CHAPTER – II

REVIEW OF RELATED LITERATURE

2. INTRODUCTION

Review of related literature of the study is an important feature of an investigation. It is necessary for an investigator to make a scrupulous survey of related studies before development out of the study. An appropriate study of the associated literature would facilitate the investigator to locate and go deep into the problem. Familiarity with what is already known and what is still unknown and unproven helps the researcher to eliminated duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

2.01. STUDIES RELATED TO LANGUAGE CREATIVITY

Rumanova, Lucia, et al (2015) conducted in their paper focussed on creativity needed for geometric tasks designing, visualization of geometric problems and use of ICT. We present some examples of various problems related to tessellations. Altogether students’ pre-service teachers participated in our activity within a geometry course at CPU in Nitra, Slovakia. Our attempt was to familiarize pre-service teachers with different teaching methods and
approaches since we consider it highly important to make them aware of problems of educational process. Students became familiar with tessellation and within the described activity they solved application tasks using didactical software GeoGebra. Tessellation is considered an appropriate means of motivation and activation of students in mathematics. In the paper there are also students' solutions presented.

Ferrari, Anusca et al (2015) found that creativity was a recurring element of curricula but its incidence varied widely. It was also found that creativity was represented in arts subjects more than other subjects and that it was relatively neglected in reading and writing as part of the language group of subjects. The countries of the UK in general had maintained their historic attention to creativity but there was evidence of a shift from emphasis in primary settings to secondary settings. It is concluded that there is a need for much greater coherence between general aims for education and the representation of creativity in curriculum texts.

Plucker, Jonathan A. et al (2015) conducted the relationship between intelligence and creativity is often discussed and debated, and it has significant implications for education, student development, and the workplace used they Sternberg’s framework for understanding intelligence-creativity work to examine research on this important
topic, with an emphasis on several recent studies that exemplify the diversity of approaches to the topic. The paper concludes with suggestions for future research in this area. Throughout the paper, they emphasized the importance of carefully defining constructs in social science research.

**Zacher, Hannes, et al (2015)** find out the students' perceptions of professors' transformational leadership positively predicted professors' ratings of their students' creativity above and beyond students' perceptions of professors' passive-avoidant and transactional leadership. Contrary to expectations, students' perceptions of professors' passive-avoidant and transactional leadership did not significantly predict professors' ratings of students' creativity. Implications for future research on leadership and creativity as well as tentative practical applications of the findings in higher education settings are discussed.

**Sabeti, Shari (2015)** suggested that the main analysis employs anthropological theories of creativity and ageing in order to question the cultural assumptions about creativity and the period of older age informing theory and practice. The paper argues that the value of creative writing for the individuals studied lies both in the fact that it is a relational (rather than individual) process and a means of being in
the present. These findings contradict traditional conceptions about creativity as future-oriented and older people as retrospective; they also raise questions about narratives of empowerment, individual agency and the importance of "reminiscence" in some of the literature on older adult learning.

Alacapinar, Fusun G. (2013) suggested that the significant differences were found in average fluency, flexibility, originality, elaboration, and total scores of classes. Fluency, flexibility, originality, elaboration, and total scores of the 5th graders were the highest compared to other classes. On the other hand, the 6th grade students' scores were the lowest. Fluency, flexibility, originality, elaboration and total scores increased from the 3rd to the 5th grade, but declined to their lowest levels in the 6th year. Scores increase once more in the 7th grade, only to fall again in the 8th grade. Conclusions and Recommendations: Significant differences were found in average fluency, flexibility, originality, elaboration and total scores with respect to class levels and gender. These findings are also supported by the outcomes of some other studies. It is stressed that there is a significant relation between class level, gender, and creativity. The significant difference exhibited by the 5th grade students in terms of four areas and total creativity scores can be explained by the fact that their ideas and products related to creativity enjoyed the support of
their friends, families, and teachers. In order to improve children's creative thinking, teachers and the parents should be supported by further training programs.

Niu, Weihua, et al (2013) conducted the article integrates the seven papers of the two special issues with a special focus on discussing the differences in people's beliefs about creativity between the Chinese and American cultures: How it is conceived, evaluated, and nurtured. It uses three metaphors to capture major differences in these aspects, and highlights areas with profound cultural variations in conceptions and creative education for future research.

Suh, Taewon, et al (2012) found that the results show that client learning from agency services is the result of the creative process of the agency and the creativity of the service outcome itself. Client learning from marketing services also varied depending on different performance ratings. Originality/value: The study elucidates client learning as the central process of value co-creation in the brand value chain. It produces several unique findings and managerial takeaways for building up better co-creation environments in the context of business-to-business services.

Ott, Michela, et al (2012) find out that the results of the study, which are presented and discussed, confirm the hypothesis that digital
tools can contribute to fostering creativity. As a matter of fact, the analysis of the available data showed that during the 3-year study, students' creative skills and attitudes appreciably increased, in particular those related to figuring out and enacting original solution strategies for the digital games at hand.

Maksic, Slavics, et al (2011) conducted the aim of this paper is to investigate implicit theories of educational researchers on creativity and the potential to support creativity in schools. We used qualitative thematic analysis of material produced by 27 educational experts from Serbia. Personal explicit theories about manifestations of creativity are mainly based on qualities and behavior of a creative person, while there are notable differences in manifestations of creativity at different ages. There is a prevalent belief that the school can contribute to the development of creativity to a large extent. The paper broadens the field of investigation into implicit theories on creativity, from exploring the creative personality to a developmental dimension of creativity and to the possibilities of supporting creativity in the school setting.

Burton, Pauline, et al (2010) found that this study, carried out between 1999 and 2001, illustrate how pedagogical discourses of creativity such as creative tasks, the creative process and communities of practice are more significant at classroom level than simple East-
West dichotomies, and how such discourses can be productive both for teachers and students despite institutional and social constraints.

**Tin, Tan Bee, et al (2010)** suggested that the several characteristics of creativity being highlighted: honesty, reality, truthfulness, and personal value. The poems were voted on and the ones which received the greatest number of votes were also analysed. The more creative poems demonstrated higher degrees of language play and creative language use. This paper suggests several activities which could be conducted by teachers and students in other contexts to help them examine their own explicit and implicit views on creativity.

**S. T. Arunadevi and N. O. Nellaiyapen (2008)** had conducted a study on “A study of language creativity of std IX students in relation to certain selected variables”. The sample consisted of 425 IX std students in kanyamumaree district. The result showed that language creativity. There is no significant difference between government and private, rural and urban, boys and girls IX std students with respect to their language creativy.

**H.G. Widdowson (2007)** in his current renewal of interest in language creativity raises a number of intriguing problems, as is to the stimulating papers I the recent special issue of applied linguistics.
According to the editors, of these papers are not concerned with creativity in a genera pragmatic sense but more specific poetic creativity which they define following as a focus on the message for its own sake. The formalist definition is mis boding and that are needs to consider other factors in Jakoson’s Speech event and crucially how they interrelate with each other and that this is in turn brings up a principle that are relevant to an understanding of how creativity is achieved. Creativity is a function of how the message with other speech at conditions and so has to be accounted for in general pragmatic terms.

Ronald carter (2007) in the topic “Respect to special issue of applied linguistics devoted to language creativity in every context” is an article published in this special issue which at the same time three main areas are identified as of especial significant need for more empirical participant based research into processes and contexts of everyday language within a broader social and contextual frame of aesthetics, the need for further exploration of different critical and salient moments in discourse when creativity is a key component in social interaction and finally the need for creativity research to extend boundaries second language teaching research by producing stronger links between language and literature teaching.
Janet Holmes (2007) enforces that the research tradition associating humour with creativity although relatively little researchers focuses on the use of humour among professionals in particular workplaces. The analysis provides evidence that humour not only contributes construction of effective workplace relationships, but may also stimulate intellectual activity of direct relevance to the achievement of workplace objectives the use of humour to foster workplace creativity. The analysis suggests that the first category is persuasive. Workplace creativity is less frequent and tends to characterize some communities of practice more the others. Interestingly the effective use of workplace humour to generate new idea and stimulate intellectual progress is strongly associated with what has been labeled transformational leadership.

Paul Vogt (2005) investigates the productive creativity of children in a computational model of the emerging evolution of compositional structures in language. Previously it was the composition structures in language when the language is transmitted from one generation to the next as a transmission bottleneck. In the current study the language is in most simulations- transmitted horizontally. It is shown that such a horizontal transmission scenario does not need externally, because the children face an implicit when they start speaking early in life. The children are a driving force for
inventing grammatical structures. The studied model are the creative dividing force for the emergence and stable evolution of compositional language; which have been the dividing force for the emergence in language.

**Rosamond Mitchell and Cynthia Martin in (2004)** in a paper present some preliminary findings from a longitudinal study of French teaching learning of two secondary schools in southern England. The main aim of the project were to document the development tin French of a cohort of 60, 11-13 year - old over a two year period, with a fact the place in their development to prefalrs phrases or ‘chunks’ of language and to this development to their classroom experiences are also documented. In particular we compare teacher’s belief about class learning with the evidence on learners progression derived from the projects own elicitation. This also intend to contribute the growing literature of language teacher’s craft knowledge has not systematically lined the study of teacher beliefs with second language learning.

**Michael Mccarthy and Ronald carter (2004)** investigated the use of spoken language as narrative and related story telling genres. These reports on an initial investigation using 5 million word of everyday spoken English and discussed of social contexts in which creative use of languages are manifested. A main conclusion reached is creative language use often signposts the nature of interpersonal relationship,
plays an important role construction of identities and is more likely to energy in social contexts marked by non-institutional, symmetrical and informal talk. This also argues that different creative patterns of talk are produced for different purposes, those clines and continue a best capture such distinctions and that applications of understandings to language learning and teaching.

Sujatha A. Kishna Rao (2004) in an article examined the role that psychology and psychologists can play in identifying creativity and giftedness in people particularly the children in the classroom. The authors highlights that the different possibilities in the context of identifying creativity and giftedness in people particularly the children in the classroom. The author highlight that the different possibilities in the context of identifying talent and creativity of the individual. She found that teachers in India and elsewhere, because of their view of an ideal pupil are not unduly punishing the good guesser: The child who is persistent and is willing to take risks. The educational system ultimately leave a mark and affect creativity and innovation in every field of human endeavour. At the root of this set of values the importance of creativity can be nurtured for the benefit of the individual. It’s that nurturing giftness would essentially require a strong underpinning in an understanding of the nature and nurture of creativity.
Peter carruthers (2002) defends two individual claims at first it arguer that essentially the same cognitive resources by adult creative thinking and problem solving, on the one hand, and by childhood pretend play or to generate and to reason with suppositions. It is the evolutionary function of childhood Pratenee is to practice and enhance adult forms of creativity. This also shows how our species first appearance in southern Africa before 100,000 years ago and the creative explosion of cultural, technological and artistic change which place within dispersed human population some 60,000 years later.

Jung (2001) investigated the “effects of transformational and transactional leadership styles on creativity by the group members”. The individuals create but they operate in interaction with others. Participants were evaluated for divergent thinking, fluency and flexibility. Leadership is recognized as a social influence, both directly through communication and indirectly through establishment of work environments. The focus of Jungs study is the effect of social influence and leadership on individual creativity that occurs in groups.

Barlow (2000) suggests that in term creatively “a shift in perspective or parodign can be seen as the essential and defining phenomenon of creativity”. Interestingly taking the shift as the actual act of creativity not the idea generation itself, he points to the “aha” experience as he validation that creativity has occurred. He states that if a teams view
point “Shifts to a new viewpoint that the group ‘knows’ is closer to the real problem then the team can be said to have been creative. By deliberately working to discover problem statements that better reflect the problem, teams in his research more quickly achieved advantageous insight.

2.02. STUDIES RELATED TO ACHIEVEMENT MOTIVATION

*Chen, Su-Yen, et al (2015)* conducted of this study explores how motivational factors are associated with Taiwanese college students' cognitive, personal, and social development by incorporating both relatively global, static self-attributes, such as social-oriented achievement motivation and individual-oriented achievement motivation, which are considered to be culturally balanced conceptions of achievement motivation for Chinese people, and more domain-specific self-attributes, such as achievement goals, which are widely adopted internationally. The findings suggest that institutions can encourage students to set their own motivational goals, rather than adopting goals set by the family or the clan, and to focus on self-referenced competence development and personal improvement.

