CHAPTER-II

REVIEW OF RELATED LITERATURE
### CHAPTER II

#### REVIEW OF RELATED LITERATURE

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The scanning of Review of Related literature has facilitated the researcher to acquaint with current knowledge in the field of his research of up-to-date on the work of others, helped in avoiding pitfalls of duplication and understand the methodology of study including to know about the tools and instruments, statistical methods and to get benefits of useful recommendation made out of the study. Review of literature includes the sources from books, journal articles, unpublished doctoral dissertations, internet sources, sources availed from various search engines such as Epscon, Science directory, Pro Quest, Eric, and other technical reports and unpublished paper presentation of National and International conferences are constituted the review. This chapter deals with literature pertaining to the variables of the study including Teachers’ Emotional Intelligence, Their Perception on Students’ Problem Behaviours and The Values of Students are arranged on variable order.

2.1. MEANING OF REVIEW OF RELATED LITERATURE

The exploration of literature needs careful reading, to find, put boundary, manage, organize, annotate and to consider argument (Zina O’ Leary, 2006). The survey of related literature implies locating, studying and evaluating of relevant researches, study published articles, encyclopedias, research abstracts, pertinent pages of comprehensive books and manuscripts if any (Kulbir Singh Sidhu, 1974). Review of literature is meant that the reviewing of ideas, the purpose of conducting literature is to gain the information to the topic chosen, details pertaining to Ho, and helps in taking decisions. It is during initial stage acts as the basis for the further exploration and acts as a framing exercise to set up the parameter of study (Neil Burton et al., 2008).

2.2. IMPORTANCE OF REVIEW OF RELATED STUDIES

The purpose of review is to plan early steps in research work, to update information about the literature and to avoid replication. It is useful to get source of
problem of study, methodology, rationale for the study, method, procedure, source of data, develop expertise and general scholarship, accurate knowledge of the evidence or literature in one's area of activity, and results and findings (Yokesh Kumar Singh, 2005). The literature searching parameters insist on time limit for the material search, plan to locate published material, type of the material, and the critical review of the literature enable one to justify and support, arguments, make congruence, and give familiarity with the field of the research (Judith Bell, 2004). Review of literature enable the researcher to limit one's study, to delimit and define the problem, and allow the researcher to acquaint with current knowledge (Lokesh Koul, 2005).

2.3. STUDIES CONDUCTED ON EMOTIONAL INTELLIGENCE

Author : Silambu Selvi & Jahitha Begum (2010)
Topic : Students' Perception on Teacher Qualities

Objective
To find out students' perception of the best teacher qualities

Research Question
What are the students' perceptions of qualities for good teacher?

Methodology
The nature of the research questions under consideration and objectives of the study gave way to adopt qualitative method through inductive analysis of attempting with pattern, themes and categories of analyses emerged out of the data. Open ended questionnaire was given to the respondents in order to explore the details pertaining to the qualities of a good teacher. That question so asked was "why do you like some teachers very much?" The sample so selected arbitrary by judgement or purposive sampling technique to gather data from all who were willing to co-operate for providing information and so it is called volunteer sample. Periyar University Women's Hostel Salem consists of 128 students in various systems and streams of education were the population for the study, the sample of the study was consisted of 83 students, out of those 30 were post graduate Arts students and 21 were post graduate Science students, 19 were M.Phil scholars and
13 were Ph.D scholars. The entire responded material was put into content analysis and the descriptive statistical method was applied.

Findings

Teacher qualities are summarized under four categories; they are Physical, Mental, Emotional and Spiritual. Emotional aspects of teacher such as clearing doubts, giving revision, humour, tone, friendliness, motivation, love, counseling, no punishment, communication, giving importance to students, care taking, respect the views of students, instilling self-confidence, giving real life experience, unity and cooperation and being impartial are favoured high.

Author : Silambu Selvi & Jahitha Begum (2009)
Topic : Dutifulness and Social Responsibility of School Teachers

Objective

To find out the level of dutifulness and social responsibility of teachers and to find any significant difference among the school teachers in their demographic variables with respect to study variables

Methodology

Normative survey method was adopted and a self constructed rating scale was used to measure five dimensions of dutifulness such as God, Self, Family, Community and the Nation. A sample of 61 teachers was selected from Government, Aided and Self financed schools in Salem city for this study.

Findings

The sample differed significantly in place of residence in dutifulness and social responsibility. Rural and urban resident teachers differ in their performance of dutifulness in relation with family, institution and nation.
Review of Related Literature

Author : Shefali, R. Pandya (2009)
Topic : A Study on Characteristics of Teachers

Objective

To study the preferences of senior college students with reference to teachers' behaviours and teachers' orientations towards students, contents and their teaching style

Methodology

The descriptive survey method was applied to collect data pertaining to teaching style of existing senior college teachers. The sample of the study was selected using a four stage sampling technique. The sample consisted of 160, and the student sample size was 1122. Teacher orientation tool in terms of student orientation, content orientation and total orientation was used as a measure. The teaching style of the teachers was measured by using the tool developed by Spire (1974), Teacher Behaviour Scale consisted 21 items developed by the researcher was also used to collect the data.

Findings

Majority of students preferred a teacher is always on the move, interest in work, cheerful, friendly vs. work oriented, well dressed, modern, has a sense of humour, well organized and spontaneous, disciplinarian, self controlled, and both formal and informal.

Author : Peter Baskaran & Porgio (2008)
Topic : Relationship between Self acceptance and Teacher Trainees

Objective

To study the relationship between self-acceptance and temperament and of male and female, and of government and private teacher trainees

Methodology

This study adopted survey method and the sample was consisted of 500 teacher trainees. The instrument applied for collecting data were the self acceptance scale designed by Emmanuel M. Berger, consisted of 36 items and the temperament
scale was designed by Manju Rani Agarwal (1979). The collected data were analyzed by using 't’ test and product moment correlation.

