researcher that validate all levels integrated in raising the study plan. The data was collected from 50 students for pilot testing. This sample had not been included in the main research.

2.3.6. Cronbach's Alpha Reliability Statistics

Reliability shows the consistency in the test items or questionnaire items over time. IBM SPSS software has been used to examine the reliability of both inventories. Since it gauges the scale's internal consistency, the Cronbach's Alpha coefficient is the most trustworthy reliability

indicator for 5-Point Likert scales (Whitley & Ball, 2002). For Emotional Quotient Inventory (EQI) Cronbach's Alpha value was 0.731.

2.3.7. Data Collection

According to the planned time table, the researcher had gone to the different classes of 10th to administer the tool of the research. The pupils from each class had been chosen by using the systematic informal selection method. After that the purpose of the data collection had been briefly explained to the school children by the researcher or by the allotted teacher before the allocation. Total 3392 questionnaires were distributed to students and 2903 were got back. Response rate was maximum. Response rate was maximum(89%).

2.3.8. Analysis of Data

Data analysis is the most crucial step to conclude the outcomes of questionnaires of data. Data have been analyze during arithmetical descriptive by using "Statistical Package for Social Science" (SPSS) software. Data analysis is the process of extracting meaningful information for reading or research by cleaning, transforming, and presenting data in a certain way. PC programming, data entering, records scoring, data sorting, and score categories are all crucial components of the quantitative analysis information inquiry process. The two main methods used in quantitative research are descriptive and inferential statistics. Score dispersion, which includes inter-score correlation as well as measurements like range, standard deviation, and distribution, offers descriptive insights (t-test or ANNOVA) (Creswell, 2015).

3.   Result
3.1.   Descriptive Analysis of Demographic Variables

Current part showed the graphic analysis of demographic information. Table 1 shows different categories, occurrence (N) and fraction.

Table 1: Descriptive analysis of demographic information of student

Sr. No	Factors	Categories	N	Percentage %
1	Location	Urban	1733	59.7%
		Rural	1170	40.3%
		Total	2903	100.0%
2	School Sector	Public	1431	49.3%
		Private	1472	50.7%
		Total	2903	100.0%%
3	Gender	Male	1515	52.2%
		Female	1388	47.8%
		Total	2903	100.0%
4	Subject of Study	Science	2358	81.2%
		Arts	545	18.8%
		Total	2903	100.0%
5	Marks in 9th class	0-100	7	0.2%
		101-200	106	3.7%
		201-300	787	27.1%
		301-400	305	10.5%
		401-500	1654	57.0%
		501-600	44	1.5%
		Total	2903	100.0%

- Table 1 show the graphic analysis of demographic information about students.
- Responses were received from 1733 urban students (59.7%) and 1170 rural students (40.3%). In public schools, 1431 (49.3%) students have responded, and in private schools, 1472 (50.7%) students have responded.
- Male students from secondary schools in 10th grade (1515) (53.2%) have responded, and female students in 10th grade (1388) (47.8%) have responded.
- 2358 (81.2%) students have the subject of study as science, and 545 (18.8%) students have the subject of study as arts.
- 7 (0.2%) Students have marks in 9th grade between 0-100.
- 106 (3.7%) Students have marks in 9th grade between 101 and 200.
- 787 (27.1%) Students have marks in 9th grade between 201 and 300.
- 305 (10.5%) Students have marks in 9th grade between 301and 400.
- 1654 (57.0%) Students have marks in 9th grade between 401and 500.
- 44 (1.5%). Students have marks in 9th grade between 501 and 600.

Objective: To discover the result of emotional intelligence on students' learning secondary school level.

Table 2: Marks in 9ᵗʰ class-based difference in Students' perception about Emotional Intelligence

Scale	Marks in 9ᵗʰ Class	Sum of Squares	Df	Mean Square	F	Sig.
Emotional Intelligence with Self	Among Groups	2159.965	5	431.993	7.692	0.000
	Within Groups	162691.867	2897	56.159		
	Total	164851.832	2902			
Emotional Intelligence with Others	Between Groups	1141.633	5	228.327	3.729	0.002
	Within Groups	177389.046	2897	61.232		
	Total	178530.679	2902			

- Table 2 shows the results of the one-way variance (ANOVA) that was taken to measure the marks in 9th grade-based differences in overall students' perceptions about the growth of emotional intelligence with groups and among the groups of samples.
- The results of the "F" values were 7.692 and 3.729. Also, the results of the signature values were 0.000 and 0.002. Table 2 showed that both scales, i.e., "Emotional Intelligence with Self", and" Emotional Intelligence with Others," were found to be significant.
- It means that all the students have the same perception about the development of emotional intelligence for effective learning with different marks in 9th grade, and they thought that with different marks or achievements they could build up different emotional intelligence development with themselves and with others too.

