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## A study on emotional intelligence and academic achievement of higher secondary students

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### Abstract

The ability to identify, comprehend, and make decisions based on our thoughts, feelings, and behaviors is known as emotional intelligence. It influences how we relate to other people and how we see ourselves. It dictates the majority of our everyday activities, establishes how and what we learn, and enables us to set priorities. Research indicates that up to 80% of our "success" in life can be attributed to emotional intelligence because it is so strongly linked to how we relate to ourselves and others. The notion of emotional intelligence incorporates new findings in child development, neuroscience, and cognitive science to provide a fresh psychological paradigm for primary prevention in psychiatry. Emotional intelligence skills are essential for controlling one's own emotions and managing relationships effectively. These skills are acquired throughout life, with infancy serving as the key learning period. The underlying neural circuitry is shaped by such learning and continues to develop throughout adolescence. Emotional intelligence due to its applications, has found a very important place. Especially for children it is of great help. Emotional intelligence helps children respond with more appropriate reactions to save their lives in threatening situations. Emotional intelligence can also help us to understand and manage the roots of grief and joy. Higher sensitivity and emotional intelligence help children to understand the needs of others and at least help them with empathy, and by controlling their emotions they strengthen the sense of responsibility.

**Keywords:** Emotional intelligence, academic achievement, higher secondary students

### Introduction

Employees with emotional intelligence are inspired to explore their own potential and purpose, and their core values and goals are activated, turning them from thoughts to actions. Being emotionally intelligent allows us to recognize and comprehend our own and other people's emotions, react to them correctly, and use the knowledge and energy of emotions in our daily lives and at work. According to Cooper and Sawaf (1997) <sup>[1]</sup>, emotional intelligence is the capacity to recognize, comprehend, and use emotions as a source of human energy, knowledge, connection, and influence. Emotional intelligence, according to Mayer and Salovey (1993) <sup>[7]</sup>, is the capacity to keep an eye on one's own and other people's feelings and emotions, distinguish between them, and utilize this knowledge to inform one's thoughts and behavior. Accurately recognizing, evaluating, and expressing emotions; accessing and/or producing emotions when they

support ideas; comprehending emotions and emotional knowledge; and intellectual development are all components of emotional intelligence.

### Emotional Intelligence

The ability, aptitude, talent, or, in the case of the trait Emotional Intelligence model, a self-perceived ability, to recognize, evaluate, and control one's own, other people's, and groups' emotions is known as emotional intelligence (EI). Divergent definitions of emotional intelligence have been put forth, and there is debate about the proper usage of the word. The ability and trait models of emotional intelligence (but not the mixed models) are supported by the literature and have been successfully used in various fields despite these disputes, which are frequently very technical. The Latin verb *motere*, which means to move, adding the prefix "e" to indicate "move away," is the source of the word emotion, implying that every emotion carries an

underlying need to act. The term "emotion" describes a sensation along with the thoughts, biological and psychological processes, and spectrum of action impulses that go along with it. "Any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state" is how the Oxford English Dictionary defines emotion.

The question of whether there are primary emotions at all or if only the blue, red, or yellow feelings that give rise to a variety of blends should be regarded as primary emotions has been debated for a long time. Studies that indicate there are widely recognizable facial expressions for four emotions-fear, anger, sadness, and enjoyment-provide some support for the idea that there exist a set of core emotions. Darwin likely made the initial observation about the universality of facial expressions of emotion because he believed it was proof that these signals had been ingrained in the central nervous system through evolution. The following families of emotions are universal, according to some theorists.

- Anger can take many forms, including rage, indignation, resentment, wrath, impatience, vexation, acrimony, antagonism, annoyance, hostility, and, at its worst, pathological hatred and violence. Sadness includes loneliness, dejection, despair, melancholy, self-pity, sadness, sorrow, cheerlessness, gloom, and, in cases of pathology, extreme depression.
- Fear is defined as a psychopathology, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, and terror.
- Enjoyment, joy, relief, contentment, bliss, delight, amusement, pride, amusement, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and, on the extreme end of the spectrum, insanity are all considered forms of enjoyment.
- Love, friendship, trust, kindness, agape, affinities, devotion, admiration, and infatuation are all components of love.
- Surprise is defined as "shock, astonishment, amazement, and wonder."
- Disgust, contempt, scorn, abhorrence, aversion, distaste, and revulsion are all examples of disgust.
- Shame includes regret, humiliation, chagrin, regret, guilt, and embarrassment. Remorse and mortification.