*Kim, Jung-In (2015)* conducted the purpose of this study was to investigate the relationships between ethnically diverse US high school students' (N = 331) perceptions of their parents' or classroom's
motivating factors and their achievement motivation in their math class, connecting achievement goal orientation and self-determination theories. Two hypothesized path models were supported, in which the high school students' goal orientations were predicted by their perceptions of either parental or classroom variables. The students' academic self-regulated motivations mediated the relationships. An additional hypothesis was supported that students with different ethnic backgrounds (i.e., students of European, Asian, and Latino descent) differed in how their perceptions of their parents' motivating variables were related to their own achievement motivations, but not the relationships between students' self-regulated motivations and achievement goal orientations. Implications for achievement motivation of ethnically diverse high school students are discussed.

Bakadorova et al (2014) find out that the results showed that the teacher-student relationship as well as "teachers as positive motivators" mediated the association between individual school self-concept and achievement motivation. In contrast, neither "peers as positive motivators" nor the student-student relationship mediated this association. These results support the notion that maintaining a positive teacher-student relationship as well as encouraging teachers in the role of positive motivators could be an effective starting point for prevention and intervention programs aimed at offsetting the decline
in individual school self-concept and achievement motivation during adolescence.

**K. Velmurugan (2013)** studied that a comparative study of value preferences of general and vocational streams higher secondary students in relation to certain soft skills’. The result shows that achievement motivation is average. The results summarized in the tables 19 to 30 makes known that the higher secondary students of both general and vocational streams do not differ significantly in their achievement motivation.

**Dresel, Markus et al (2013)** find out the changes in achievement motivation over the first semester of university studies were examined with N = 229 freshmen, who were surveyed twice in the present study. Students' academic self-concepts, achievement goals, and subjective values were chosen as theoretically central components of achievement motivation. The results indicated significant deterioration in achievement motivation over the course of the first semester of university studies, a phenomenon which affected a large proportion of the first-year students. Regression analyses provided evidence that motivation, prior to the start of university studies, and the changes in motivation had incremental validity over measures of prior school-achievement in predicting self-regulated learning, performance in examinations, as well as the intention to change
university majors or drop out completely (partially in interaction with prior school-achievement).

**Suh, Taewon, et al (2012)** found that the results show that client learning from agency services is the result of the creative process of the agency and the creativity of the service outcome itself. Client learning from marketing services also varied depending on different performance ratings. Originality/value: The study elucidates client learning as the central process of value co-creation in the brand value chain. It produces several unique findings and managerial takeaways for building up better co-creation environments in the context of business-to-business services.

**Yashpal Singh, Deswal and Rekha Rani (2012)** have found that parented adolescents were having higher level of achievement motivation than orphan adolescent. It is also reported that parented male and orphan male adolescents were possessing higher level of achievement motivation than parented female and orphan female adolescents respectively.

**Thanalakshmi and Rasul Mohaidaen (2011)** have carried out an investigation on achievement motivation of the students of the fisherman community in Tuticorin District. It is noted that the demographic variables such as gender, religion and locality do not
have significant influence on the achievement motivation of the students of fisherman community. The results of the study reveals that English medium students are having better achievement motivation as compared to the students Tamil medium Students. Further, it is reported that the private school students are having better achievement motivation than the government school students.

**Bindhu and Sumod (2011)** have found that there is a significant positive relationship between the reading comprehension in English and achievement motivation. It is noted that seventeen percent of students had achievement motivation and sixty eight percent of students has average achievement motivation and remaining fifteen percentage students had low achievement motivation.

**Rama. C and Nirmala Devi. S (2011)** have reported that the achievement motivation of adolescent students do not differ significantly with respect to age, gender, and educational status of parents. Further, it is found that the achievement motivation of rural area students is significantly higher than those of their urban area students is significantly higher than those of their urban area counterparts. It is observed that there exists a significant difference in the achievement motivation scores between matriculation school
students and government school students and also between the students of matriculation schools and aided schools. But no significant difference is observed between the students of government school and aided schools. It is concluded that the government school students possess high achievement motivation than those of their counterparts from matriculation and aided schools. Finally it is inferred that there is a significant high positive relationship exists between self-acceptance and achievement motivation of adolescent students.

**Godwin and Krishna Prasad (2010)** have conducted a study on achievement motivation and self-esteem of the socially challenged higher secondary students. Moderate level of achievement motivation is noticed among the socially challenged higher secondary students. There are significant differences in achievement motivation with reference to gender, age and social status. Female students of 15 years of age and ST students have higher achievement motivation than the male students, students of 16-17 years of age and SC and MBC students respectively.

**Vimal Kishor and Kalpana Rana (2010)** found that there is a significant difference in the level of achievement motivation between the following subsample groups: rural and urban students, rural boys
and urban boys, rural girls and urban girls, and rural girls and urban boys; there is no significant difference in the level of achievement motivation between rural boys and urban girls.

**Moore et al (2010)** demonstrated that while all three needs such as the need for achievement the need for power and the need for affiliation were found within the responses of students in terms of their primary motive for participating in the voluntary, residential leadership learning community. Further, it is reported that the need for achievement and the need for affiliation were more common motives for joining the voluntary, residential leadership learning community. Pratibha Sood (2006) found that achievement motivation was positively correlated with academic performance.

**Adsul and Kamble (2009)** have found that there is a significant difference between the high and low achievers on achievement motivation. The high achievers group had higher achievement motivation than the low achievement group.

**Moly Kuruvilla and Usha (2009)** have conducted an investigation on achievement motivation of the adolescents of working and non-working mothers. The results showed adolescents of non-employed mothers were found to have higher achievement motivation than the children of working mothers.
Zenzen (2002) found no relationship between achievement motivation, as measured by Atkinsons Risk Model of Achievement and student performance as measured by project completion for seventh grade industrial technology students at Kellogg Middle School, Rochester, Minnesota.

Ayishabi and Kuruvilla (1998) have conducted study on achievement motivation of secondary school children of working and non-working mothers of Kerala. In this study the higher achievement motivation was found in secondary school children of non-working mothers as compared with their counterparts of highly employed.

Sundararajan and Selvaraj Ganagguru (1993) have studied the relationship between achievement motivation and academic achievement of high school pupils. It was found that boys were better than girls in respect of the academic achievement motivation but girls were better than boys in academic achievement. It was further noted that there was no significant relationship between achievement motivation and academic achievement. The investigations by Smith and Abramson (1962); Mingione (1968); Meclelland (1974); Runland and Feld (1977); and Lefkwitz and (1980) revealed no differences in motive strength between the two racial groups. In contrast, the study of Travis and Anthony (1975) unambiguously showed Blacks to have the
greeter motive strength and the study of Castenell (1983) and Razmirez and Price-Williams (1976) revealed partial finding in favour of Blacks.

**Mc Clelland et al., (1961)** in the classical study of achievement motivation pointed out that there is a slight association between school grade and achievement motivation. Subsequently, Muthaya (1964) reported that there was a significant relationship between achievement motivation and Academic performance. Furthermore, Nuttall (1964) found that achievement motivation was positively related to high educational and occupational aspirations among northern-reared but not southern reared black adults.

**Rosen (1959)** reported that achievement motive scores increased with higher social status. In addition, when social class was controlled in the analyses, the differences between ethnic groups were diminished or even showed a pattern of reversal. Thus, high-Socioeconomic status African-American boys had higher achievement motive scores than African-American boys had higher achievement motive scores than did boys in a number of the low-socio economic status white groups. Similarly, Lott and Lott (1963) reported on racial differences in achievement motive scores for a small subset of their sample matched on SES, Turner (1972) found equally low achievement
motive scores for Blacks and Whites in his lowest SES group, and Smith Abramson (1962) and Castenell (1983) documented higher achievement motive scores with increasing social status. It is therefore concluded that SES, when examined, has been at least as important factor as race in accounting for group differences in need for achievement.

2.03. STUDIES RELATED TO SELF CONFIDENCE

Edwads, Emily et al., (2015) suggested that listening comprehension skills, together with an awareness of other carriers of meaning, are central to the development of linguistic self confidence. For this learner, a cyclical interaction between L2 self –confidence, WTC, and L2 proficiency was evident. These findings have implications for language teachers, providing important insights into the way that critical events and decisions in the participants learning journey may contribute to the development of self-confidence.

Perez (2012) aimed to determine gender differences in various aspects of psychological well being among Filipino college students. A total of 588 college students from various schools in the Philippines participated in this project (males= 110; females = 478). The participants completed eight scales measuring different aspects of psychological well-being. Gender differences were found in
terms of daily spiritual experience, father relationship, peer relationship, autonomy, positive relations with others, and purpose in life. No gender differences were found in the aspects of positive affect, negative affect, mother relationship, teacher relationship, environmental mastery, personal growth, and self-acceptance. Keeping in view the above literature one may now proceed towards the problem and hypotheses.

Mahmoudi (2012) studied adjustment, type of family environment and self esteem among adolescence. A total of 560 adolescent students studying in Mysore and Yasouj cities were randomly selected. The sample consisted of 560 Students of standard IX (310 Students from Mysore city and 250 Students from Yasouj city). Findings of this study revealed that Indian and Iranian students differed significantly in all areas of adjustment. But with respect to health and emotional adjustment, Indian students were better adjusted, than their counter parts at Iran and in cases of social and home adjustment, Iranian students were better adjusted than Indian students. With respect to self esteem, Indian students have significantly higher self esteem scores in all the components except for lie self esteem than their Iranian counter parts. On the whole, Indian students had significantly better family environment than Iranian students. The interaction effect of self esteem and family
environment for various adjustments were found to be not-significant for among Indian and Iranian samples.

**Rezaei, Ali (2012)** found that female students scored higher on collective, gender-based self-confidence but their personal feeling about their gender was more negative and their general self-efficacy was not different from the self-efficacy of male students.

**D. little Flower (2012)** conducted a study on “A study of creativity of higher secondary school students in relation to certain selected variables”. The sample consisted of 800 higher secondary school students studying in puducherry educational district of puducherry state. The result showed that self confidence of the entire sample of the higher secondary school students is average. There no significant difference between male and female, hindu, Christian and muslim, self fiancé, government aided and government, rural and urban higher secondary school students with respect to their self confidence.

**Bhat and Aminabhavi (2011)** studied that the impact of home environment on the psychosocial competence of adolescents. Data were collected from 100 adolescents studying in IX and X standards in English medium high schools of Dharwad. Home environment was assessed by using Mishra’s Home Environment Inventory (1989), psychosocial competence was measured using
Dindigal and Aminabhavi’s Psychosocial Competence Scale (2007). Results revealed that adolescents with high control, social isolation, deprivation of privileges and rejection at home have shown significantly lower problem solving, decision making, coping with emotion, coping with stress and overall psychosocial competence. Children with high protectiveness, punishment, conformity, reward, nurturance and permissiveness have better empathy, critical thinking, empathy, self-awareness, coping with stress, interpersonal relations and effective communication as well as overall psychosocial competence. Findings of the study reveal the significance of home environment in the development of life skills.

**Sabira Kleitman, Jennifar Gibsun (2011)** studied the Meta cognitive beliefs, self-confidence and primary learning environment of six grade students. Meta cognition is an integral component of a self-regulated approach to learning. The present study examined the relationships between academic self-efficacy and perceptions of one’s own competence in memory and reasoning abilities, and their role in predicting the self-confidence trait. The study also aimed to determine the role of key classroom factors (goal orientation and self-efficacy with the teacher) in predicting self-beliefs, the self-confidence trait and academic achievement in Year 6 students (N = 177). EFA and Path
analysis were used to determine these relationships. The hypothesized path model was tested in a simultaneous fashion of the entire system of variables to determine whether or not hypothesized relationships were consistent with data. The results suggest that academic self-efficacy and Meta cognitive competency beliefs define a broad factor—Meta cognitive Beliefs—which serves as a key predictor of self-confidence. Mastery goal-orientation and self-efficacy with teacher predicted Meta cognitive Beliefs and, indirectly, self-confidence. Students with stronger Meta cognitive Beliefs were less engaged in self-handicapping behaviours. Known common factors—intelligence, gender and a proxy for self efficacy scale, school fees—were controlled for. The present study has important implications for both Meta cognitive theory and educational practice.