Findings

The results demonstrated objectively that the trainees of government school are better than private in self-acceptance, Male teachers and teacher trainees from private schools are better than female teachers and government teacher trainees in temperament. Self acceptance and temperament are negatively correlated.

Author : Robert H. Bardach (2008)
Topic : Leading schools with Emotional Intelligence: A study of the Degree of Association between Middle School Principals’ Emotional Intelligence and School Success.

Objective

To find out the degree of association between School Principals’ EI ability and their school’s success as defined by Adequate Yearly Progress goals (AYP)

Methodology

This study has adopted correlation design. In an effort to gather further understanding of the degree of association between principals’ emotional intelligence and the success of their schools, this study gathered data using the 4 Branch Model of Emotional Intelligence and Adequate Yearly Progress (AYP) ratings of the principals for this study.

Findings

This data analysis indicates that there is a significant degree of association between middle school principals’ total EI score and school success in meeting AYP. For every 1 point of increase in a principal's total EI score, there is an increase by 0.06% of school success. The confidence level of this increase is very high at 95%. This data demonstrates that a principal's total EI is a significant variable in school success. Principals with higher EI levels in these areas are more likely to have schools which would experience success in meeting AYP.
Author: Kunnanatt & James Thomas (2008)

Topic: Emotional Intelligence: Theory and Description, A Competency Model for Interpersonal Effectiveness.

Objective

To provide practical framework of EI competencies to help executives, employees and career advisors

Methodology

This study has developed a competency-based model of EI from academic research and feedback from EI training specialists which incorporated the role of brain theory in EI. The progressive stages and dynamics involved in typical EI training programs were evolved.

Findings

The competency-based model of emotional intelligence provides comprehensive understanding of the psychological configuration, inner mechanisms, organization and operation of EI in human beings.

Author: Klem & Schleicher (2008)

Topic: The Relationship Between Leader Emotional Intelligence and Psychological Climate: An Exploratory Study.

Objective

To investigate the relationship between constructs for organizations such as leaders' emotional intelligence and the psychological climate

Methodology

The descriptive survey method was adopted with cluster random sample of 600 participants drawn from a total employee population of 1725. Only 297 were completed responses to Swineburne Univesity Emotional Intelligence Test and the Organisational Climate Questionnaire of Koys DeCotiis (1991).

Findings

The results of a Pearson correlation analysis and Hierarchical Multiple Regression indicated that emotional intelligence is positively related to the psychological climate.
Review of Related Literature

Author: Hackett, Paul & Hortman J. William (2008)

Topic: The Relationship of Emotional Competency to Transformational Leadership: Using a Corporate Model to Assess the Dispositions of Educational Leaders

Objective

To examine the relationship between transformational leadership behaviours and their emotional competence based results/reports.

Methodology

In this study, researchers administered the Multifactor Leadership Questionnaire developed by Avolio and Bass (2004) and the Emotional Competencies Inventory-University Edition (ECI-U) based on the work of Boyatzis, Goleman and Rhee (2004) to 46 assistant principals from a Southern urban school system.

Findings

There is a significant relationship between transformational leadership behaviours and emotional competencies with ramification for training Educational Leaders.

Author: Adeyemo (2008)

Topic: Demographic Characteristics and Emotional Intelligence among Workers in some Selected Organisations in Oyo State, Nigeria

Objective

To find out the relationship between workers' emotional intelligence and their demographic variables.

Methodology

Descriptive and correlational research designs were applied. The participants of the sample of the study were workers drawn randomly from selected organizations in Oyo State were consisted of 114 males and 101 females.

Findings

The gender and working experience have significant predictive effects on emotional intelligence. There is also significant difference between male and
female workers in their emotional intelligence mean scores. The direction of difference is in favour of female. It is suggested that organizational based socialisation programme encompasses the aspects of emotional intelligence will enhance adequate experience in emotional competence among workers.

Author : Bardach, H. Robert (2008)
Topic : Leading Schools with Emotional Intelligence: A study of the degree of Association between Middle School Principals’ Emotional Intelligence and School Success.

Objective
To explore the degree of association between EI and school performance

Methodology
Descriptive survey method was adopted. The school principals were the sample of the study chosen randomly and the EI tool and school success assessment tool were used to collect data.

Findings
Various components of middle school principals EI level is closely related to their school success. Providing training programs for EI skills among public middle school principals will enhance their effort to support higher levels of school success.

Author : Holt Svetlana (2007)
Topic : Emotional Intelligence and Academic Achievement in Higher Education

Objective
To determine the character of relationship between academic performance and emotional intelligence among higher education college students

Methodology
Descriptive survey research method was adopted, tools such as Scholastic Assessment Test, Grade Point Averages and Emotional Intelligence Test of Mayer-Salovey- Caruso were adopted to collect data.
Findings

There is a positive relationship between academic achievement and emotional intelligence of college students and EI is contributing to their cognitive abilities.

Author: Daisy Nambikkari & Annarja (2007)

Topic: Relationship between Assertiveness and Study Skills in Higher Secondary Girls

Objective

To find out the level of assertiveness and study skills among higher secondary girls and to find the relationship between assertiveness and study skills of higher secondary girls

Methodology

The investigator adopted the survey method. The sample of 250 girl students was chosen randomly. The required data from the sample gathered through Rathus Assertiveness Scale developed by Mr.Kamal Kwinvedi (1970) and Virginia University Study Skill Checklist was downloaded from internet. Appropriate statistical technique was used to analyze the data and to draw inference from it.

Findings

The results are inferred that 67.3% of girls are only moderate in assertiveness in government schools. Regarding the type of the school, 68% of aided school students are in moderate level in assertiveness. Significant relationship is found between assertiveness and study skills. But no significant difference is inferred between students studying in girls' schools and co-education schools of higher secondary in assertiveness.