With its variations spreading out in countless mutations, each of these categories has an emotional core. Moods, which are more subdued and, in theory, last much longer than emotions, are found in the outer ripples. For instance, it is very uncommon to be in a range mood all day, but it is less common to be in an irritable mood, which is characterized by shorter bursts of anger. Dispositions, or the temperamental tendency to elicit a particular emotion or mood, such as melancholy, worry, or cheer, go beyond moods. Disorders or emotions that go beyond these tendencies include generalized anxiety disorder and clinical depressive disorders, where a person feels stuck in a toxic condition for an extended period of time.

Emotional intelligence is not a novel concept. Plato is credited with creating the earliest known works on the emotional foundation of learning. The understanding that our social, emotional, and cognitive aspects are intricately linked and reliant on one another-that our emotions have a

significant impact on our thoughts and that our actions are inextricably linked to our emotions-is novel, though.

- Thinking cannot exist without feeling, and feeling cannot exist without thinking.
- Thought, emotion, and action are interdependent.
- One literally chooses how they want to feel.

### Concept of emotional intelligence

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. It is the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

The phrase "Emotional Intelligence" was originally used in 1985 in Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence*. Nevertheless, Leuner (1971) <sup>[15]</sup> had already used the term "emotional intelligence" before this.

Although research on the subject continued to pick up steam as professionals began to recognize the importance and relevance of emotions to work outcomes, the term didn't become widely used until Daniel Goleman's best-selling book *Emotional Intelligence: Why It Can Matter More Than IQ* was published. The first in a series of mainstream media attention to EI was Nancy Gibbs' 1995 piece in *Time* magazine, which featured Goleman's book. After that, pieces about emotional intelligence started to show up more frequently in a variety of scholarly and popular publications. The proper understanding, control, and expression of the spectrum of these emotions are all components of emotional intelligence. In this regard, a number of mental illnesses listed in the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV)*, including anxiety and mood disorders, indicate a lack of affective self-regulation, a crucial component of emotional intelligence. The incidence of such mental illnesses should be reduced to the degree that emotional intelligence skills, such as good self-regulation, can be developed, especially in young people.

Possessing the personal abilities that define a complex and well-rounded personality is what it means to be emotionally intelligent. The uncommon capacity "to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way" is a component of emotional intelligence, according to Aristotle. Both types of intelligence are based on different but related neural circuitry; emotional intelligence is primarily mediated by limbic and prefrontal areas, whereas intelligence quotient (IQ), or the capacity to perform cognitive tasks with skill, is primarily mediated by neo-cortical zones. I.Q. and emotional intelligence are distinct but complementary skills rather than mutually exclusive.

The systematic provision of positive learning, such as remedial education and coaching, can improve emotional intelligence.

A range of increased mental risks, including mood and anxiety disorders, eating disorders, and substance misuse, are faced by those who are unable to grasp the competences of emotional intelligence. Giving kids and teenagers the chance to develop these teachable emotional intelligence skills can serve as a preventative measure against a variety of social and mental health hazards.

### Review of Literature

According to Kautish, P. (2010) <sup>[16]</sup>, successful career outcomes, fulfilling personal experiences, and dynamic leadership have all been closely linked to emotional intelligence abilities. In order to familiarize students with emotional intelligence abilities, there have been proposals for the inclusion of emotional intelligence competences in university curriculum. It summarizes current studies on emotional intelligence and college students, and it ends with an appeal for instructors to include emotional intelligence at all levels of their courses.

According to Pachauri (2010) <sup>[17]</sup>, students from the commerce faculty had higher emotional intelligence than those from the social science and scientific faculties. In a survey of 200 college-bound students, Gupta and Kumar (2010) <sup>[18]</sup> discovered that male students had higher emotional intelligence than female students.

According to Mathur, G., Kushwah, S.V., Negi, P., and Holani, U. (2010) <sup>[19]</sup>, respondents' emotional intelligence varied by age group, with the exception of those aged 25–35 and 55 and older. Compared to men, women are more emotionally intelligent.