Deepshikha and Bhanot (2011) assessed that family environment of adolescent girls and its impact on their socio-emotional adjustment. One hundred adolescent girls of age group between 17-18 years comprised the sample of the study. Family Environment Scale (FES) and Adjustment Inventory for School Students (AISS) were administered. Data was analyzed in terms of percentage and multiple regression analysis. The statistical analysis revealed that all the eight family environment factors, viz. cohesion,
expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

**Ali Haydarsar, Ramazan Avcu, Abdullah Isiklar (2010)**

studied the analyzing under graduate students‘ self-confidence levels in terms of some variables. Self- confidence has a very significant impact both on expressing yourself during interpersonal relations and making up relations with others. Acting without self-confidence may lead to isolation or retreatment of an individual from society. Because of that, therapists have been very much concerned about self-confidence. Many people have difficulty in asserting their rights. These people should increase their self-confidence levels in proper situations. In this context, self-confidence education consists of modeling people who are self confident, acting to show that you are self confident enough and reacting instantly. This research was made in order to analyze undergraduate students ‘self-confidence levels in terms of some variables. The population of the study consisted of four departments at Aksaray University. As a sample, 168 students studying at Aksaray University took part in. Data were collected via a scale measuring self- confidence levels of students. In data
analyses, descriptive analyses, t-test and ANOVA were used. Results of the study showed that there was significant difference in terms of gender and departments.

**Ali Haydar sar, et al., (2010)** This research was made in order to analyze undergraduate students' self confidence levels in terms of some variables. The population of the study consisted of four departments at Aksaray University. As a sample, 168 students studying at Aksaray University took part in. Data were collected via scale measuring Self confidence levels of students. In data analyses, descriptive analyses, t-test and ANOVA were used. Results of the study showed that there was significant difference in terms of gender and departments.

**Parvathamma and Sharanamma (2010)** studied the anxiety level and level of self-confidence and their relation with academic achievement. Six high schools of Chamrajnagar taluk in Karnataka were selected randomly. Totally 300 students were selected by randomly selecting 50 students from each school including boys and girls. Tools were used self-confidence checklist (M.Basavanna), anxiety scale (Prof:D.N.Srivastasva & Dr.Govind Tiwari), school records for academic achievement. Major findings of the study were: 1. there was a significant difference between anxiety level of boys
and girls. 2. There was a significant difference between self-confidence levels of boys and girls.

**Fan and Williams (2010)** examined whether various dimensions of parental involvement predicted 10th grade students' motivation (engagement, self-efficacy towards maths and English, intrinsic motivation towards maths and English) using data from the Educational Longitudinal Study of 2002 (ELS 2002). Results showed that both parents' educational aspiration for their children and school-initiated contact with parents on benign school issues had strong positive effects on all five motivational outcomes. On the contrary, parent-school contact concerning students' school problems was negatively related to all five motivational outcomes investigated in the study. Additionally, parental advising positively predicted students' academic self-efficacy in English as well as intrinsic motivation towards English, and family rules for watching television were positively linked to students' engagement and intrinsic motivation towards both English and math.

**Vealey & Campbell (2010)** conducted this study to (a) determine what achievement goal orientations are present in adolescent figure skaters, (b) examine the relationship between the goal orientations conceptualized by Maehr and Nicholls (1980) and those
conceptualized by Vealey (1986), and (c) investigate the influence of different goal orientations on the precompetitive self-confidence, precompetitive anxiety, and actual performance of adolescent skaters. Subjects included 106 youth figure skaters participating in regional competition. Skaters were found to have two achievement goal orientations which were termed extrinsic and task orientations. Some support was found for the relationship between the achievement orientations and the sport-confidence/competitive orientation constructs of Vealey. Also, a multivariate relationship was supported between the sport-confidence/achievement orientation predictor constructs and the self-confidence, anxiety, and performance of adolescent figure skaters in sport competition. Self confidence relates to self assuredness in one's personal judgment, ability, power, etc. It is a feeling or consciousness of one's powers or of reliance on one's circumstances, faith or belief that one will act in a right proper or effective way. It refers to a person's perceived ability to tackle situations successfully and independently. A self confident person perceives himself to he socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self reliant, self assured, forward moving, fairly assertive and having leadership qualities.
Nunez, Anne-Marie (2009) conducted this study develops model predicting academic self-confidence for 2nd-year Latina/o college students. Finding indicates that forms of academic, cultural, social, and intercultural capital (the capacity to negotiate diverse racial and ethnic environments) are positively associated with academic self-confidence. The prevalence cross-racial interactions is negatively associated with academic self-confidence. The study results suggest policy and programming implications to support the development of Latina/o students’ academic self-confidence.

Stepan (2009) examined the role of mothers’ and fathers’ internal working models of self and attachment in child loneliness, empathy, and self esteem in pre-adolescence. The results showed that fathers’, though not mothers, internal working models of self, accessed via self-reported self esteem, were significant predictors of child self esteem, empathy and loneliness in pre-adolescence. The results revealed robust and pervasive relations between indicators of fathers’ internal working models of self and attachment and children’s self esteem and loneliness and that many of these relations remained significant even when gender, stressful life events, and pubertal development were included in analyses. The findings showed that when fathers had more positive self-models, and more positive models of their attachment history and romantic attachment
relationships, children had greater self esteem and were less lonely in pre-adolescence. The discussion focuses on the importance of fathers to child well being in pre-adolescence and the validity of self-report measures of attachment, and particularly of romantic attachment, in the context of intergenerational attachment studies.

Singh and Udainiya (2009) investigated the effects of type of family and gender on self efficacy and well-being of adolescents. Family is the source of support of any individual and one of the motivating factors for human being to grow and achieve One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well being. Data were analyzed by ANOVA. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and gender was also found to be significant; however neither family type nor gender had significant effect on the measure of well being.

Kaur, Rana and Kaur (2009) attempted to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of
home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection. The study has implications for educationists and parents as well.

**Farokhzad (2009)** studied the perceived family environment and positive mental states viz. Happiness, optimism and hope among the adolescents of two different cultures, Iran and India. The total sample comprised 400 adolescents aged 16-19 from Iran and India; Out of which, half were males and half were females. Family environment scale, The Oxford Happiness Questionnaire, Adult Trait Hope Scale, and The Life Orientation Test were performed and raw scores were subjected for various statistical analyses viz. Results clearly show that the family environment dimensions viz. relationship, personal growth (Goal Oriented), and system maintenance, are correlated with positive mental states viz.
happiness, optimism and hope among the adolescents of the two above-mentioned cultures. It was also shown that there are cultural and gender differences among the studied variables.

Alias & Hafir (2009) investigated to determine the relationship between type of confidence inducing stimulus, academic self-confidence and cognitive performance among engineering students. The study samples consisted of two groups of engineering students from a Malaysian polytechnic. The type of confidence inducing stimulus (positive or negative) was the independent variable, cognitive performance was the dependent variable and ASC was the hypothesized mediating variable. The results indicate that the positive group has statistically significantly higher ASC level (3.08) compared to the negative group (2.67) and the positive group also demonstrates a statistically significantly higher cognitive performance compared to the negative group; 71% and 54% respectively. It is concluded that boosting the ASC of engineering students can enhance their cognitive performance.

Chun-Yen Changa and Wei-Ying Cheng (2008) was explored the interrelationship between senior high school students' science achievement (SA) and their Self-Confidence and interest in science (SCIS) with a representative sample of approximately 1,044 11th grade students from 30
classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between students' SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower-SCIS students. Results of t-test analysis also revealed that there were significant mean differences in students' SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtests scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students' SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

**Chang & Cheng (2008)** studied the interrelationship between senior high school students' science achievement (SA) and their self-confidence and interest in science (SCIS) was explored with a representative sample of approximately 1,044 11th-grade students from 30 classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between students' SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower-SCIS students. Results of t-test analysis also revealed that there were
significant mean differences in students' SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtests scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students' SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

**Morgan and Brodie-Walker (2008)** evaluated the impact of a distressed environment on self esteem in Jamaican adolescent girls and to assess the impact of behavioral patterns on self esteem. Participants were African-Jamaicans ages 13-17 years from a Place of Safety (experimental group) and local high schools (control group). All participants completed the Rosenberg Self-Esteem Scale (RSES) while the experimental group also completed the Child Behavior Checklist (CBCL). Participants in the experimental group were classified as either internalizes (depressed, anxious and summarizing), externalizes (exhibiting aggressive, disruptive behaviors), both (externalizers and internalizers) or other (reporting no or very few symptoms). It was hypothesized that the participants residing in the Place of Safety would report lower levels of self esteem in comparison to the control group. Secondly, the 'both'
group would report lower levels of self esteem than any other group. Results indicated no differences in self esteem scores; however, statistical significance was found between ‘externalizes’ and ‘both’ groups \((p = 0.006)\). This study challenges the assumptions of self esteem and its relationship to behavioral and emotional problems.

Driscoll, Russell and Crockett (2008) studied that generational patterns of parenting styles, the relationships between parenting styles and adolescent well being among youth of Mexican origin, and the role of generational parenting style patterns in explaining generational patterns in youth behavior (delinquency and alcohol problems) and psychological well being (depression and self esteem). This study uses two waves of data from the National Longitudinal Study of Adolescent Health (Add Health). The proportion of teens with permissive parents increased with generation; other parenting styles declined. The rate of youth with behavioral problems increased with generation. Self esteem improved with generation; depression scores did not. Bivariate generational patterns of behavioral and psychological outcomes are a function of the patterns seen for youth with permissive parents, coupled with the increase in the proportion of permissive parents with each successive generation. In contrast, these outcomes did not worsen with generation for youth with authoritative parents.
Tirath Singh and Parminder Kaur (2008) studied the effect of meditation on self-confidence of student-teachers in relation to gender and religion. Sample of the study were used 152 student-teachers of B.Ed. The tools were used self-confidence inventory (1987) in Hindi developed by the Dr.Rekha Agnihotry, and Raven’s standard progressive matrices developed by J.Raven, J.C.Raven and J.H.Court (revised 2000) were used. Major findings of the study were: 1. there was significant effect of gender on self-confidence when pre-self-confidence was taken as a covariate. 2. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence was taken as a covariate. 3. There was no significant effect of interaction between meditation and gender on self-confidence when pre-self-confidence and pre-general intelligence were taken as covariates.

Martinez, Garcia and Yubero (2007) explored the relationship between parenting styles and self esteem among 1239, 11- to IS-yr.-old Brazilian adolescents (54% girls; Mage = 13.4 yr., SD= 1.4). Teenagers' families were classified into 1 of 4 groups (Authoritative, Authoritarian, Indulgent, or Neglectful) based on adolescents' answers to the ESPA29 Parental Socialization Scale. Participants completed the AF5 Multidimensional Self Esteem Scale which appraises five dimensions: Academic, Social, Emotional, Family, and Physical.
Analyses showed that Brazilian adolescents from indulgent families scored equal (Academic and Social) or higher (Family) in self esteem than adolescents from authoritative families. Adolescents from indulgent families scored higher than adolescents from authoritarian and neglectful families in four self esteem dimensions, academic, social, family, and physical. Adolescents from authoritative families scored higher than adolescents from authoritarian and neglectful families in three self esteem dimensions, academic, social, and family. These results suggest that authoritative parenting is not associated with optimum self esteem in Brazil.

Ciarrochi, Heaven and Davies (2007) examined the distinctiveness of three "positive thinking" variables (self esteem, trait hope, and positive attribution style) in predicting future high school grades, teacher-rated adjustment, and students’ reports of their affective states. Seven hundred eighty-four high school students (382 males and 394 females; 8 did not indicate their gender) completed Time 1 measures of verbal and numerical ability, positive thinking, and indices of emotional well being (positive affect, sadness, fear, and hostility), and Time 2 measures of hope, self esteem, and emotional well being. Multi-level random coefficient modeling revealed that each positive thinking variable was distinctive in some contexts but not others, Hope was a predictor of positive
affect and the best predictor of grades, negative attributional style was the best predictor of increases in hostility and fear, and low self esteem was the best predictor of increases in sadness. It was also found that sadness at Time 1 predicted decreases in self esteem at Time 2. The results are discussed with reference to the importance of positive thinking for building resilience.

Chang (2007) studied that adolescence can be a time when teens attempt to reconcile their own desires and needs with the wishes of their parents. While some adolescents get through this period of time e without many problems; others tend to experience many negative effects. It is possible that the parent's role in the relationship may playa part in the development of teenager’s self esteem and self-satisfaction. Cultural values such as the Asian American emphasis on interdependence and family harmony may influence the type of parenting style these parents may choose to adopt. A study was performed with 156 teenagers from central New Jersey to determine the effects of parenting styles on teenagers' self esteem and overall satisfaction with their parents and themselves. Results indicated that there were no significant differences between race and authoritative parenting style, however, significant differences were found in that Asian American parents tended to be more authoritarian than their Caucasian counterparts.
Furthermore, authoritative parenting was found to be associated with higher self esteem and satisfaction. Findings from the study are discussed in terms of the impact of cultural expectations on adolescents' satisfaction with self and with their parents.