Author: Qualter et al., (2007)

Topic: Supporting the Development of Emotional Intelligence Competencies to ease the Transition from Primary to High School

Objective

To explore the relationship between pupils' high emotional intelligence (EI) and coping and to test the goodness of introduction of an intervention programme to support the development of EI competencies increase
Methodology

The sample responded to both emotional intelligence and coping strategies tools. An intervention programme was also given to improve their EI and coping skills.

Findings

Pupils with high/average levels of EI cope better with transition in terms of grade point average, self-worth, school attendance and behaviour than pupils with low EI. In addition, pupils with low EI scores responded positively to the intervention programme, a negative change is noted in pupils with high baseline emotional intelligence.

Author: Penrose, Andrea et al., (2007)
Topic: Emotional intelligence and Teacher Efficacy: The Contribution of Teacher Status and Length of Experience

Objective

To find out the relationship between teachers' emotional intelligence and teacher efficacy beliefs

Methodology

Practicing teachers and principals in selected government schools in Victoria provided data regarding the levels of emotional intelligence and teacher efficacy beliefs.

Findings

Regression analyses showed that neither gender nor age moderated this relationship. The length of teaching experience and current status add significant direct effects on predicting teacher emotional intelligence and self efficacy but do not moderate the relationship between teacher EI and self efficacy.

Author: Klaus-Helmut Schmidt (2007)
Topic: Self-Control Demands, Cognitive Control Deficits, and Burnout.

Objective

To find out the relationship between self-control and source of stress at work and burnout and to find out the effect of self-control on stress tolerance
Methodology

The descriptive survey method was applied. The sample of the study consisted of 530 participants were chosen randomly from staff members of a German municipal administration. The self reported questionnaire was used to collect data pertaining to self-control demands and cognitive control.

Findings

Both predictors are positively related to burnout. Training programs for strengthening the individual's self control and the strength of social support, decision latitude, and organizational commitment will buffer the adverse effects of self-control.

Author : Justice, Madeline Espinoza & Sue (2007)
Topic : Emotional Intelligence and Beginning Teacher Candidates

Objective
To measure the level of teachers' emotional skill

Methodology

Descriptive survey method was used in this study with a sample of 160 of beginning teacher candidates, surveyed using The Emotional Skills Assessment Process. The emotional intelligence includes skills in assertion, comfort, empathy, decision making, drive strength, time management, commitment ethic, self-esteem, stress management and deference.

Findings

It is reported that teachers need to possess the skill of leadership to prevent aggression, bring change orientation, face challenges of diverse classrooms and to improve teaching career.

Author : Graziano, Paulo et al., (2007)
Topic : The Role of Emotion Regulation in Children's Early Academic Success

Objective
To find the role of emotional regulation in children's early academic success and to address potential mechanisms which facilitate emotional regulation related to academic success
Methodology

There were 325 kindergarten teachers chosen randomly for this study. A mediation analysis was used to address the potential mechanisms through emotion regulation which relates to children's early academic success.

Findings

Results indicate that emotional regulation is positively associated with teacher’s reports on children’s academic success and productivity in the classroom. Emotional regulation and the quality of the student-teacher relationship uniquely predicted academic outcomes even after accounting for IQ.

Author: Bodem M Taylor & Howard Barenbaum (2007)
Topic: Emotional Awareness, Gender, and Suspiciousness.

Objective

To investigate the causal relation between Emotional Awareness (EA) and suspiciousness, and whether this relation is moderated by gender.

Methodology

The experimental with two group design was adopted. After inducing an unpleasant mood, this study manipulated EA. The participants were asked to read one of two versions of a story following the manipulation, one sample of participants completed a measure of suspiciousness, and the second, independent sample of participants described their emotional state.

Findings

Men in the low EA condition have reported significantly higher levels of suspiciousness and Women in both conditions reported equally with high levels of EA, which are greater than those of men in both conditions, and the manipulation did not affect their levels of suspiciousness. This study found that individuals who were unclear about their emotions tended to report higher levels of suspiciousness.
Review of Related Literature

Author: Arménio Rego et al., (2007)
Topic: Leader Self-Reported Emotional Intelligence and Perceived Employee Creativity: An Exploratory Study

Objective
To find the relationship between leaders’ emotional intelligence and employees’ creativity

Methodology
Descriptive survey research was done with a sample of 138 managers chosen from 66 organizations. The emotional intelligence and creativity tools developed in self reported form were used to collect data.

Findings
Leaders’ emotional intelligence is associated with employees’ creativity. It facilitates higher predictive power of self-control against criticism and empathy. The emotionally intelligent leaders behave in ways that stimulate the creativity of their teams.

Author: Beckman & Emily (2006)
Topic: Rediscovering Empathy in Medical Education: Experiencing Literature and Film

Objective
To explore the loss and recovery of empathy and prepare the details of the necessity of empathy in medical care

Methodology
Exploratory method was adopted, the details of theoretical background was collected with respect to literature and film.

Findings
The collection of pieces is found to be more valuable in rediscovering and nurturing personal empathy.
Objective

To study the emotional intelligence of B.Ed Students

Methodology

Descriptive survey with a sample comprising 200 B.Ed students were selected randomly from different educational colleges in the jurisdiction of Guru Nanak Dev University, Amritsar was done.

Findings

The 9% of male and 22% of female showed high emotional intelligence while 6% male and 12% female of B.Ed., showed low emotional intelligence. Male and female students are differed significantly in self management dimension of emotional intelligence, while Arts and Science stream B.Ed students differed significantly in social skills dimensions of EI. B.Ed., students of non working mothers have scored more on internality, while B.Ed. students of working mother have scored more on empathy.