Emotional intelligence was much greater among B.Ed. candidates from aided institutions than among those from self-finance colleges, according to Saxena, P., and Basu, S. (2010) <sup>[20]</sup>. There was no significant difference in the emotional intelligence scores of the female teacher candidates compared to their male counterparts.

According to Indu (2009) <sup>[21]</sup>, there was no discernible difference in the emotional intelligence of secondary teacher candidates enrolled in government, government-aided, and private schools. This suggests that the kind of institution has no impact on students' emotional intelligence. There was no discernible variation in emotional intelligence between genders or family types, and the majority of the sample had average emotional intelligence.

The topic of emotional intelligence as an adjunct to intellectual education was the focus of Abdullahi I, O. E. (2009) <sup>[22]</sup>. Nigerian education planners take into account the emotional intelligence of Nigerian students, particularly at the tertiary level of education, in the faculties of education and colleges of education that prepare future teachers, in an effort to achieve the country's Vision 2020.

Panda Sumanta Kumar (2009) <sup>[23]</sup> conducted research on the personality characteristics and emotional intelligence of student-teachers. The study's conclusions show that (i) emotional intelligence and typical student-teacher behavior were significantly positively correlated. (ii) The neurotic conduct of student-teachers and emotional intelligence were significantly correlated negatively. (iii) There was a noteworthy inverse relationship between the neurotic conduct of student-teachers and their emotional intelligence. (iv) Emotional intelligence did not significantly differ between males and females. In terms of emotional

intelligence, there was no discernible difference between student teachers in rural and urban areas.

The study "Educational Implications of Emotional Intelligence for Better Teacher and Student Performance" was conducted by Chopra Vanita in 2009. In conclusion, it can be said that emotional intelligence will help both instructors and students use, regulate, and manage their emotions, which will improve both parties' personal growth and the teaching and learning process by increasing its effectiveness.

Lather Manisha (2009) <sup>[24]</sup> conducted research at Kurukshetra University on "Emotional Intelligence as a measure for success in life." The author claims that emotional intelligence is the primary factor influencing one's success and relationships with others, and that it has recently sparked a lot of attention among researchers and mental health experts. The majority of young people will grow up and take charge of their own safety and mental health. However, as they learn and practice over the years, parents, educators, and other caregivers must recognize the patterns and indicators that indicate risk. Adults can start making positive changes when they are aware of teenage stress and despair.

The impact of emotional intelligence and the drive for success on students' academic performance and interpersonal relationships was studied by Afolabi *et al.* (2009) <sup>[25]</sup>. The findings demonstrated that undergraduates' demand for accomplishment is significantly influenced by their emotional intelligence.

The study "Influence of emotional intelligence, self-efficacy, and reflectiveness on academic achievement of high school students" was carried out by Raja and Vasimalai (2009) <sup>[26]</sup>. According to the study's findings, pupils in rural and urban areas do not significantly differ in their levels of emotional intelligence, social awareness, relationship management, or self-awareness. In terms of self-awareness, self-management, social awareness, relationship management, and emotional intelligence, there are notable differences between males, girls, and pupils attending coeducational schools. The gap between government-aided and private schools is negligible.

### Research Methodology

Research is the methodical application of systematic techniques in an effort to find meaningful answers to questions regarding events or phenomena. Research is a rational, objective, unbiased, and empirical investigation that might result in the formation of theories or principles that, in part, anticipate and govern occurrences. Research is a sincere and perceptive search for facts and their implications in relation to the issue under investigation. The process of carefully examining the contextual elements surrounding an issue in an effort to find answers is known as research.

In a research process, research methods are crucial. From the first problem identification to the final findings, it entails methodical processes. Its responsibility is to conduct the research in an ethical and scientific manner. It offers methods and resources for dealing with the issue. The techniques are employed in research studies to gather data. The nature of the difficulties and the type of data they include determine which approach is best for examining the

research topic and which design is used inside the method. The current study has attempted to investigate the relationship between academic achievement and higher secondary students' emotional intelligence and self-esteem in light of the survey of related literature and the discussion above.

The intellectual framework that guides research is known as methodology. It serves as the blueprint for gathering, calculating, and analysing data. For the various research processes to run smoothly and for research to be as effective as possible, methodology is required. In essence, choosing methodology for a study entails deciding which approaches and strategies are most suited to address the specific issue being studied.