**Martinez and Garcia (2007)** examined that the relationship of parenting styles with adolescents' outcomes was analyzed within a sample of Spanish adolescents. A sample of 1456 teenagers from 13 to 16 years of age, of whom 54.3% were females, reported on their parents’ child-rearing practices. The teenagers’ parents were classified into one of four groups (authoritative, authoritarian, indulgent, or neglectful). The adolescents were then contrasted on two different outcomes: (1) priority given to Schwartz’s self-transcendence (universalism and benevolence) and conservation (security, conformity, and tradition) values and (2) level of self-esteem (appraised in five domains: academic, social, emotional, family and physical). The results showed that Spanish adolescents from indulgent households have the same or better outcomes than adolescents from authoritative homes. Parenting was related with two self esteem dimensions-academic and family and with all the self-transcendence and conservation values. Adolescents of indulgent parents showed highest scores in self esteem whereas adolescents from authoritarian parents obtained the worst results. In contrast,
there were no differences between the priority given by adolescents of authoritative and indulgent parents to any of the self-transcendence and conservation values, whereas adolescents of authoritarian and neglectful parents, in general, assign the lowest priority to all of these values.

**Huang, Norman, Zabinski, Calfas and Patrick (2007)** studied the body image and self-esteem among adolescents undergoing an intervention targeting dietary and physical activity behaviors. They focused to determine the effect of a one-year intervention targeting physical activity, sedentary and diet behaviors among adolescents on self-reported body image and self esteem. Adverse effects on body satisfaction and self esteem were not observed among adolescents undergoing this behavioral intervention. These results suggested that a behavioral intervention directed at improving physical activity and diet habits may be safely undertaken by adolescents, including those who are at risk for overweight with and without adverse psychological consequences. Inclusion of specific elements in the intervention that directly addressed body image and self esteem issues may have reduced the risk for negative psychological effects.

**Jakobsson, Anders (2006)** describes the factors that render possible and restrain students' learning when they try to develop new
knowledge through collaboration in a net-based learning environment. The pedagogical platform takes as its starting point a framework of socio-cultural theories of learning and is based on dialogues and collaborative situations in small groups. Results of the study have been extracted using statistical analysis of students' understanding of concepts of knowledge and learning as well as Self-Confidence. To ascertain whether or not students' learning has benefited from the net based dialogues, background factors such as gender, socio-economic background, and ethnicity have been accounted for in the overall analysis. Results show that there are relatively big differences between the students' approach to knowledge and learning and that this appears to influence their behaviour during the course. The analysis shows that only some students develop a good ability for using dialogues as an important learning resource, while others do not choose to utilize this opportunity. Furthermore, results show that students' descriptions of themselves are clearly related to their course activity and to their examination results. A surprising discovery is that students with a non-academic background seem to utilize this opportunity for collaboration to a much greater extent than others, and also achieve better examination results.

Rattan, Kang, Thakur and Parthi (2006) examined that the current society emphasizes physical appearance and physical
Individual’s self-esteem has been shown to be linked with physical appearance. A random sample comprising of 100 male and 100 female (N=200) adolescents was selected. The subjects were administered the Current Thoughts Scale and the Dieting Beliefs Scale for assessing their state self-esteem and their weight locus of control. Boys had significantly higher appearance self-esteem than girls, while girls had significantly higher dieting belief in comparison to boys. Performance self-esteem was positively and significantly correlated with social self-esteem and appearance self-esteem in the total sample, and the sub-samples comprising of boys and girls.

Sarkova, Bacikova-Sleskova, Geckova, Orosova, Katrenikova, Heuvel and Dijk (2006) conducted a study to (1) an association between pupil peer relationships and psychological well being and self esteem, (2) an association between pupil-teacher relationships and psychological well being and self esteem, and whether (3) this association varies according to pupils’ experience of bullying or being bullied. In 2006, in a sample of 3694 elementary school students in Slovakia (mean age 14.3 years, SD 0.62; 51% girls) psychological well being was measured using the GHQ-12 (depression/anxiety and social dysfunction) and self esteem using the RSE (positive and negative self esteem). Also, the pupil-peer, pupil-teacher relationship and bullying was measured in this study. Linear
regression was used to analyze the data. Better pupil-peer relationships and also pupil-teacher relationships are significantly associated statistically with less depression/anxiety and social dysfunction (GHQ-12) as well as with more positive and less negative self esteem (RSE). All bullying-categories were significantly associated with pupil-peer relationships and the four dependent variables. However, in the categories of aggressive victims and aggressive non-victims, the pupil-teacher relationship is not significantly associated with their psychological well being and self esteem. Also, in all Subgroups better pupil-peer relationships were significantly associated with less depression/anxiety and social dysfunction as well as with more positive and less negative self esteem.

Karatzias, Chouliara, Power and Swanson (2006) studied that the association between the personalities constructs of self esteem/affectivity and General Well Being (GWB) in Scottish adolescents. A total of 425 secondary school pupils completed the P.G.!. General Well Being Scale, the Hare Self Esteem Scale (HSES) and the Positive and Negative Affect Schedule (PANAS). Combined self esteem, positive and negative affectivity, age and gender accounted for 49.7% of the total GWB variance, 24.9% of the physical well being variance, 41.6% of the mood/affect well
being variance, 33.3% of the anxiety well being variance and 44.3% of the self/others well being variance. Home self esteem was found the strongest predictor of mood/affect and self/others well being domains as well as well being total. It was also the second best predictor of anxiety well being domain. School self esteem was the strongest predictor of physical well being, whereas negative affectivity was the strongest predictor of anxiety well being domain. However age and gender were not significantly associated with GWB, total or domain specific. The study also provided evidence regarding the high association between GWB and personality factors in adult and adolescent populations.

Neblett and Cortina (2006) examined the relation between adolescents' perception of their parents' jobs and their future orientation, and the role of parental support. 459 adolescents were surveyed about their parents, job rewards, self-direction, and stressors. Results suggested that higher levels of parental support may weaken the association between perceptions and future orientation when adolescents perceive their parents experiences unfavorable conditions at work.

Geeta S. Pastey and Vijayalaxmi A. Aminbhavi (2006) revealed that the adolescents with high emotional maturity have significantly
high stress ($t=10.44; p< 0.001$) and self-confidence ($t=-2.92; p< 0.01$) when compared to those with low emotional maturity. It is also found that adolescent boys tend to have significantly higher stress than girls ($t=1.72$) and girls tend to have significantly high self confidence ($t=1.83$).

**Macuka, Prtotic and Soric (2004)** examined that the contribution of the parent-child relationship quality to the level of child’s self esteem. The research was conducted on the sample of 127 subjects, 72 boys and 55 girls (enrolled in seventh grade of primary school). All subjects completed the questionnaires for assessment of different aspects of family relations and the Coppersmith’s Scale of General self esteem. The results of researches showed differences between boys and girls in assessment of the perceived father control: boys showed a significant tendency to have a higher rate of the perception of father control. All the variables that represent family relations in this research were significantly correlated with the overall general adolescent's self esteem. Significant correlation coefficients were found between self esteem and school achievements. Amongst all family variables, the best predictors of high self esteem are family satisfaction and positive emotional relationship with their fathers in girls sample, and school success, family cohesiveness and a low level
of father control in boys sample. The results showed a considerable contribution of different aspects of family functioning to the development of a positive self-image in the period of early adolescence. However, it is important to state that different relations within a family have different effects to boys and girls.

**Tisdale and Pitt - Catsuphes (2004)** conducted that the relationships between middle school-aged children's perceptions of their social environments (home, school, neighborhood, and parental work) with self-reports of well being. In the present study, well being was defined by measures of physical health and psychological happiness. Data from the Nurturing Families Study were collected during in-person interviews with adolescents in dual-earner and single working parent families. Adolescents' subjective assessments were analyzed through two hierarchical regression models: mothers’ (N = 149) and fathers’ (N = 150). Findings suggested that child gender, perceptions of the school environment and parents coming home from work in a good mood significantly predict the variability in adolescent self-reports of well being. The school environment was found to have the strongest predictive power over variations in adolescents’ well being. Implications for practice and research, including improving supports within schools and focusing more attention on parental mood after work, are discussed.
Jones & Caston (2004) investigated how cooperative learning promoted the academic success of elementary African American males in grades 3 through 6 in a rural school in Mississippi. This study presents viewpoints based on these students' perception of what influenced academic achievement. The qualitative study using a qualitative analyzed interview data gathered in approach to collecting data, participants’ engaged 6 face-to-face interviews with 16 African-American males over a 3-month period during the 2002-2003 academic school year. Participants represented 16 elementary African American males. All students were regular education students who ranged between the ages of 8 and 13 years old. The participants were interviewed focused on topics related to home and school experiences and on how these two environments affected their academic success. It was evident of the significance cooperative learning had on their desire to learn. Cooperative learning was found to be a Results of this study indicated that was primary among the factor promoting that promoted these students' their academic success. The results further indicated that among the factors thought to inhibit their academic success. Findings showed that those African American males who had limited literacy activities did not perform as well academically as the students who did.
**Hannula et al. (2004)** with the help of this paper presents some preliminary results of the longitudinal aspect of a research project on self-confidence and understanding in mathematics. They collected a survey data of 3057 fifth-graders and seventh-graders and a follow-up data of ten classes (191 pupils) one and a half years later. The longitudinal data indicates that the learning of mathematics is influenced by a pupil’s mathematics-related beliefs, especially self-confidence. Pupils’ level of understanding fractions also influences their developing understanding of infinity. These relationships between different variables depend also on pupils’ gender and age.

**Subramaniam, Leena Mathew (2004)** studied assessing self-confidence, mental health & frustration among injured sportsmen & women. The sample comprised 60 of which 30 were sportsmen and used to the other assess self-confidence 30 were sportswomen. Rekha Agnihotri’s self-confidence tool was Tovier personality inventory (TPI) was used to assess mental health and Chauhan and Tiwari’s frustration scale was used to assess frustration. Major findings of the study were: 1. there were significant differences in the self-confidence and frustration between injured sportsmen and sportswomen. 2. There was no significant difference in mental health between injured sportsmen and sportswomen. 3. There were no interrelationships between self-
confidence and mental health, self-confidence and frustration, and mental health and frustration of both.

Christopher M. Tavani and Susan C. Losh (2003) examined the relationships among students' academic performances, expectations, motivations, and Self-Confidence during a summer orientation at a large southeastern university (n = 4,012). The effects of parental education levels on students' performances were also studied. Significant positive correlations were found among all variables. These variables were also all significant predictors of students' academic performances. Gender had statistically significant effects on students' expectations and Self-Confidence levels. These results are consistent with previous studies and provide additional pathways for future research.

Dipika, Shah and Manivannan (2003) made a study of the self-confidence of visually impaired children in integrated and special schools in Tamil Nadu. A sample of 320 visually impaired children was selected as the sample through stratified random sampling procedure. The tools used students' self-confidence scale (SCS) based on the Likert scale of summated ratings. Major findings of the study were: 1. there was no significant difference between the scores of visually impaired children in self-confidence on the basis
of the gender. 2. There was no significant interaction between independent variables gender and nature of impairment as far as the scores of visually impaired children in 'self-confidence' are concerned is tenable. 3. There was no significant interaction between independent variables gender and nature of schools as far as the scores of visually impaired children in self-confidence are concerned. 4. There was no significant interaction between independent variables such as gender; nature of impairment and nature of schools as far as the scores of visually impaired children in self-confidence are concerned.

Callahan, Tolman and Saunders (2003) examined that the relationship between adolescents’ dating violence victimization and their psychological well being. The participants were 190 high school students, ages 13 to 19 years, with just over half being boys (53%) and the remainder being girls (47%). Data were collected using self-administered questionnaires. For girls, increasing levels of dating violence (severity, frequency, injury) were related to higher levels of posttraumatic stress and dissociation, even after controlling for demographic, family violence, and social desirability variables. For boys, the levels of victimization were related to higher levels of anxiety, depression, and posttraumatic stress, even after controlling for other variables. For both boys and girls, victimization was related
to lower levels of life satisfaction, but not after controlling for the demographic, family violence, and social desirability variables. The research questions and findings are discussed in relation to the developmental challenges faced by adolescents.