Objective

To find out the relationships among employees' emotional intelligence and their manager's emotional intelligence, employees' with respect to their job satisfaction, and performance

Methodology

This study was descriptive in nature attempted with a sample of 187 food service employees from nine different locations of the same restaurant franchise.

Findings

The employees' emotional intelligence is positively associated with job satisfaction and performance and their manager's emotional intelligence has positive correlation with job satisfaction.
Topic: Emotional and Narrative Responses of Students to Targeted Educational Experiences: An Explorative Study Employing the Use of Emotional Measurement

Objective
To find out the best strategy for improving emotional intelligence among students

Methodology
This study had adopted experimental condition in order to explore the qualitative data pertaining to the improvement of emotional intelligence. Three experimental conditions were introduced to measure changes in eleven basic emotions: happiness, interest, surprise, contempt, disgust, shame, fear, anger, distress, sadness, and anxiety.

Findings
Results showed the directionality and magnitude of the emotional changes in the experimental group and underscored the importance of "other than academic" endeavours that promote positive school experiences, and acknowledged the need for increased opportunities for playfulness, autonomy, and acceptance in the classroom.

Author: Leda G. Boussia Kout et al., (2006)
Topic: Student Development using Emotional Intelligence World Transaction on Engineering and Technology Education.

Objective
To find out the level of self-knowledge, self -management, social knowledge and social management among students with respect to their curricular, co-curricular and extra curricular activities.

Methodology
Descriptive survey method was adopted to study the characteristics of students with reference to level of self knowledge, self management, social knowledge, and social management. Self reported questionnaire was used to collect data pertaining to each attribute.
Findings

With respect to self knowledge, students in great percentage reported that they are very low and felt disappointed. High levels of social understanding of students is associated with accepting diversity, and the individual characteristics of others ideas and proposals from professors and students. The social knowledge among students has displayed trust to a high percentage. Students who positively manage relationships use own methods to convince and affect others, create support networks to their attitudes and positioning, insist on win-win situations, avoid polarisation and manage conflict.

Author : Darlene Bay & Kim McKeage (2006)
Topic : Emotional Intelligence in Undergraduate Accounting Students Preliminary Assessment.

Objective

Attempted to investigate the level of emotional intelligence in accounting students

Methodology

Descriptive survey method was used in the study. Level of emotional intelligence of accounting students was measured using the MSCEIT and the instrument that measure the ability rather than the measure of acquired competencies.

Findings

The emotional intelligence of the students in the sample could be a concern. It had suggested that attempts are essential to increase the emotional intelligence of the students and required targeted educational interventions.

Author : Downey, John (2005)
Topic : The Influence for Emotion on Perception of Job Satisfaction among Community College Administrators

Objective

To examine the relationship between emotions on job satisfaction among community college administrators and to explore the specific elements of emotion influence on self perception of job satisfaction.
Review of Related Literature

Methodology

Descriptive survey method was adopted.

Findings

Results indicated that administrators in higher administrative ranks are reported greater job satisfaction, and the level of job satisfaction is significantly associated with age, administrative department and emotional intelligence. The positive temperaments are associated with greater levels of administrative job satisfaction.

Author: Schwamb, Janet (2005)

Objective

To find out the school experience of students’ bullying

Methodology

Three middle level school students perceived as bullies were the participants of the observational study. There were various data gathering instruments such as the observation record of nature and the tone of the students’ interactions with teachers and peers, class work recorded during classroom, report cards, and informants’ observation with teachers, behaviour referrals and also the Likert assessment about students’ quality of their school day were provided data. The data so collected were put into analysis through appropriate statistical techniques.

Findings

Teachers are interacted frequently with bully students and other teachers have a high degree of negative interactions with them, with respect to peer interaction, the students frequently reacted out to peers and peers interacted with them in a neutral manner, their psychological needs for relatedness, autonomy and competence are not generally met in the classroom. The observed incident of bullying is relatively minor in this study.
Author: Dockery, Donna Joy (2005)

Topic: Ways in which Counseling Programs at Specialized High School respond to Social and Emotional Needs of Gifted Adolescents.

Objective
To examine the functioning of counseling programs in high schools for gifted adolescents, and to address students’ social and emotional issues

Methodology
Qualitative research method was used to develop a cross case analysis of the three settings selected as critical cases for review. Interview method, relevant documents and observation at each site were used as data collection instruments.

Findings
The results showed that the counseling programs were primarily focused on college planning and academic advising and emphasize on transitions. Individual counseling has done as the major mode of delivering services. It has recommended that few group guidance or groups counseling would be fruitful for the social and emotional development of concerns.

Author: Phillips, Michael (2005)

Topic: An Analysis of Emotional Intelligence and Faculty Qualities Necessary for Success in Non Traditional Classroom Setting

Objective
To find out the relationship between faculties’ emotional intelligence and their success in classroom setting

Methodology
The descriptive survey method was adopted. In this study sample were 52 new and senior faculties and the EQi tool was adopted to collect data from participants.

Findings
There was no significant relationship between scores on the assessment of emotional intelligence and the scores on the students’ end course evaluations. But the faculties who scored high on the EI assessment were demonstrated more optimism.
Review of Related Literature

Author: Kauhold, John & Johnson, Lori (2005)

Objective
To examine emotional intelligence skills and to find potential problem areas of elementary educators.

Methodology
Cluster sample of elementary educators varied with regard to length of time in profession and level of education were chosen. Self-assessment of emotional intelligence skills of an improved understanding of personal skills and weaknesses and the increased awareness of children's emotional intelligence skills were applied.

Findings
Elementary educators do not perceive any personal, "enhanced" emotional intelligence skills. The comparison between Master's level and Bachelor's level educator's perceptions of personal emotional intelligence skills are similar. Master's level teacher viewed themselves as having higher self-esteem, stress management, and anger management skills, while Bachelor's level teachers perceived themselves as having more enhanced assertion skills.