### Place of Research

The Higher Secondary Schools and Colleges in the Nanital district of Uttarakhand are the subject of the current study. The samples needed for the study are being collected from the Higher Secondary Schools and Colleges in the Nanital district, both urban and rural.

### Population of the study

Sampling is an essential research study technique. Studying the entire population is typically hampered by the practical implications of time, money, etc. All second-year pupils in higher secondary made up the study's population.

**Sample of the study:** 300 Sample use in this study.

### Collection of data

The researcher approached the principals of the chosen schools and colleges to obtain the required authorization in order to gather the data. A group of 15 to 20 individuals participated in the testing session, which was held in a classroom. Following a brief self-introduction to establish the essential rapport, the students were briefed about the study's goals and purposes. The secrecy of their answers was guaranteed to the participants. The data gathering instruments were explained in full and in both Uttarakhand ESE and English. The instruments were administered gradually when the correct configuration was confirmed. Thus, during a single, roughly one and a half-hour session, the data were gathered in a group setting.

### Results and Discussion

The Emotional Intelligence Scale score was used as the foundation to assess the emotional intelligence (EI) of H.S. pupils. Higher secondary students' emotional intelligence scores on the Emotional Intelligence Scale were used to determine their emotional intelligence levels, which are very good, good, average, poor, and very low. Accordingly, pupils who scored 54 or higher were considered very good, those who scored 46–53 were considered good, those who scored 34–45 were considered average, those who scored 22–33 were considered poor, and those who scored 21 or lower were considered extremely poor. The results are displayed in table-1.

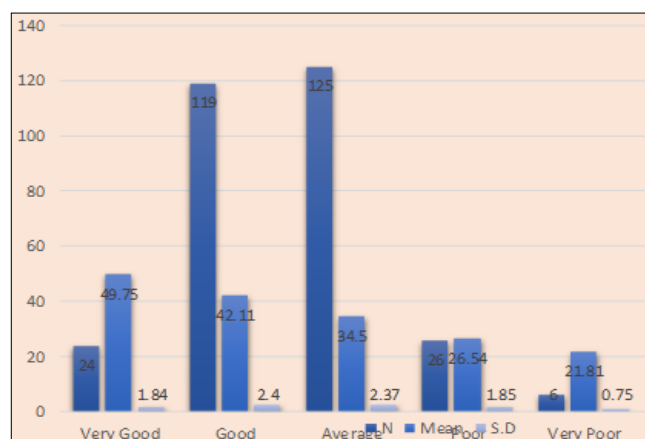
It is evident from table -1 that there are differences between the various EI groups of high school students. The mean and standard deviation scores for the Very Good EI category are 49.75 and 1.84, respectively. The mean score of the Good

EI group is 42.11, while the standard deviation is 2.40. With a mean score of 34.50 and a standard deviation of 2.37, the Average EI group has the highest number of respondents, followed by the Poor EI group with a mean score of 26.54 and a standard deviation of 1.85, and the Very Poor EI group with a mean score of 21.81 and a standard deviation of 0.75. Figure-1 shows the mean and standard deviation scores for these emotional intelligence groups shown graphically.

**Table 1:** Group wise Mean and SD of different EI group

Group	N	Mean	S.D
Very good EI	24	49.75	1.84
Good EI	119	42.11	2.40
Average EI	125	34.50	2.37
Poor EI	26	26.54	1.85
Very poor EI	6	21.81	0.75
Total	300	37.82	6.706

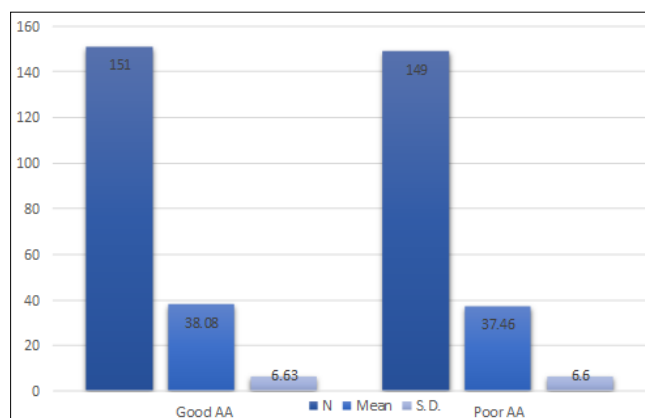
EI= Emotional Intelligence.