Stoel et al. (2003) presented Latent growth curve (LGC) analysis of longitudinal data for pupils' school investment, self-confidence and language ability. A multivariate model is tested that relates the three developmental processes to each other and to intelligence. All processes show significant differences between children in their developmental curves. The increase in language ability and the decrease in school investment correspond with the hypotheses. No hypothesis is formulated about self-confidence, but an increase for some and a decrease for others are found. The hypothesis that development in language ability, school investment, and self-confidence are mutually positively associated is supported, as is the hypothesis that intelligence accounts for some of the differences in language ability. School investment, self-confidence, and intelligence each explain a different part of development in language ability.

Tuckman (2003) conducted this study which was based on an educational psychology-based “study skills” program: Strategies-for-
Achievement, originally developed to teach learning and motivation strategies to college students, was modified for use by high school students. It involved teaching students four achievement strategies: take reasonable risk, take responsibility, search the environment, and use feedback. Each was divided into two sub-strategies, and used to teach students to overcome procrastination, build self-confidence and responsibility, manage their lives, learn from lecture and text, and prepare for exams. The training was provided as a course taught using a “blended” technology-based instructional model called ‘Active Discovery and Participation through Technology’ (ADAPT). Students who took the training course earned significantly higher grade point averages in comparison to a matched group, during the term they took the course.

**Cheng and Furnham (2002)** studied that peer relations, self confidence, and school performance correlated with self-rated happiness (OHI) and loneliness (UCLALS) in adolescents. Personality traits (EPQ), self confidence (PEI), friendship and school grades were all significantly oppositely correlated with happiness and loneliness. Regression analysis revealed that extraversion and neuroticism were direct predictors of happiness and self-confidence, while psychoticism and extraversion were direct predictors of loneliness. The effect of sex on happiness and loneliness was moderated by
friendship and neuroticism, and by neuroticism and psychoticism, respectively. Extraversion was also a significant predictor of general confidence and social interactions which directly influenced loneliness whilst psychoticism was a direct predictor of loneliness. Self-rated school performance was the only direct predictor of happiness whereas general confidence and social interactions were related to adolescents' self-reported loneliness.

**Lanz, Lafrate, Rosnati and Scabini (2002)** studied that there are some differences in parent-child communication and in adolescent self esteem among adoptive, separated and intact non-adoptive families and to investigate the extent to which parent-child communication is related to adolescent self-esteem in the three types of families. The study sample was composed of 450 adolescents aged between 11 and 17 years (160 from intact non-adoptive families, 140 from separated or divorced families and 150 from intercountry adoptive families). Subjects completed the Parent-Adolescent Communication Scale by Barnes and Olson, Rosenberg self esteem Scale and some socio-demographic items. The results showed that adolescents from separated families have more difficulties in their relationships with both the mother and the father than their peers, and that adoptive children perceive a more positive communication with their parents than biological
children. Moreover, adoptees showed lower self esteem than the other two groups of adolescents. Lastly, it emerged that male and female adolescents' self esteem was related to positive communication with both parents in intact non-adoptive families, while no link was significant for male and female children of divorced parents or for adoptees.

**Benabou & Tirole (2002)** in this paper analyzes the self-identification process and its role in motivation. They build a model of self-confidence where people have imperfect knowledge about their ability, which in most tasks is a complement to effort in determining performance. Higher self-confidence thus enhances motivation, and this creates incentives for the manipulation of self-perception. An individual suffering from time-inconsistency may thus want to enhance the self-confidence of his future selves, so as to limit their procrastination. The benefits of confidence-maintenance must, however, be traded off against the risks of overconfidence (inappropriate tasks being pursued). Moreover, rational inference implies that the individual cannot systematically fool himself. A first application of the model is self-handicapping: to avoid a negative inference about their ability, people may deliberately impair their performance, or choose overambitious tasks. Another application is selective memory or awareness management: people are
(endogenously) more likely to remember or consciously acknowledge their successes than their failures. This, in turn, helps explain the widely documented prevalence of self-serving beliefs --that is, the fact that most people have overoptimistic assessments of their own abilities and other desirable traits. We analyze the workings of this "psychological immune system" and show that it typically leads to multiple equilibria in cognitive strategies, self-confidence, and behavior. Moreover, while active self-esteem maintenance can improve ex-ante welfare, it can also be self-defeating. Systematically "looking on the bright side", avoiding "negative" thoughts and people, etc., can thus be beneficial in certain environments; but in other circumstances one can only lose by playing such games with oneself, and it would be better to always "accept who you are" and "be honest with yourself".

**Klassen (2002)** conducted a study which examined the self- and collective efficacy beliefs of Indo-Canadian and Anglo-Canadian early adolescent students. The research participants included 112 Anglo-Canadian and 158 Indo-Canadian (children of Punjabi Sikh immigrants) grade 7 students. On a 22-item measure of math performance, the Indo-Canadian students earned a significantly higher score than the Anglo-Canadian students and also rated their self-efficacy at a higher level. There were no differences between the
groups in terms of calibration of self-efficacy and performance. In a multiple regression analysis, self efficacy was the only motivation variable that predicted math performance for both groups. For the Anglo-Canadian students previous math grade was the only other significant predictor of performance; for the Indo-Canadian students, math self-concept was the other significant predictor. Of the hypothesized four sources of efficacy beliefs, emotional arousal was the strongest predictor of efficacy for both cultural groups. Past performance was the next strongest predictor for Anglo-Canadians, while for the Indo-Canadian students, vicarious experience was the second significant predictor of self efficacy. For the sample as a whole, the students who were most accurate in their calibration performed at a higher level than students who under-estimated or overestimated their performance. For the group task, collective efficacy was the best predictor of group performance for the Anglo-Canadians, whereas previous math grade predicted group performance more strongly for the Indo-Canadians. Counter to predictions of higher overall collectivism, the Indo-Canadians displayed higher levels of vertical individualism and vertical collectivism than the other group. Implications of the influence of the vertical aspect of Indo-Canadians on self-appraisal are discussed.
**Lam and Manning (2001)** studied that as children are spending more of lives in cohabiting parent families; it has become increasingly important to understand the implications of cohabitation for children’s well being. National longitudinal study of adolescent health was used to determine whether adolescents in cohabiting parent stepfamilies fare as well as adolescents were living in married parent stepfamilies and whether teens in unmarried mother cohabiting families fare better or worse than children living with unmarried single mothers. Adolescents living in cohabiting stepfamilies experience greater disadvantage than their peers living in married stepfamilies. Some of these differences in family structure can be explained by socioeconomic circumstances, but the effects of family structure on delinquency and PPVT cannot be explained by these factors. Generally, it was found that teens living with unmarried mothers are not advantaged or disadvantaged by their mother’s cohabitation, exceptions include delinquency and grades. Yet, all of these family structure differences among children living in unmarried mother families can be explained by mother's marital history. These results have implications for the understanding of cohabitation, a family form that has received limited attention. Moreover, these findings may contribute to debates about the importance of marriage for children.
**Beth Casey et al., (2001)** For 187 Grade 8 students, we compared spatial-mechanical skills with mathematics Self-Confidence as mediators of gender differences in mathematics. Using items showing the largest male and female advantage, respectively, on the Third International Mathematics and Science Study (TIMSS) U. S. data, we created mathematics Male and Female subtests from items on the 8th grade TIMSS; Using path-analytic techniques, we decomposed a significant gender/mathematics correlation, favoring males, on the TIMSS-Male subtest into direct and indirect effects. We found only indirect effects. A spatial-mechanical composite accounted for 74% of the total indirect effects, whereas mathematics Self-Confidence accounted for 26%. By 8th grade, girls' relatively poorer spatial-mechanical skills contribute to lower scores on types of mathematics at which boys typically excel.

**Sun Shijin et al., (2000)** dealt with the function of group counseling in improving the Self-Confidence of college students. We elaborately designed the programs of the group counseling activities and surveyed the participants before and after the activities by using five scales. Through analyzing the results of the scales and using other quantitative methods, we found that: 1) Group counseling could improve the self-confidence of the students effectively. 2) Group counseling was effective for developing targets. The results of the
research had some reference value for the future study and application of group counseling.

Zingler, Albert and Heller, Kurt A. (2000) were evaluated students (N=379) in the 8th grade of German college preparatory schools, prior to formal chemistry instruction, for prior knowledge of chemistry, their self-concept regarding chemistry, their gender-bound attitudes toward chemistry, and their tear of chemistry. Fixing indicated that girls already expressed significantly lower level of self-confidence regarding chemistry than the boys.

Wilson, Rodney Carlton (2000) made a study of sources of sport-confidence of senior adult, college, and high school athletes. Found that the perceived importance of various sources of self-confidence differed between and within gender.

Ziegler, Albert, Heller, Kurt (2000) made a study of conditions for self-confidence among boys and girls achieving highly in chemistry. Indicated that girls already expressed significantly lower levels of self-confidence regarding chemistry than did boys.

Stolz (1999) studied the importance of self-confidence in performance among students. The results showed that the students who received the negative encouragement and the poor grade on the questionnaire did more poorly than the students that received
positive encouragement and good grades on the questionnaire. The results showed that there was a significant effect of self-confidence and self-efficacy in performance.

**Joe F. Donaldson And Steve Graham (1999)** Have Presented Article On "A Model Of College Outcomes For Adults ". This Article Presents A Model Of College Outcomes For Adult Undergraduate Students To Address The Key Elements That Affect Their Learning And To Stimulate Research And Theory Building About Adults' Experience In College. It Provides A Review Of The Literature And A Comprehensive Model That Considers The Relationships Between Six Major Elements Related To Adults' Undergraduate Collegiate Experiences: (A) Prior Experiences; (B) Orienting Frameworks Such As Motivation, Self-Confidence, And Value System; (C) Adult's Cognition Or The Declarative, Procedural, And Self-Regulating Knowledge Structures And Processes; (D) The "Connecting Classroom" As The Central Avenue For Social Engagement And For Negotiating Meaning For Learning; (E) The Life-World Environment And The Concurrent Work, Family, And Community Settings; And (I) The Different Types And Levels Of Learning Outcomes Experienced By Adults.

**N. Wooldridge and N. Richardson (1998)** reported that assertiveness and self-confidence can be improved by using
effective teaching methods which in turn help people with learning disabilities to feel good about themselves.

**Einarson, Marne, Santiago, Anna (1996)** made a study of background characteristics as predictors of academic self-confidence and academic self-efficacy among graduate science and engineering students: an exploration of gender and ethnic differences. They found gender and ethnic differences in academic self-confidence, academic self-efficacy.

**Hripsime A.Kalaian, Donald J.Freeman (1994)** studied the gender differences in self-confidence and educational beliefs among secondary teacher candidates. This longitudinal study examined gender differences among secondary teacher candidates across three categories of criterion measures: (a) levels of self-confidence in teaching, (b) anticipated sources of professional knowledge, and (c) educational orientations and beliefs. Relative to males, females entered teacher preparation programs with lower levels of confidence in themselves as teachers and higher expectations for what they would gain from education courses and practical experiences related to teaching. Females were also more likely to favor student-centered approaches to instruction and to believe that instructional strategies have limited generalizability. These
differences in self-confidence and educational beliefs persisted to program completion.

Hall, Evelyn (1990) made a study of the effect of performer gender, performer skill level, and opponent gender on self-confidence in a competitive situation. He found that self-confidence of females is not lower than that of males.

2.04. STUDIES RELATED TO EMOTIONAL INTELLIGENCE

Parrish, Dominique Rene (2015) found that emotional intelligence is recognized as a highly relevant and important requirement for academic leadership in higher education. Additionally, the investigation ascertained that emotional intelligence traits related to empathy, inspiring and guiding others and responsibly managing oneself were most applicable for academic leadership. The views of participants regarding the relevance of these emotional intelligence traits in academic leadership are presented. Illustrations of how these emotional intelligence traits might manifest in a higher education context are also discussed.

Moradi Sheykhjan, et al (2014) find out that between emotional intelligence and social responsibility of students there is a significant and positive relationship. Similarly interpersonal relationships and the social responsibility of students, there was a significant positive correlation. Finally Interpretation and some
Recommendations have been given by the investigator based on the findings.

**Pierce, Stephanie (2014)** suggested that principals’ relationship management, a component of emotional intelligence, is critical in the development of collective teacher efficacy. The study indicated a moderate positive correlation between the total collective teacher beliefs score and all emotional intelligence scores, with the exception of conflict management.

**Ghabanchi, Zargham; et al (2014)** find out that the relationship between IQ and reading comprehension is stronger than the relationship between total emotional intelligence and reading comprehension. A small but significant correlation was found between reading comprehension scores and some emotional-intelligence subscales such as interpersonal abilities, intrapersonal abilities, and stress management. It follows that IQ is a more determinative factor in reading-comprehension proficiency than emotional intelligence.