Author: Smeltzer Erb & Cathy Kay (2004)
Topic: Realms of beginning Teachers’ Emotional Work

Objective
To understand the complexity of emotions experienced by beginning teachers and the relationship between emotions and the process of learning to teach.

Methodology
Case study method was adopted to make qualitative study. A multiple case study was conducted with six second year teachers over a period of 5 months in Rural Southwestern Ontario secondary schools during 2001-2002.
Findings

This study suggested that emotional knowledge is an important dimension of teacher development. The construction of emotional conditions in the classroom is possible through arranging emotionally symbiotic interactions. The regulations of emotions and increasing the emotional knowledge are essential in learning to teach.

Topic : The Relationship between Students Sense of their School as a Community and Their Involvement in Problem Behaviours.

Objective

To explore various approaches to the development of Emotional Intelligence

Methodology

Experimental design was adopted to find the best among the treatments towards the development of emotional intelligence among the sample of studies. Managers, team leaders, the skippers and crews from a round the world yacht race were the respondents. Technical data were also collected using instruments such as the Emotional Intelligence Questionnaire (EIQ) devised by Dulewicz and Higgs (2000c) and the EQ-i designed by Bar-On (1997) in this study.

Findings

This study reported that emotional intelligence is capable of being developed.

Author : Rose Clarke (2004)
Topic : Leading with an Intelligent Heart

Objective

To find out emotional intelligence and its relevance in the work place

Methodology

The action research approach was adopted. Interaction with people, group discussion, and graphic recorder were the data gathering instruments used in this study.
Findings

It is found that the leadership characteristics and emotional intelligence are interrelated and they contribute to social awareness. Social awareness is useful for driving positive resonance in the work place.

Topic : Salience of Emotional Intelligence as a Core Characteristic of Being a Counselor

Objective

To find out the association between emotional intelligence and counseling self-efficacy

Methodology

Descriptive survey method was adopted and the sample of 140 counseling students and practicing counselors were participated. Judgment Inventory and the Counseling Self-Estimate Inventory were used to collect data.

Findings

Emotional intelligence has differentiated counselors from non counselors. The emotional intelligence factors such as identifying own emotions, expressing emotions adaptively and using emotions in problem solving were successfully predicted counseling self-efficacy of both counseling students and practicing counselors (R = .537).

Author : Sevel Fer (2004)
Topic : Qualitative Evaluation of Emotional Intelligence In-Service Program for Secondary School Teachers

Objective

To make qualitative evaluation of emotional intelligence in-service program for secondary school teachers

Methodology

Phenomenological approach was adopted in this study to make qualitative analysis of the EQ program. Twenty high school teachers participated in this study.
Findings

Teachers have gained skills for both classroom and for life. This study had reported that the teachers through in service program learnt the social and emotional skills, the importance of EQ competencies, using empathy and more positive attitude to life. The respondents reported that EQ skills learned can be applicable to all activities in the classroom. The skills such as empathy, social and emotional learning, developing positive classroom environment and emotional awareness facilitated them to make positive and efficient communication and interaction. EQ in service program facilitated teachers to inculcate EQ to students too.

Author : Bernadette Cross & Anthony Travaglione (2003)
Topic : The Untold Story: Is the Entrepreneur of The 21st Century Defined by Emotional intelligence?

Objective

To find out effect of emotional intelligence on work

Methodology

Qualitative method was used to examine EQ via in depth structured interviews with questions based on the original EQ Model by Mayer, Caruso & Salovey and Goleman’s EQ Workplace Model.

Findings

The success of entrepreneurship is due to emotional intelligence is understood.

Topic : Characteristics Emotional Intelligence and Emotional Well-Being

Objective

To find out the relationship between emotional intelligence and self esteem

Methodology

Two studies investigated the relationship between emotional intelligence and mood and between emotional intelligence and self-esteem. The third study was
also investigated the role of emotional intelligence in mood and self-esteem regulation.

Findings

The results of first two studies indicated have that higher emotional intelligence is associated with characteristically positive mood and higher self-esteem. The result of a third study has indicated that higher emotional intelligence is associated with a higher positive mood state and greater state self-esteem.

Author : Laura Thi Lam & Susan L. Kirby (2002)
Topic : Increasing Awareness of Emotional Intelligence in a Business Curriculum

Objective

To investigate the role of emotional intelligence in increasing cognitive-based performance over and above the level attributable to traditional general intelligence

Methodology

Descriptive survey method was used to study the variables applied and self-reported questionnaire was used to collect data pertaining to the study. 304 undergraduates at a university in the Western United States were constituted the sample of the study. The Multifactor Emotional Intelligence Scale (MEIS) by J.D. Mayer et al., consisted of three levels of emotional reasoning such as perceiving, understanding and regulations of emotions was adopted. Individual cognitive-based performance is the dependent variable was measured through the Burneys's Logical Reasoning Test.

Findings

It is found that one's emotions can be recognized quickly when it occurs and recognized by the cognitive systems of the brain too. It is reported that the ability to guard against distracting emotions and to build enhancing emotions facilitated individual task performance as well as team performance.
Objective

To examine the link between emotional intelligence and interpersonal relations

Methodology

In the 1st study there were 24 participants took the trait measure of emotional intelligence and interpersonal reactivity index, the 2nd study was done with a sample of 37 respondents to emotional intelligence and empathy, the 3rd study had a mixed sample of 77 and who were administered with the measure of emotional intelligence and the social skills, the 4th study had 38 public employees were responded to EI and Co-operation, the 5th study had the sample of 43 college students and church attendees were administered with tools of measure called EI and relations with others, the 6th study was consisted of 37 married employees were administered with a self report questionnaire as measure of EI and marital satisfaction and the 7th study was conducted with a sample of 52 unmarried college students to respond data pertaining to preference for emotionally intelligent partners. Descriptive survey method was adopted in all these studies.