**Fig 1:** Graphical representation of Mean Scores and standard deviation of different Emotional Intelligence groups of H.S students. (N=300)

### Differences of Emotional Intelligence of Different Academic Achievement Groups of H.S Students

The mean and standard deviation of each group have been computed and are shown in table 1 in order to assess the emotional intelligence of the various academic success groups of H.S. students.



**Fig 2:** Graphical representation of Mean and standard deviation scores of Emotional Intelligence of different Academic Achievement Groups of H.S students. (N=300).



Table-2 shows that the emotional intelligence of the various academic success groups of high school students varies slightly. The group of pupils that perform well academically has the highest emotional intelligence mean score (38.08, standard deviation 6.63). Similarly, students who perform poorly academically have the lowest mean emotional intelligence score (37.46) with a standard deviation of 6.60. In figure-2, the mean scores and variation scores of these two groups are displayed graphically.

**Table 2:** Mean and SD of Emotional intelligence of good and poor achiever group of H.S students. (N=300).

Group	Emotional Intelligence		
	N	Mean	S.D.
Good academic achievement	151	38.08	6.63
Poor academic achievement	149	37.46	6.60
Total	300	37.77	6.62

### Difference in academic achievement of H.S students of different emotional intelligence groups

The following tables show the hypotheses that were developed and evaluated in order to determine the impact of varying levels of emotional intelligence on the academic achievement of H.S. students.

**Table 3:** ANOVA showing difference of academic achievement of very good, good, average, poor and very poor emotional intelligence of H.S students.

El group	N	Mean	S.D.	Std. Error	Df		F value	Level of significance
Very good	24	59.00	10.85	0.174	Between group	4	1.77	Ns.
Good	119	59.00	11.35	0.183	Within group	295		
Average	125	56.77	10.67	0.17				
Poor	25	56.08	10.64	0.180				
Very poor	06	61.32	9.50	0.145				

EI= Emotional Intelligence.

As can be seen from table-3, the average Academic Achievement score for EI H.S. students is 56.77, the mean score for very good EI H.S. students is 59.00, the mean score for good EI H.S. students is 59.00, the mean score for average EI H.S. students is 56.08, and the very low score is 61.32. At the .01 level, the computed F value is 1.88, which is lower than the table value.

### Conclusion

As a result, there is no degree of confidence in rejecting the null hypothesis. It indicates that the mean academic achievement scores of H.S. students with very good, good, medium, low, and very poor emotional intelligence do not significantly differ from one another. However, compared to the other mean scores, the extremely poor EI's mean academic attainment score is higher. Emotional intelligence is strongly related to academic success, higher the scores in emotional intelligence better the scores on measures of cognitive performance. Components like politeness, dominance, emotional control, and openness and impulse control influence learning motivation and academic achievement. A high level of anxiety, worry and emotional-in-adjustment leads to poor academic achievement.

Similarly, low levels of empathy, handling stress, self-confidence, self- acceptance, group dynamics and control on emotions were associated with poor school achievement. Literature also revealed that Emotional intelligence develops with increase in age and experiences, as a person progresses from childhood to adulthood. So, providing social and Emotional Intelligence experiences in school and home can help adolescents to improve their behaviors and adjustment in later period of their lives.

- The EI of male and female high school pupils differs significantly. Compared to male H.S. students, female students have a somewhat better level of emotional intelligence (EI), as seen by the fact that their mean EI score is higher.
- The EI scores of high school pupils from urban and rural areas varied significantly. It has been discovered that rural high school pupils had a higher EI than their urban counterparts.
- The EI scores of high school kids from nuclear and combined families differ significantly. Compared to H.S. pupils from joint families, those from nuclear families have a greater EI level.
- The EI of government, private, and provincial high school pupils differs significantly. Compared to H.S. students in government and private management, provincialized H.S. students have a higher EI level. Nonetheless, the EI of private high school students is found to be greater than that of government managers.
- H.S. pupils in the science, arts, and commerce streams differ significantly. H.S. students in the commerce stream have a higher mean EI than those in the arts and sciences stream. Similarly, H.S. pupils in the arts stream had a higher EI level than those in the science stream.

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