**Young Kaelber, Kara A.; et al (2014)** found that Western trainees showed greater empathy, although no differences were found in emotional intelligence between Eastern and Western trainees. Length of training correlated with greater empathy in both groups, but was not associated with emotional intelligence. Type of self-construal
correlated with both degree of empathy and emotional intelligence. Implications for counseling research and training are addressed.

**Hansenne, Michel; et al (2012)** Results showed that children school performances were predicted by creativity. However EI had no influence on performance. These findings question the recent spread of EI training programs within elementary schools.

**Pool, Lorraine Dacre; et al (2012)** suggested that it is possible to increase emotional self-efficacy and some aspects of emotional intelligence ability. These findings are considered within the framework of graduate employability, as improving emotional functioning may be particularly important to young people who will shortly join the graduate working population.

**Sharma and Bandhana (2012)** examined that the main and interactional effect of emotional intelligence, home environment and sex on the problem solving ability of adolescents. A random sample of 1007 adolescents (502 male and 505 females) was selected from government and private higher secondary schools of Jammu City. Mangal Emotional Intelligence Inventory by S. K. Mangal and Shubra Mangal, Home Environment Inventory by Karuna Misra and Self-concept by S. P. Ahluwalia were used to collect the data. The data was analyzed by using three-way analysis of variance technique (ANOVA). The results revealed that emotional intelligence and home
environment has a significant impact on self-concept. Children and adolescents benefit from good relationships, experience, and positive thinking. Children need to know that they are important. When they feel accepted and loved by important people in their lives, they feel comfortable, safe and secure. It is necessary to build a child’s self confidence that would help him in developing self esteem in him. Self esteem is the reflection of a person’s overall evaluation or appraisal of his or her own worth. Self esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. The self concept is what one thinks about the self; self esteem, the positive or negative evaluation of the self, is how one feels about it. Self esteem is related to an individual’s perception of their value or worth as a person.

Sambath S (2012) conducted a study on “personality disorder of higher secondary students in relation to emotional intelligence”. A sample constructed of male 250 and female 250 school students in around three districts of ariyalur, villupuram and cuddalore. The investigator made use of stratified random sampling techniques. The results shows that is no significant difference between male and female higher secondary students in their emotional intelligence dimensions of well – being, self – control, emotionality, sociability, global trait and total emotional intelligence.
Amudha Sree .N (2011) in her study on commerce higher secondary students found the emotional intelligence for entire and subsamples are at average level. Significant difference is in emotional intelligence was observed among urban and rural students boys and girls, and students of different religion. No such difference was noticed in the case of subsamples of type of schools, family size and family income. Significant correlation was found out between emotional intelligence and achievement in commerce of higher secondary students.

Hall, P. Cougar; et al (2011) found out that this study offers limited support for the continued use of GPA and teacher tests as predictors of future student teaching performance. Additionally, this study supports claims that emotional intelligence is a distinct form of intelligence not related to traditional intellectual intelligence. The findings of this investigation do not, however, support emotional intelligence as a predictor of teaching performance among secondary student teachers.

Subramanyam (2011) studied impact of emotional intelligence and study skills of high school students. An attempt was made in the present investigation to study of effect of emotional intelligence and study skills of high school students. 60 high school students constituted the sample of the study. Emotional intelligence scale
developed by Nutankumar Thingujam, and Usha Ram (1999) and study skills inventory developed by Prof. P.V.Ramamurthy and Geetha Nath (1977) were administered on the sample to assess their level of emotional intelligence and study skills. Based on the findings of the study it was concluded that there was no significant difference with regard to the impact of gender of emotional intelligence and study skills of high school students.

**Ponni (2011)** has been found that there is no significant difference between male and female secondary school teachers their emotional intelligence. Further, there is significant difference among the secondary school teachers in their emotional intelligence belong to different types of school namely government, government aided and corporation school. There is significant difference between post graduate teachers sand graduate teachers in their emotional intelligence.

**Monica Mahajan (2011)** has found that there exists positive and significant relationship between emotional intelligence and academic achievement of XI standard students. It is also reported that there exists no significant difference between the emotional intelligence of boys and girls.

**Anisha Devi and Joyce Rani (2011)** have studied the emotional competence and social reticence of adolescent students. It is found
that there is a relationship between the emotional competence and
social reticence of adolescents based on their gender and locality.
Emotionally competent persons have effective interpersonal
interactions whereas social reticent persons avoid the interpersonal
relations. Moreover, individuals with superior emotional competence
have a greater degree of self-awareness, and self-esteem and are able
to express themselves freely, whereas those individuals who are
reticent have a problem in expressive communication.

Agnivesh Gupta (2010) has found that there is a significant
difference in boys and girls on emotional competence. The girls show
significantly higher emotional competencies namely adequate depth of
feeling; adequate expression and control of emotions; ability to
function with emotions; ability to cope with problem emotions; and
encouragement of positive emotions as compared to boys.

Selvakumar and Arumugarajan (2010) have found that
significant relationship is found between the emotional intelligence
and achievement in commerce among the higher secondary students.

Vijaya (2010) has been found that emotional intelligence is related
to academic achievement of students. There is significant difference
between science group boys and girls in their emotional intelligence.
There is no significant difference between arts group boys and girls
with regard to their emotional intelligence. It is concluded that there is
no significant difference between the students of two streams in the self-awareness, self-management, social awareness, relationship management and emotional intelligence as a whole.

Balvinder Kaur (2010) has found that there is significant difference in the emotional intelligence of male and female teachers of professional colleges. It is reported that the male teachers of professional colleges have significantly higher emotional intelligence than those of their female counterparts.

David and Roy (2010) have found that there was a moderate relationship between emotional intelligence and teacher competencies at secondary school level. The differential study of teacher competencies among high and low emotional intelligence teacher was also found to be positive.

Poonima (2010) has revealed that more than 85 percent of the teachers encompass only low and moderate level of emotional intelligence, special education teachers’ age, community, educational qualification, level of classes handled, nature of job, years of experience and monthly salary have significantly influenced their emotional intelligence, whereas the training they received in special education has not made any significant difference in their emotional intelligence.
**Indu, Nishakumari (2010)** studied emotional intelligence of college students. The sample size was 504. The study was conducted on Under Graduate and Post Graduate students from various colleges in Coimbatore city. Tools were used personal data sheet, emotional intelligence scale (standardized by Indu 2007). Major findings of the study were: 1. there was no significant difference between the emotional intelligence of male and female college students. 2. Under Graduate and Post Graduate students showed significant difference in their emotional intelligence. It was found that Post Graduate students are emotionally intelligent than the Under Graduate students.

**Mahmmad Alam (2010)** studied the effective of emotional intelligence and academic stress on academic success among adolescents. A representative sample of 250 adolescents 125 boys and 125 girls from different Kendriya Vidyalayas of Hyderabad city were selected. The tools used were emotional intelligence inventory by Sk. Mangal and S.Mangal and academic stress scale by Asha Rani Bisht. The finding revealed a significant relationship between variables for total and boys and girls.

**Jagpreet Kaur, Neetu (2010)** studied the emotional intelligence and style of learning and thinking among adolescents. 200 Indian adolescents studying in class IX selected
on the basis of randomized technique of sampling from different secondary schools. Tools were selected as sample used were emotional intelligence test by Chadha (2002) 2. Style of learning thinking (SOLAT) by venkataraman (1994). Major findings of the study were: 1. Male and female adolescents did not differ significantly on emotional intelligence. 2. Male adolescents with right and left hemispheric dominance were found to be more emotionally intelligent than their female counterparts, though not significantly so. 3. However, finally who are integrated brined was found to be more emotionally intelligent, though not significantly so.

**Sahaya Mary and Manorama Samuel (2010)** made a study influence of emotional intelligence on attitude towards teaching of student teachers. The sample consisted of 104 female and 87 males student teachers studying at the colleges of education in Chennai were selected randomly as the sample for this study. The tools administered to the above sample were: 1. Proforma of the student teachers. 2. Attitude scale to find the attitude towards teaching (A.T.) of student teachers and 3. Emotional Intelligence (E.I.) inventory. Major findings of the study were: 1. There is a significant difference between qualification, community, influence to be a teacher and attitude towards teaching of student teachers. 2. There is no significant difference between
gender, subject, and community, influence of others, previous teaching experience and the emotional intelligence of the student teachers. 3. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student teachers.

**Indu (2009)** studied the emotional intelligence of secondary teacher trainees. The sample consisted of 502 teacher trainees studying in five different colleges of education in Coimbatore district. Emotional intelligence scale (EIS) based on Bar-On’s conceptualization of the dimensions of emotional intelligence. Major finding of the study were that majority of the sample possessed average emotional intelligence and there was no significant difference in the emotional intelligence of the sub-samples; gender, type of family and type of institution.

**Gakhar, Seema Chopra, Sukhwinder Singh (2009)** studied the emotional intelligence of adolescents with high and low creativity. A sample comprised of both male and female adolescents studying in 11th class (total 889 subjects). Tools used were 1. Emotional intelligence scale (By Hyde, Pethe and Dhar, 2001), 2. Verbal test of creative thinking (By Baqer Mehdi, 1985). Major findings of the study were: 1. High creative boys were emotionally more intelligent than the high creative girls. 2. High creative boys were extrovert,
more fluent, more motivated and, quick in action which helped them to develop the qualities such as, self-motivation, self-development and commitment, which in turn make them emotionally more intelligent than the high creative girls. 3. Low creative girls were slightly more emotionally intelligent than the low creative boys.

Niradhar Dey (2009) studied the influence of emotional intelligence on academic self-efficacy and achievement. A sample of 150 undergraduate students 18-20 years at Raipur in the state of Chhattisgarh were taken for the study. Emotional intelligence questionnaire constructed by Schutte et al., (1998) was used. Academic confidence scale constructed by sander and sander (2003) was used. Major findings of the study were: 1. Teachers should realize that academic achievement is affected by several factors, of which emotional intelligence and academic self-efficacy were critically components. 2. As emotional intelligence has been found to be a teachable construct, conscious efforts should be made to integrate emotional intelligence into school curriculum.

Gowdhaman and Balamurugan (2009) studied the emotional intelligence among the B.Ed., teacher trainees. A sample of 300 B.Ed., teacher trainees studying in the five B.Ed., colleges of Salem district was taken for the study. Emotional intelligence scale by Upinder Dhar, Anukool Kude, Sanjyot Pethe were used for
the study. Major findings of the study were that the emotional intelligence of the B.Ed., teacher trainees is normal.

Wender – Heldt, Karenkay (2009) studied the emotional intelligence: the link to school leadership practices that increase student achievement. The purpose of the mixed methods, explanatory design study was to determine if a relationship exists between emotional intelligence and research-based school leadership practices. A random sample of 285 public school k-12 principals in the state of Wisconsin was surveyed using a valid, reliable, two-part instrument designed by the researcher, part one of the survey measured principals engagement in the 21 leadership practices. Part two of the survey measured principal’s emotional intelligence. Correlation research was conducted using the two parts of the self-report survey and results were analyzed. Additionally, eleven principals from the survey sample, demonstrating high levels of emotional intelligence and high levels of engagement in research-based school leadership practices were interviewed to gain further insight into their formation as leaders and their leadership practice. Results of the study indicated that there was a strong, positive correlation between emotional intelligence and research-based school leadership practices and that the development of emotional intelligence was influenced by identifiable
and replicable factors. Therefore, it was reasonable to conclude that districts that make an intentional effort to create awareness of emotional intelligence, as well as to hire, develop and retain emotionally intelligent school leaders may be more likely to reach their organizational goals related to increasing the academic achievement of all students.

**Ruchi Dubey (2009)** has found that emotional intelligence among undergraduate students is high. It is reported that the social category has significant effect on emotional intelligence of male undergraduate while female undergraduate students belonging to general, OBC and SC category do not differ from one another on emotional intelligence.

**Panda (2009)** studied the emotional intelligence and personality traits of student teachers belonging to different localities, gender and personalities with an objective to find out the significant relationship in emotional intelligence of normal and neurotic pupil teachers. The emotional intelligence, Teat and Neurotic Personality Inventory were administered. Results revealed that there was a significant positive correlation between emotional intelligence and normal behavior of pupil teachers; significant negative correlation between emotional intelligence and neurotic behavior of pupil teachers; there was significant difference between normal and neurotic behavior of pupil
teachers in emotional intelligence; and no significant difference between male and female teachers in emotional intelligence.