3.2. Demographic factors and different perceptions of students

Objective: To compare the variation among emotional intelligence and students' learning at secondary school level. The foundation of demographics i.e. gender, locality.

Table 3: Gender-based difference Students' sensitivity about Emotional Intelligence development

Scale	Gender	N	Mean	SD	Df	T	Sig.
Emotional Intelligence with Self	Male	1515	60.87	7.663	2901	-0.683	0.070
	Female	1388	61.06	7.398	2893.364	-0.684	
Emotional Intelligence with Others	Male	1515	67.60	7.778	2901	1.943	0.388
	Female	1388	67.03	7.907	2869.963	1.941	

- Table 3 displays the results of gender-based differences in students' perceptions among the variables "Emotional Intelligence with Self", and "Emotional Intelligence with Others" towards the effective learning of a child at the secondary level.
- Signature values for these two scales were (sig. = 0.070, 0.388). Table 3 showed that both scales, i.e., "Emotional Intelligence with Self", and" Emotional Intelligence with Others," were found insignificant, having values of 0.070 and 0.388, respectively.
- Moreover, the mean values of male and female students' emotional intelligence development-based factors showed that values were equal to one another, indicating that public and private students think the same about the development of emotional intelligence.
- From mean values and p-values, it was secondary; there is an immaterial dissimilarity in sample students' perceptions of male and female students about their perceptions of variables.

Table 4: School location-based difference in Students' perception about Emotional Intelligence development

Scale	Location	N	Mean	SD	df	T	Sig.
Emotional Intelligence with Self	Urban	1733	60.88	7.631	2901	-0.745	0.412
	Rural	1170	61.09	7.397	2560.359	-0.749	
Emotional Intelligence with Others	Urban	1733	67.26	7.734	0901	-0.554	0.194
	Rural	1170	67.42	8.006	2449.733	-0.551	

- Table 4 displays the results of the school location-based difference in students' perceptions among the variables "Emotional Intelligence with Self", and "Emotional Intelligence with Others" towards the effective learning of a child at the secondary level.
- Signature values for these two scales were (sig. = 0.412, 0.194). Table 4 showed that both scales, i.e., "Emotional Intelligence with Self", and" Emotional Intelligence with Others," were found insignificant, having values of 0.412 and 0.194, respectively.
- Moreover, the mean values of urban and rural emotional intelligence development-based factors showed that values were equal to one another, which predicted that urban and rural schools' students think the same about the development of emotional intelligence.
- From mean values and p-values, it was inferred that there is an insignificant difference in sample students' perceptions of learning in urban area schools and rural area schools regarding their perceptions among variables.

Objective: To evaluate emotional intelligence and students' learning at secondary school level on the foundation of the public schools and private schools.

Table 5: School sector-based difference in Students' perception about Emotional Intelligence development

Scale		Sector	N	Mean	SD	Df	t-value	Sig.
Emotional	Intelligence	Public	1431	61.29	7.181	2901	2.347	0.001
with Self		Private	1472	60.64	7.856	2890.076	2.350	
Emotional	Intelligence	Public	1431	37.40	7.965	2901	0.517	0.900
with Others		Private	1472	67.72	7.824	2897.765	0.517	

- Table 5 displays the results of the school location-based difference in students' perceptions among the variables "Emotional Intelligence with Self", and "Emotional Intelligence with Others" towards the effective learning of a child at the secondary level.
- Signature values for these two scales were (sig. = 0.001, 0.900). Table 4.22 showed that one scale, i.e., "Emotional Intelligence with Self," was found to be significant, having a value of 0.001, and the other scale, i.e.," Emotional Intelligence with Others," was found to be insignificant.
- It predicted that public and private schools significantly agreed that emotional intelligence was well developed with oneself and not with others. Moreover, the mean values of public and private students' emotional intelligence development-based factors showed that values are equal to one another, which predicted that public and private students think the same about the development of emotional intelligence.
- From mean values and p-values, it was inferred that there is an insignificant difference in sample students' perceptions of learning between public and private schools' students regarding their perceptions of variables.