Findings

The 1st study found that the participants who scored higher for emotional intelligence scored significantly higher for self monitoring. The 2nd study had reported that higher emotional intelligence supported for higher perceptive taking. The 3rd study found that there was a significant association between emotional intelligence and social skills. The 4th study has reported that the existence of significance relationship between emotional intelligence and co-operation. The 5th study has reported that higher emotional intelligence is significantly related to higher scores for marital satisfaction. In 6th study the participants' scores for marital satisfaction are higher in emotional intelligence. In 7th study the participants anticipated greater satisfaction in relationship with partners as having emotional intelligence.
Review of Related Literature

Author : Rebecca Abraham (2000)
Topic : The Role of Job Control as Moderator of Emotional Dissonance and Emotional Intelligence- out Come Relationships.

Objective
To diagnose job control, emotional dissonance and job satisfaction, to find out the association between emotional intelligence and job satisfaction, and to find out the relationship between organizational commitment and job control.

Methodology
Diagnostic survey method was adopted and the sample of the study was chosen randomly. Adelmann’s Emotional Labour Scale, Sherer et al.,’s Self Efficacy and Hackman & Oldham’s Job control tools were used to collect data.

Findings
Research has reported that participants with high self efficacy have more control over their jobs, and the emotional intelligence is associated with job satisfaction and job control and stronger relationship is between EI and organizational commitment. Emotional intelligence exerts a more powerful influence in conjunction with job control and the emotionally intelligent employees are happier and more committed to the organizations.

2.4. STUDIES CONDUCTED ON PROBLEM BEHAVIOUR
Author : TolGa Aricak et al., (2008)
Topic : Cyber Bullying among Turkish Adolescents

Objective
To find out level of cyber- bullying prevalence among Turkish adolescents

Methodology
Descriptive survey method was adopted on cyber bullying among Turkish adolescents. There were 269 students from between 6th to 10th standards were chosen randomly from four different schools in Istanbul constituted the sample of the study. Questionnaire on cyber bullying was administered to the participants and 96.8% of them were internet users.
More than half of the students used the internet for MSN chatting and homework and some students were exposed to cyber bullying of harassing behaviours. More than one third of the students reported that they are coming across and being exposed to unwanted and disturbing behaviours in the internet called cyber bullying. The most reported form of exposure to cyber bullying is being insulted. There is a positive correlation between frequency of internet use and being exposed to disturbing behaviour. The frequency of internet usage increased students' time spent on the internet and there is more experience of anonymous interaction and disturbing behaviours. This study has suggested that the effect of cyber bullying on children's and adolescents' mental health, need to be studied in order to develop counseling programme to victims of cyber bullying.

Author: Sister M. Sylvie (2007)
Topic: A Study of Stress among Secondary School Students

Objective
To find the level of stress among secondary school students

Methodology
Descriptive survey method was adopted to conduct the study. There were 400 respondents, out of them 200 were studying in VIII and 200 in IX standard. A rating scale was developed and used as a measure to assess stress among students.

Findings
This study has reported that boys and girls differ in terms of stress scores and students studying in class IX feel more stress than the students in VIII. This study has also inferred that boys have more stress than girls.

Author: Lynn A. Bernett (2007)
Topic: “Winners” and “Losers” The effect of Being Allowed or Denied Entry into Competitive Extra Curricular Activities.

Objective
To find the effect of intervention strategy in reducing the risk behaviour and increase the academic performance of adolescent girl students
Methodology

Students from three mid size high school located in the Midwest were attempted to study. The effect of extracurricular activities in successful school girls and who are not successful on academic, emotional, psychosocial and delinquency variables were attempted through the study. Instrumentation was done to the sample through cheerleading or dances for 6 to 9 hours under the tutelage. Dance session occurred after school hours. All the girls who played the necessary materials in the school athletics were contacted and invited to participate in the study. Changes were occurred among girls were observed when they were in the midst of the guided practice sessions preceding and auditions. For all the girls, both investment and arousal increased indication that they welcome more involved in the session in terms of effort and competitive spirit.

Findings

The study confirmed and extended that existing literature documenting about the beneficial effect of participation in selective extra curricular activities on adolescent girls can increase their attempts in academic, psycho- emotional, and on perception of school connectedness.

Author : Heidi Vandebosch & katrien Van Cleemput (2007)
Topic : Defining Cyber Bullying a Qualitative Research into the Perception of Youngsters

Objective

To find out participants' confrontation on online bullying and to measure the range of experience of cyber activities of the respondents

Methodology

The identified focus group was interviewed to collect the data starting everyday experiences with ICT to the topic on cyber bullying. About 279 youngsters participated in the 53 focus group that were organized in 17 classes of different schools.

Findings

This study identified cyber bullying in the form of personal or interpersonal experiences with internet or mobile phones such as sending insulting or stranger
messages to their contact persons, copying personal conversations and sending them to others, spreading gossip, manipulating pictures of persons and sending threatening e-mails, misleading some one via e-mail, humiliating someone in an open chat room, and some respondents mentioned that they are reviewing computer viruses. The focus group revealed that youngsters have a more range of negative internet and mobile phone practices.

Author : Guldemond, Henk et al., (2007)
Topic : Do Highly Gifted Students Really Have Problems?

Objective
To addresses the school related problems of highly gifted students

Methodology
To answer this question, 4 categories of gifted students were compared, consisting of above-average intelligent students (IQ between 110-119), mildly gifted students (IQ between 120-129), moderately gifted students (IQ between 130-144), and highly gifted students (IQ above 144) with respect to underachievement and under attainment, as well as with respect to their scores on social-emotional and school-related behaviour measures. All together, 3,442 students were participated.

Findings
It turns out that moderately and highly gifted students do not have any particular problems at all. In this study the category of mildly gifted is labeled as a problematic category. It is found that the highest percentage of underachievers and students of unsuccessful career have high problems.