Umadevi (2009) has revealed that there was a positive relationship between emotional intelligence, achievement motivation and academic motivation of primary school student teachers. Male and female, arts and science student teachers do not differ significantly in emotional intelligence and achievement motivation.

Khan and Kumar (2008) have reported that 33% of teachers demonstrated high level of emotional intelligence and 70% had high level of achievement motivation. Also, there was positive moderate correlation between emotional intelligence and achievement motivation.

Sharma (2008) correlated emotional intelligence, creativity and achievement motivation with art competencies in student’s teachers. Results demonstrated the significant correlation between art competencies and emotional intelligence, achievement motivation and emotional intelligence.

Suresh and Joshith (2008) conducted a study on emotional intelligence as a correlate of stress among the student teachers of various training colleges of Kerala. They have found significant negative relationship between emotional intelligence and stress for the total sample and sub-samples and conclude that individuals having
high emotional intelligence may have low stress and this will directly contribute to the positive development of the individual and the society.

**Upadhyaya (2008)** has studied the personality of emotionally intelligent student’s teachers. It was found that as compared to low emotionally intelligent student teachers, high emotionally intelligent student teachers are more confident, persistent, supportive, enthusiastic and divergent.

**Adeyemo (2008)** studied the influence of emotional intelligence and some demographic characteristics on academic self-efficacy of distance learners. The participants were 320 distance learners (150 males and 170 females). Two valid and reliable instruments namely, emotional intelligence questionnaire and academic self-efficacy scale were administered on the participants. The results show that emotional intelligence, gender and age were vital factors in academic self-efficacy of distance learners. Significant difference was also found between the academic self-efficacy of male and female participants.

**Rupinderjit Kaur Kamboj (2008)** studied the relationship of emotional intelligence with self-actualization. The study was conducted on a sample of 1360 secondary school teachers (680 Males, 680 Females) from different rural, urban government and
private secondary schools. The tools are emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, and self-actualization inventory by Dr.K.N.Sharma Pearson; Major findings of the study were: 1. those teachers who have high emotional intelligence were more self-actualized than those who have low emotional intelligence. 2. By inculcating and developing emotional intelligence in teacher trainees, more self-actualized and better teachers can be produced. 3. Teacher is considered to be a catalyst, a facilitator, a change agent, a driving force and nation builder, so attention needs to be paid to the way we educate our teachers.

**Arunmozhi, Rajendram.K (2008)** studied the emotional intelligence of self-help group members. The sample comprised of 305 women self-help group members living in six different villages of Chidambaram taluk in Cuddalore district. Emotional intelligence scale by Anukool Hyde, Sanjyot Deathe and Upinder Dhar (200). Major findings of the study were that the members of self-help groups differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

**Sridevi & Parveen (2008)** studied the relationship of emotional intelligence, adjustment. The sample for the present study
comprised of 200 students selected by stratified random sampling technique. Emotional intelligence was assessed by the tool prepared by Dr. N. K. Chadhawich consists of 15 items, adjustment inventory by Prof. A. K. P. Sinha & Prof. R. P. Singh, which consists of 102 items, self-concept assessment Scale of T. R. Sarbin (22 items) and scholastic Achievement was assessed by the total score obtained in all the subjects of the midterm examination of the students has been taken in to account. Major findings of the study were: 1. there exists a positive relationship among emotional intelligence, adjustment, self-concept and scholastic achievement of the higher secondary students. 2. Female students possess higher emotional intelligence than the male students.

**Darsana (2007)** studied relationship between emotional intelligence and certain achievement facilitating variables of higher secondary school students. The tools used for the present study were 1. Emotional intelligence test. 2. Socio-economic status scale 3. Achievement motivation scale 4. Examination anxiety scale and 5. Self-concept scale. The sample of the study was 387 (191 boys and 196 girls) higher secondary school students of Kollam district in Kerala. Major findings of the study were: 1. there was no relationship between emotional intelligence and socio-economic
status for girls and private institutions. 2. The study reveals that there was no marked relationship between components of emotional intelligence and self-concept for the whole sample and sub-sample boys, girls, urban subjects, rural subjects, government institutions, and private institutions. 3. Emotional intelligence was high for rural students when compared with that of urban students.

**Sridhar, Hamid Reza Badiei (2007)** studied the teacher efficacy and emotional intelligence of primary school teachers. The study was conducted on a sample of 100 primary school teachers from all the urban primary school teachers in Mysore south. The tools are teacher efficacy scale (TES) by W oolfolk and Hoy (1990) and emotional intelligence test by Prof. N.K.Chadha. Major findings of the study: 1. There is no, however, significant difference between the means of Teacher Efficacy and Emotional Quotient with reference to two of independent variables which are considered in this study (gender, educational level). 2. In respect of the third in dependent variable (age) a significant difference has been observed.

**Neelakandan (2007)** has found that the primary school teachers have average level of emotional competence. The results revealed that the teachers having higher qualifications are found to have better
emotional competence than teachers having essential qualifications only. Also, there was no significant difference between any two categories of subsample of teachers with different years of their experience in their emotional competence. Similarly, there was no significant difference between the teachers of government schools and private schools in respect to their level of emotional competence.

Amirtha and Kadhiravan (2006) have explored that gender, age and qualification influence the emotional intelligence of teachers. Teachers also differ in some of their personality dimensions with respect to different descriptive variables. It was also found that extroversion, introversion and feeling dimensions of personality have a negative impact on emotional intelligence of teachers, whereas thinking and judging dimensions have a positive impact on their emotional intelligence.

Gupta and Kaur (2006) studied the emotional intelligence of B.Ed. students of Guru Nanak Dev University, Amristar. Results revealed that there were 9 percent male and 22 percent female B.Ed. students with high emotional intelligence, while 6 percent male and 12 percent female B.Ed. students differed significantly on self-management dimension of emotional intelligence while arts and science stream B.Ed. students differed on social skills dimension of emotional intelligence. Also B.Ed. students of non-working mothers.
Scored more on internality while, B.Ed. students of working mothers scored more on empathy.

**Gupta and Ram (2006)** also studied the role of gender difference on emotional intelligence in the transactional styles of 201 prospective teachers studying in various colleges of education in Jalandhar city. The results indicated that supportive style is the dominant style and rescuing style is back up style in both male and female students. Also, the results showed that emotional intelligence had the main effect on aggressive style while gender had main effects on rescuing style, normative style, problem-solving style, and innovative style, resilient and sulking styles.

**Amudha asaph (2006)** studied emotional intelligence and selected personality characteristics of student teachers. Sample of 200 students teachers were randomly selected from 4 different colleges located in Guntur and Vijayawada city. Tools are used emotional intelligence developed by prof.N.K.Chadha and Dr. Dalip Singh. Major findings of the study were: 1. Females have a slightly higher emotional intelligence than male student teachers. 2. Urban student teachers have higher emotional intelligence than rural student teachers.

**Ajay Kumar Bhimrao Patil (2006)** studied the emotional intelligence among student teachers in relation to sex. The sample
of the study was 302 student teachers studying in four colleges of education in Kolhapur district. Tools are used the researcher specially constructed the emotional intelligence test (E.I.T) based on Goleman’s emotional competency model in Marathi language to measure the emotional intelligence of student teachers. Major findings of the study were: 1. there was no significant difference between emotional intelligence of male and female student teachers. 2. There was no significant difference in emotional intelligence of student teachers of Art and Science faculty. 3. There was significant relationship between emotional intelligence and academic achievement of student teachers. But this correlation was very slight.

**Jyothika Gupta, Sukhjinder Ram (2006)** studied the transactional styles among prospective teachers: The role of sex differences and emotional intelligence. The sample of the study was 201 B.Ed students of Jalandhar city under the Guru Nanak Dev University, Amritsar. Tools were used transactional style inventory teachers (TSI-Te) developed by educational resource centre institute, New Delhi (2002). Emotional intelligence scale (2001) by Anukool Hyde and Sanjyot Dethe. Major findings of the study were: 1. Sex had main effects on rescuing style, normative style, problem-solving style and sulking style. However, there was no
interaction effect of emotional intelligence and sex on any transactional style.

**Deepika Gupta, Neeta Mahajan (2006)** studied the emotional intelligence: a holistic approach to life success a comparative study of emotional intelligence in adolescent girls and boys. The present study was conducted to know and compare the emotional intelligence in 50 boys and 50 girls. A standardized questionnaire developed by Dr.S.K.Mangal and Mrs. Shubhra Mangal (2004) was used to obtain the information regarding interpersonal and interpersonal awareness intrapersonal and interpersonal management in both boys and girls. Major findings of the study were: Adolescent girls showed better results as compared to their counterpart's boys in all major areas of emotional intelligence.

**Manhas and Gakhar (2006)** made a study of non-cognitive correlates of emotional intelligence of adolescents. A sample of adolescent's arts and science students. The tools used were emotional intelligence scale, self-concept questionnaires, mental health battery, bisht battery of stress scale. Major findings of the study were results represents that there was insignificant difference in the emotional intelligence of adolescents belonging to urban and rural.
Poonam Singh (2006) made a study of examination stress in relation to emotional intelligence. A sample of 100 students studying in class XI of D.P.girls inters college. Two tools were used for the collection of data test of emotional intelligence (student form) developed by K.S.Misra was used for measuring emotional intelligence. For measuring examination stress- Examination stress inventory of K.S.Misra was used. Major findings of the study were: 1. for average emotionally intelligent student's emotional intelligence was not significantly related to examination stress. This shows that high, average and low levels of emotional intelligence can affect examination stress differently. 2. High emotionally intelligent students have different attitude towards performance in examination. High emotionally intelligent students take everything seriously resulting in the need to control their feelings. Emotional regulation helps the process of modifying one's own emotions and expressions and personal control.

Mahendra Mishra (2006) made a study of teaching work motivation among emotional intelligent student-teaches. The sample for this study consisted of 64 student-teachers studying in E.C.C. 1. Test of emotional intelligence (TEI- student-teacher form), 2. Teaching work motivation inventory (T.W.M.I.), both tools have been developed by K.S.Misra. Major findings of the study were: 1. it was
found that as compared to high emotionally intelligent student-teachers, less emotionally intelligent student-teachers have less teaching work motivation. 2. If a person is highly emotionally intelligent, then he might experience a feeling of contentment, happiness and satisfaction at his work place which might positively affect his motivation level. On the contrary, less emotionally intelligent person may often experience fear and anxiety which may adversely affect his motivation level to a great extent.

**Arpita Kumar (2006)** studied the values of emotionally intelligent student teachers. The sample consists of 80 student teachers studying in E.C.C. Test of emotional intelligence developed by K.S.Misra and personal values questionnaire (PVQ) developed by G.P.Sherry and R.P.Verma were used to collect the data. Major findings of the study were: 1. Student teachers with low emotional intelligence have high economic and hedonistic values as compared to the student teacher with high emotional intelligence. 2. Student teachers with low emotional intelligence probably fail to understand this valuable philosophy and so they show their inclination towards material gains and making quick bucks in life.

**Priyanka Singh (2006)** made a Study of relationship between deprivation and emotional intelligence. The co relational survey and causal comparative methods of research were used 100, ninth class
students of two institutions, were used as sample tools used were 'Deprivation Scale' made by S.K.Paletal, emotional intelligence questionnaire made by K.S. Mistra. Major findings of the study were highly deprived students have low emotional intelligence than the low deprived students. Hence, for students having low emotional intelligence compensatory emotional education should be given.

**Sushma Pandey (2006)** made a study of the relationship between emotional intelligence and professional stress among degree college teachers. A sample of 50 teachers of degree colleges affiliated to D.D.U. University, Gorakhpur have been selected as sample. Teachers Stress Scale 'constructed by the investigator were used to measure stress. It has 32 items in it. Test of emotional intelligence constructed by K.S.Misra was used to measure emotional intelligence. Major findings of the study were emotional intelligence and professional stress of degree college teachers was negatively related. It means when emotional intelligence increases, professional stress decreases. Emotional intelligence is a reassuring and result oriented attitude and a way of dealing with a variety of situations.

**Uma Devi and Romala Rayalu (2005)** studied the relationship between emotional intelligence and intellectual abilities of adolescents. The sample comprised of 200 adolescents who were in the age range of 15 – 18 years. Tools used were: (a) Family
background information schedule to collect the personal profile of the respondents. (b) RSPM (1992) to study the intellectual abilities of adolescents and (c) Emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligent levels of adolescents. Major findings of the study were: From the result it was found that emotional intelligence and intellectual abilities are related with each other. Adolescents with high emotional intelligence skills are intelligent too. For a person to be successful in life, combination of Emotional Quotient and Intelligence Quotient is very essential than either of the measure alone.