Objective: To evaluate emotional intelligence and students' learning at secondary school level on the foundation of science and arts students.

Table 6: Area of subject-based difference in Students' perception about Emotional Intelligence development

Scale		Subject	N	Mean	SD	Df	T	Sig.
Emotional	Intelligence	Science	2358	60.69	7.642	2901	-4.127	0.010
with Self		Arts	545	62.16	6.946	875.161	-4.380	
Emotional	Intelligence	Science	2358	67.47	7.762	2901	2.080	0.025
with Others		Arts	545	66.70	8.164	787.153	2.015	

- Table 6 displays the results of the area of subject-based difference in students' perceptions among the variables "Emotional Intelligence with Self", and "Emotional Intelligence with Others" towards the effective learning of a child at the secondary level.
- Signature values for these two scales were (sig. = 0.010, 0.025). Table 6 showed that both scales, i.e., "Emotional Intelligence with Self", and" Emotional Intelligence with Others," were found to be significant, having values of 0.010 and 0.025, respectively.
- Moreover, the mean values of science and arts students' emotional intelligence development-based factors showed that values were almost equal to one another, indicating that science and arts students think the same about the development of emotional intelligence.

- From mean values and p-values, it was contingent; there is an immaterial dissimilarity in sample students' perceptions of science students and arts students regarding their perceptions among variables.

3.3. Correlation

Table 7: Relationship between Emotional Intelligence with Self and Students' Learning of a Child at Secondary Level

Correlation of "Emotional Intelligence with Self" and "Effective Learning"		Marks in 9th Class	Emotional Intelligence with Self
Marks in 9th Class	Pearson Correlation	1	-0.045*
	Sig. (2-tailed)		0.015
	N	2903	2903
Emotional Intelligence with Self	Pearson Correlation	-0.045*	1
	Sig. (2-tailed)	0.015	
	N	2903	2903

- Table 7 indicates the correlation between emotional intelligence, self-esteem, and the effective learning of a child at the secondary level.
- For effective learning, the researcher had chosen the marks of 9th grade and 10th grade students, and for emotional intelligence with self's measurement, the researcher had chosen the perception of students emotional intelligence with the self's factor of the Emotional Quotient Inventory (EQI).
- The correlation value between "emotional intelligence with self" and effective learning of the secondary level students was -0.045, which showed that there is very little relationship between them.
- But the major value between them was 0.015.

Table 8: Relationship between Emotional Intelligence with Others and Students' Learning of a Child at Secondary Level

Correlation of "Emotional Intelligence with Others" and "Students' Learning"		Marks in 9th Class	Emotional Intelligence with Others
Marks in 9th Class	Pearson Correlation	1	-0.042*
	Sig. (2-tailed)		0.023
	N	2903	2903
Emotional Intelligence with Others	Pearson Correlation	-0.042*	1
	Sig. (2-tailed)	0.023	
	N	2903	2903

- In table 8, for effective learning, the researcher had chosen the marks of 9th grade and emotional intelligence with other's measurement, of Emotional Quotient Inventory (EQI).
- The correlation value between "emotional intelligence with others" and effective learning of the secondary-level students was -0.042, which showed that there is very little relationship between them. But the significant value between them was 0.023, which was significant.
- This value showed that there was a significant relationship between them, and a change in one value directly impacted the value of the other.

Table 9: Relationship between Overall Perception of Students about Emotional Intelligence and Students' Learning of a Child at Secondary Level

Correlation of "Overall perception of students about Emotional Intelligence" and "Students' Learning"		Marks in 9th Class	Overall perception of students about Emotional Intelligence
Marks in 9th Class	Pearson Correlation	1	-0.055*
	Sig. (2-tailed)		0.003
	N	2903	2903
Overall perception of students about Emotional Intelligence	Pearson Correlation	-0.055*	1
	Sig. (2-tailed)	0.003	
	N	2903	2903

- The correlation value between the overall perceptions of students about emotional intelligence and effective learning among secondary-level students was -0.055, which showed that there is very little relationship between them.