Author : Farzana Alim (2007)

Objective
To explore the psycho-social problems of adolescent girls and their coping strategies
**Methodology**

Descriptive survey method was adopted and the sample of the study consisted of 50 adolescent girls studying in B.A /B.Sc. first year was chosen. Researcher had developed tools in the form of questionnaire to obtain information regarding psycho-social and mental health problems.

**Findings**

This study revealed that 74% of the adolescent girls admitted about high expectations of their parents. Their main coping strategies are found to be prayer than taking part in sports and games. The researcher suggested that parents and adolescents should understand the importance of this crucial stage. Teachers should focus on coping strategies and develop positive attitude to meet the challenges of life. Values and cultural strength can contribute towards the behavioural development of them.

**Author** : Dietrich Oberwittler (2007)

**Topic** : The Effects of Neighbourhood Poverty on Adolescent Problem Behaviours

**Objective**

To investigate the reaction of adolescents in urban areas of concentrated poverty with respect to psychological strain and delinquent behaviour and to investigate the environmental influence of socio-demographic composition on adolescents’ behaviour

**Methodology**

Cross Sectional youth survey was used to collect data from the sample of 61 neighbourhood in two German cities and a rural area. Multi-level analysis was applied to estimate neighbourhood effects on controlling for individual socio-demographic composition.

**Findings**

Neighbourhood effects, peer networks and spatial orientation of adolescents’ routine activities contribute to behavioural problems. Spatial location of school has a strong impact on the distribution of friendship circles. The school,
the teacher and the social climate influence the attitudes and behaviour of children and adolescents independently.

Author : Bonnano & Rina Angela (2007)
Topic : Bullied to the Brink: An Investigation of Students at Risk for Depression and Suicidal Ideation

Objective
To gain clear understanding and reason out the adolescents involvements in bully/victim problems

Methodology
Two theoretically derived models were used to seek the potential paths between involvement in bullying behaviour and depression and suicidal ideation were investigated.

Findings
Social hopelessness is partially mediating the relation between victimization and suicidal ideation. The amount of perceived social support has major effect on depression and suicidal ideation.

Author : Bonhomme & Gail (2007)
Topic : The Time Management Skills at Risk African American College Students: Practices, Experience and Context

Objective
To examine the time management skills of eight at risk with respect to academic struggle

Methodology
The phenomenological method was used. The quantitative and qualitative types of data pertaining to time management were collected.

Findings
Time management plays a profound role in the academic performance of the college students.
Review of Related Literature

Author: Kelling Ivy Kazve (2006)
Topic: Elementary Teacher Perceptions of School Violence: Safe School Elements and Responsibilities

Objective
To examine the perceptions of elementary school teachers about the extent of school violence in Hawai public elementary schools

Methodology
Descriptive survey method was adopted and the sample of the study consisted of 102 teachers and they were selected from elementary school. A self report questionnaire consisted of 27 items was used to collect data.

Findings
The results indicated that teachers’ perception is varied significantly with reference to number of years of experience. The School climate, high expectation, discipline and crisis plans of the institutional management are responsible for school violence. Teachers’ and parents’ perception with respect to students’ school violence was lower than school administrators.

Author: Sheridan (2006)
Topic: Promoting Pro Social Behaviour in Children: Analysis of a Skill Based Preventive Program in Elementary School Children

Objective
To find the effect of implementing intervention and prevention programs of social skills streaming by McGinnis and Goldstein (2003) in promoting pro social behaviour in children

Methodology
The data consisted of pre and post assessment of 651 children from third grade included for experimental design.

Findings
It is indicated that there is increased social skills among students in post test and there is a significant growth in social functioning of all participating students.
Review of Related Literature

Author: Sandra Graham & Amy D. Bellmore (2006)
Topic: Peer Victimization and Mental Health during Early Adolescence

Objective
To study peer victimization and its mental health consequences during early adolescence and to study on extreme groups’ negative social reputations

Methodology
Descriptive survey method was adopted to conduct the study. Self report data gathered from all students through the tools on psychological adjustment and peer data for social adjustment were the primary data for this study. Teachers’ rated on students’ academic engagement and students’ grades were also constituted the data for the study.

Findings
Early adolescence with reputations as victims have many psychological and social adjustment problems compared to the normal group. Victims are more depressed, anxious and lonely and they report low self-esteem. Victims have tendency to make self blame and feel difficult to cope with challenge. They feel as they are mistreated by teachers or administrators. Bullies are no more depressed, anxious, or lonely than the normative group. They have high self-esteem.

Implications
School wide intervention approach targets all students, their parents and adults within the school including administrators, teachers and staff will be useful to prevent problems among adolescent students. Systematic prevention requires changing the culture of the whole school. Students may be asked to create their own rules about peer victimization and they may be provided with information about strategies for dealing with it and opportunities for classroom discussions about their expenses. Teacher needs training that includes strategies for preventing problems associated with information about school policies and practices. Systematic changes in peer, classroom, school and community are needed to build the foundation for long term prevention of bullying. Encouraging teachers to set an example with their own behaviours and outside help can be requested when needed will be fruitful in this aspect.
Objective

To describe the prevalence and nature of cyber bullying, youngsters reaction to it and their caregivers’ estimation of the prevalence of cyber bullying and youngsters’ own experiences on it also

Methodology

Descriptive survey method was adopted in this study. The sample of the study was chosen randomly from 34 primary schools and 7 secondary schools and it consisted of 1,211 pupils and the parents. Bullying and being bullied behaviour of children were assessed through using the self developed questionnaire and the same was used to collect data from their parents too.

Findings

A kind of bullying behaviour like name calling, feeling angry, feeling sad, not liking to go to school is identified. Bullies and victims hardly talk to their teachers. The percentage of parents reported about their child was being bullied on the internet via text messaging was much lower than the percentage of children reported being bullied. Interventions and programme for removing negative feelings will facilitate good behaviour.