**Uma Devi & Rayulu (2005)** conducted a study entitled -Levels of emotional intelligence of adolescent boys and girls – A comparative study. The sample comprised of 224 students, out of which 112 were boys and 112 were girls covering the age group of 15 – 18 years. Tools used were: (a) General information schedule for collecting respondent’s information and family background information and (b) For measuring emotional intelligence levels of adolescent’s emotional intelligence inventory developed by the investigator in 2003 was used. Major findings of the study were: The study shows that adolescent boys and girls were above average and average on Emotional Intelligence levels and did not differ significantly on total Emotional Intelligence levels.
However girls were superior to boys on interpersonal relations skill. Regarding dimensions of Emotional Intelligence girls surpass boys on self-awareness, empathy social responsibility and problem-solving skills. A child to be successful in life must possess the non-cognitive skills along with cognitive skills which should be inculcated from the formative years of child’s life as emotional intelligence skills can be learnt throughout life.

**Rabindra Kumar Pradhan, Dolly Bansal, Biswat (2005)** studied the emotional intelligence and personal effectiveness. The study was conducted on 50 postgraduates (25 male & 25 female) from various departments of Delhi University. The sample was administered emotional intelligence scale (Cooper & Sawaf, 1997) and personal effectiveness scale (Udai Pareek, 1989). Major findings were there exists a positive relationship between emotional intelligence (EI) and personal effectiveness (PE). 2. The potential benefits of emotional intelligence were discussed in the context of personal effectiveness.

**Uma Devo & Mayuri (2004)** made a relationship between emotional intelligence and personality of adolescents. Sample of the study was 200 adolescents who were in the age range of 15-13 years in the city of Hyderabad. Tools were used family back ground information schedule to collect the personal profile of the
respondents. MAP series – Teen age developed by Psy – Com services (1993) to study thirteen personality dimensions. Emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligence levels of adolescents. Major findings of the study were: 1. It was clearly evident that majority of adolescent boys and girls were above average in emotional intelligence levels followed by average and very negligible percentage fell into below average category. 2. The study demonstrated positive and significant relationship between emotional intelligence and total personality. 3. From the results of the present study it is evident that emotional intelligence and personality are significantly and positively related to each other. 4. Adolescents' with good emotional intelligence skills possessing high intra personal skills, interpersonal skills, adaptability, stress management and general mood skills had good personality characteristics also.

Tyagi (2004) conducted a study on the Emotional intelligence of secondary teachers in relation to gender and age. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary schools (urban-rural) from Dhule district, Maharashtra. The tool used for this study was a structured questionnaire called emotional intelligence test developed
by Prof. N.K. Chadha and Dr. Dalip Singh. Major findings of the study were: 1. The interpretation of the results showed that level of emotional intelligence of secondary teachers is extremely low. 2. Male and female teachers do not differ in respect of their level of emotional intelligences.

Hadkett, Rebecca (2004) studied the emotional intelligence and teaching success in higher education at the Indiana University, USA. She believes that the construct of effective teaching continues to be elusive, and provides fertile ground for additional research. Prior studies of effective teaching have been mainly limited to the study of observable behaviors relating to the teaching/learning process and student/faculty interaction. This study has attempted to go beyond that level and to offer a starting point for continued research into the underlying emotions that differentiate the most effective faculty at institutions of higher education. A theoretical model was tested that predicted a relationship between Emotional Quotient (EQ-i), the & I dupe; Seven principles for good practice in undergraduate education; and the construct of effective teaching. This study compared 86 teaching award winners to a random sample of 200 non-award winning faculty members at one institution. The data included self-reports on both the seven
principles and Emotional Quotient. The three statistical procedures of ANOVA, discriminate analysis and multiple regressions were selected for this study based on the focus of the research objectives. Based on the results of the study, a significant link was found between specific Emotional Quotient competencies and behaviors of effective teaching, as measured by the seven principles. A comparison of the degree of utilization of the seven principles by the two groups did not reveal a significant difference among the Emotional Quotient sub-scores. Based on these findings, one could conclude that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the Emotional Quotient sub-score of general mood was a significant determinant of teaching award winning faculty.

**Felicia, Grace (2004)** studied the relationship between student satisfaction and emotional intelligence among undergraduate students enrolled in nursing programs. The purpose of this study was to determine if components of emotional intelligence were factors that influenced student satisfaction in undergraduate students enrolled in four nursing programs at Wayne state university. Research has suggested that students‘satisfaction is an
important factor for student retention and graduation in higher education. As a nursing shortage is present in the United States, it is important to investigate factors that could influence students' decisions to remain in the college of nursing. A non experimental, descriptive research design was used for this study. This research design was appropriate for this type of study as the independent variables will not be manipulated and no intervention or treatment will be provided to the participants. The primary data was collected by the questionnaires that were distributed to undergraduate students in the college of nursing at Wayne state university. The population for this study included all undergraduate students in the college of nursing. The findings of the study indicated that emotional intelligence was not a statistically significant predictor of self-reported grade point average. Emotional intelligence and satisfaction with their college experiences and growth did not differ relative to the nursing program in which they were enrolled. Some factors of emotional intelligence were found to be predictors of satisfaction with college experiences.

Parker, Howard Stone, James and Laura Wood (2004) undertook a study on Ontario principals' council leadership. The purpose of the Ontario principals' Council (OPC) leadership study
(funded by the ministry of education and training) was to explore the relationship between emotional intelligence and school leadership. Specifically, this project sought to identify key emotional and social competencies required by school administrators (principals and vice-principals) to successfully meet the demands and responsibilities of their positions. The sample included 464 principals or vice-principals (187 men and 277 women) from nine school boards in Ontario. Two-hundred and twenty six participants were elementary school principals, 84 were elementary school vice-principals, 43 were secondary school principals and 57 were secondary school vice-principals (54 did not indicate their current position). Four hundred and sixty-four participants completed the Emotional Quotient Inventory of these individuals, 395 had supervisor-rated leadership ratings and 434 had at least one staff-rated leadership ratings. Those individuals with complete data (Emotional Quotient Inventory and all leadership ratings) did not differ on any of the Emotional Quotient Inventory scale from those individuals with incomplete data (missing supervisor ratings and/or staff ratings). Consistent with previous research using the Emotional Quotient-Inventory, women were found to score higher than men on the interpersonal dimension. However, no differences in Emotional Quotient-Inventory scales were found
between individuals working in an elementary school versus a secondary school; the same was true when Emotional Quotient-Inventory scales were compared for principals and vice-principals. Men and women did not differ on any of the leadership ratings (regardless of whether supervisor or staff ratings were used). In addition, individuals employed by an elementary school did not differ from those employed at a secondary school on any of the leadership ratings. Principals, however, were rated higher than vice-principals by their supervisors on task-oriented leadership, relationship-oriented leadership, and total leadership. Vice-principals, on the other hand, were rated higher by their staff on relationship-oriented leadership. Although there was a positive relationship between the leadership ratings from supervisors and staff, the association was weak and revealed considerable disagreement between raters. Therefore, in order to identify individuals who were perceived by others as demonstrating above average or below average leadership, a total leadership score was calculated for each individual based on a combination of both supervisor and staff ratings. A below average leadership ability group was created by identifying individuals rated at the 20th percentile (or less) on leadership ability according to both the supervisor and staff ratings; an above average leadership ability
group was also created by identifying individuals rated at the 80th percentile (or higher) on leadership ability according to both the supervisor and staff ratings. The above average leadership group scored higher than the below average leadership group on total Emotional Intelligence and all four broad dimensions (intrapersonal, interpersonal, adaptability, and stress management). However, the two groups did not differ on the general mood scale of the Emotional Quotient-inventory.

**Bansibihari and pathan (2004)** have found that majority of teachers fall under low category of emotional intelligence. There is no significant difference between the emotional intelligence of males and females and age was independent of emotional intelligence.

**Parker et al (2004)** have investigated the relationship between emotional intelligence and academic success of university students. The emotional quotient inventory was administered to 372 first year students in the first month of classes. At the end of the academic year, when students who had done quite well (80% GPA or higher) were compared to students who had struggled (59% GPA or lower), academic success was strongly associated with several dimensions of emotional intelligence.

**Shobhana Zambare (2003)** conducted a study on the emotional competencies and intelligence of B.Ed. trainees. The
sample consisted of 157 B.Ed. trainees of college of education, Jalgaon (Maharashtra) admitted to the academic year 2002 – 2003. Tools used were: (i) Dr. Oaks Verbal intelligence test (ii) Dr. C. Sharma and Dr. R. Bharadwaj’s emotional competence scale. Major findings were: 1. the frequency distribution of the three groups of intelligence indicated those medium intelligence groups have slightly higher frequencies value that the normality which indicated that this distribution is lepto kurtic. 2. The trainees in higher intelligence group and low intelligence group are same.

**Kedrnath (2003)** studied the mental health, emotional maturity, emotional intelligence and self-acceptance. The sample consisted of 100 participants with the age range of 19-22 years. Tools used were: (i) Mental health scale (Thorpe & Clash, 1959); (ii) Emotional maturity scale (Singh Y. & Bhargav, M. 1988); (iii) Emotional intelligence scale (Schutte et. Al, 1988); (iv) Self-acceptance scale (Berger E.) Major findings of the study were: The results of the correlation indicate that mental health has significant positive correlation with the emotional maturity, emotional intelligence and self-acceptance. The results of the path analysis further revealed the fact that the mental health and emotional maturity enhance the self-acceptance through the emotional intelligence of the participants.
Pandey, P (2002), studied the levels of emotional intelligence of the second year students of faculty of home science. Sample of the study comprised of 145 second year students of faculty of home science. Tools were used structured questionnaire was prepared to find the level of emotional intelligence. Major findings of the study were: 1. Respondents had moderate level of emotional intelligence. The main aspect which seems to have contributed to the moderate level of emotional intelligence was stress management. 2. Favored family climate leads to higher emotional intelligence. 3. High academic achievers had high levels of emotional intelligence.

Hede (2001) took emotional intelligence as one of the variables for the level of parental influence on the third year students of faculty of home science, to accept soft options in life. Tools were used Baron emotional quotient inventory. Sample of the study is comprised of 130, third year students of faculty of home science, M.S. University, Baroda. Major findings of the study were: 1. the major findings revealed that more than half (57%) of the respondents had high level of emotional intelligence. 2. The daughters who had high level of emotional intelligence made hard choices than those who had low level of emotional intelligence. 3. There existed no inverse correlation between depression and the
selected aspects of emotional intelligence except emotional expression.

Mayer, Perkins, Caruso, and Salovey, (2001) conducted a study on emotional intelligence and giftedness. The result showed that those with higher emotional intelligence were better able to identify their own and others emotions in situations, and use that information to guide their actions and resist peer pressure than others. Emotional intelligence is highly correlated with the ability to actualize basic talents and skills, can distinguish between those who are more able and those who are less able to self-actualize and is more important than cognitive intelligence for self-actualization.

Ciarrochi, Chan and Bajgar, (2002) examined the concept of emotional intelligence in adolescents. It was found that emotional intelligence in adolescents was higher for females than males and was positively associated with the skill of identifying emotional expressions, amount of social support, extent of satisfaction with social support and mood management behavior.

Nada Abi Sarma (2000) studied the relationship between emotional intelligence and academic achievement in eleventh graders. The population of this study was 11th graders in
Montgomery, Alabama. The sample was 500 11th graders – boys and girls – from public and private schools in Montgomery, Alabama were taken as sample. The sampling was stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the Baron emotional quotient inventory (EQ – i) which is the first scientifically developed and validated measure of emotional intelligence. The Baron Emotional Quotient - Inventory consists of 133 items and takes approximately 30 minutes to complete. They calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers.

Nutankumar Thingujam and Usha Ram (2000) studied the emotional intelligence scale: Indian norms. Emotional intelligence scale was used (Schutteetal al., 1998). Sample of the study was 811 students’ from junior and senior colleges and university of Pune from Pune city. Major findings of the study were: 1. Goleman reported that females are more skilled at emotional expression and relating to others. 2. Lafrance and Hecht suggested that women are supposed to read emotions more carefully than men because they generally possess less power in society while
Hall and Halberstadt pointed out that the greater emotional accuracy is shown among the females than the males. The present finding also supports that females in general are in most cultures trained to be more nurturing, understanding, cool, and society also expects them to have these qualities, so they are in a better position to understand emotion, and express it at appropriate times.