- But the significant value between them was 0.003, which was significant. This value showed that there was a significant relationship between them, and a change in one value directly impacted the value of the other.

4. Discussion

Investigative the relationship between a child's academic attainment and secondary school students' assessments of that child's emotional intelligence was one of the study's main goals. The learning look into the association between children's academic success and emotional intelligence using a descriptive correlation technique. Tenth-grade students from the Multan District made up the research participants. For this study, the researcher used a survey methodology to collect data. The survey's methodology made use of a single questionnaire. There were two portions to the survey, which was called the "Emotional Quotient Inventory (EQI)". EQ-I scores were comparable between students who lived in urban and rural settings, according to the correlation data, which support this assertion. Furthermore, the findings of the investigation indicate that gender is the only demographic factor that possesses the ability to accurately predict emotional intelligence abilities. Current judgment is reliable with the findings of the investigate that was carried out by J. D. Parker, Summerfeldt, Hogan, and Majeski (2004) who also discovered that gender is a reliable predictor of emotional intelligence. Emotional intelligence for effective learning had two subsections and both were found significant and had a positive association between the factors and effective learning of a child at secondary level. It means that role of emotional intelligence has strong impact on the learning of the child and acting a dynamic role in the wisdom process of the kid.

5. Conclusion

After statistical data analysis and findings, it has been concluded that:

1. The performance level of both urban and rural schools was found to be significant with the given variables in their perception.
2. The performance levels of both sectors of schools, public and private, were found to be significant with the given variables in their perception.
3. The performance levels of both genders, male and female, were found to be significant with the given variables in their perception.
4. The performance level of both subjects' science and arts was found to be significant with the given variables in their perception.
5. The performance level of both residential areas of students, urban and rural, was found to be significant with the given variables in their perception.
6. The performance level of different marks in the 9th grade of students was found to be significant with the given variables in their perception.
7. This study also finds a optimistic association between students' perceptions of the role of emotional intelligence and effective learning at the secondary level. There was a major relationship among the variables, i.e., emotional intelligence and effective learning.

5.1. Recommendation

1. The relationship between social skills and emotional intelligence suggests that through these variables, students can build up a teamwork spirit and motivation among themselves, which can improve their learning.
2. Students can pursue their goals and aims in life and seek out the difficulties calmly.
3. According to the consequences of the study, emotional intelligence is correlated to social skills. It was revealed that emotional intelligence and social skills training at the school' level can build up social and emotional adaptability, capacities, pressure-bearing capacity, stress organizing, and social skills management in society.
4. At the new phase of career direction in 9th grade, students are more likely to bear the difficulties and academic pressure. That's why career counseling and counseling for the public and expressive development of students are important.
5. Such programs, seminars also trainings should be arranged at the school level too to create healthy and acceptable social and emotional capacities to make a civilized society.
6. Students at the secondary level should be well aware of the unacceptable social and emotional practices that are harmful for society and the personality building of the students.

7. Not only trainings and seminars should be arranged for the social and emotional capacities of students at the secondary level, but curriculum should also be arranged to create a learning environment and build up a sense of academic achievements, social interaction, career development, and emotional stability.

5.2. Suggestion for Future Research

1. This research study is conducted only in Multan District of Punjab and the results cannot be summarized for whole Punjab Province. Therefore, it is recommended that for future study to generalize the data population and sample size can be increased.
2. Many research studies has been conducted between social skills and effective learning of the child but the present study has concluded that only social skills capacities do not play a vital role for effective learning but the development of emotional intelligence has vital role for effective learning too. So, it needs further explore in future study
3. Future study can be held to investigate the different dimensions of emotional behavior of emotional intelligence.
4. Present study has been conducted at secondary level of Multan District only. Future study can be conducted on other level of education.
5. Current study has been conducted to examine the perception of students only. Future study can be directed to examine the perception of teachers and parents too.
6. Present study has been conducted for overall marks in 9th class regarding the marks in each subject. Future study can be conducted to examine the influence of emotional intelligence on individual subject.

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