Author : Francine Dehue et al., (2006)
Topic : Cyberbullying: Youngsters’ Experiences and Parental Perception

Objective

To examine the contributions of perceived support from parents, peers, and school to the psychological adjustment of thirteen- year-old Asian adolescents and to find out the mediating role of dispositional optimism in relationships

Methodology

This study was conducted with a sample of 519 thirteen-year-old Asian adolescents from a middle school in Singapore, Three scales of measures of the personality in self-report form were used to measure the students’ perception of
Review of Related Literature

themselves, support received and their adjustment to the environment such as The Relations with Parents Scale, the Interpersonal Relations Scale and the Attitude to School were used to collect data. The Life Orientation Test and Psychological Adjustments of the Emotional Distress Scales were used as a measure of dispositional optimism and psychological adjustment among the sample.

Findings

Positive supportive relationships with parents, peers, and the school are important contextual factors support psychological well-being of adolescents. Dispositional optimism partially mediates support from each of these three sources and psychological adjustment dispositional optimism appears to play a significant mediating role. Perceived positive support from their family, peers and school displayed greater optimism and better positioned to adapt in the face of difficulties during early adolescents will support appropriate behaviour. Dispositional optimism influenced the psychological adjustment of early adolescents. It was suggested that at a preventive level, teachers and parents should make attempts for ongoing communication regarding the adolescent’s state of psychological well-being in the different contexts will be useful to identify the intensity and nature of the problem and take remedial measures. Parental support is the most strongly needed to address emotional and behavioural problems among adolescents.

Author : Stephanie Etter et al., (2006)
Topic : Origins of Academic Dishonesty: Ethical Orientations and Personality Factors Associated with Attitudes about Cheating with Information Technology

Objective

To find out the level of students unethical uses of information technology with respect to cutting and pasting excerpts from websites without attribution

Methodology

This study applied descriptive survey method with sample chosen randomly from private church-affiliated college. The questionnaire was developed using rating scale was used to collect the pertinent data to test the hypothesis.
Findings

Sample of the study rated cheating behaviours as more offensive than their counterparts at a regional campus of a major research university. The ordinal rankings of academically dishonest behaviours at both institutions were surprisingly similar (\(\rho = .90\)). Students, who rated such behaviours as being more serious, are typically valued idealism such as the ethical principle of doing no harm to others, and disapproved of high sensation-seeking activities involving alcohol, drugs and sex.

Author: Comean, Collean (2005)

Topic: Impact of School Context on the Relations between Deviant Peer Affiliation and Problem Behaviours during Middle School Years: An Exploratory Analysis Using Hierachial Linear Modeling

Objective

To explore the school related contextual factors' association with range of students' outcome.

Methodology

The sample of the study was consisted of 1076 participants. The unobtrusive observational data was collected. The observation factors were physical environment, management clarity and emotional environment in non classroom setting. The hierarchical linear modeling was adopted, both students' report of school climate and observation of school context were examined as predictor of deviant peer affiliation and the students outcome variables.

Findings

The results suggest that students outcome are associated with indicators of school environment, the positive social and emotional environment and staff monitoring reduce problem behaviours. There is limited evidence of a moderating effect of school context in the relations between deviant peer affiliations and the students' outcome.
Review of Related Literature

Author : Jefrey P. Harren et al., (2005)
Topic : Liar, Liar: Internet Faking but not frequency of use Affects Social Skills, Self-Esteem, Social Anxiety, and Aggression.

Objective
To find out effect of the misuse of internet on students' social lives

Methodology
Normative survey research design was used in the study. The frequency of internet use was assessed. Students aged 11–16 years were recruited for the study. Questionnaires included a query on Internet Behaviours, the Matson Evaluation of Social Skills with Youngsters Appropriate Social Skills and Inappropriate Assertiveness Subscales, Rosenberg Self-esteem Scale, and the Social Anxiety Scale for Children–Revised were used to collect data based on objectives.

Findings
Children who reported the most faking behaviour on the internet have poorer social skills, lower levels of self-esteem, higher levels of social anxiety and higher levels of aggression.

Author : Lepic, Polly Ann Flach (2004)
Topic : A Qualitative Study of Students with Behaviour Disorder in their Secondary School Art Classes

Objective
To find the impact of art classes on students with behaviour disorders

Methodology
This study had followed qualitative method and the research question so asked was: what is the nature of successful and meaningful art experience for the special population of BD students in the regular education art classroom.

Findings
This study found that art classes played an important role in the life of students and it was found to be highly valuable with reference to special population.
Review of Related Literature

Author : Soto Carrillo, Jesus (2004)
Topic : Student and Parent Attitude regarding Suspension and Expulsion of at Risk Students at the Secondary Level in Puerto Rico’s Camuy Public School District.

Objective
To investigate students' and parents' attitudes towards suspension and expulsion of at high risk students

Methodology
The descriptive survey method was adopted. There were 295 high risk students and 295 parents of them participated. Students’ and parents’ attitude on communication, knowledge and procedures were measured using Likert scale.

Findings
Both students and parents were slightly disagreed. Non suspended students have higher scores in communication, knowledge and procedure about school suspension or expulsion than suspended students.

Topic : Social Competence in Zimbabwean Multicultural Schools: Effects of Ethnic and Gender Differences

Objective
To find out relationship between students’ social competence and race/ethnicity and gender

Methodology
Descriptive survey method was adopted with sample of 371 Zimbabwean students attending in racially/ethnically integrated schools. About 42% of the students were black, and 58% white (mean age 12 years; SD~9 months). The tools called Peer and Teacher Socio-Metric Ratings of Children was adopted to collect the data pertaining to students’ social competence of social behaviour, social responsibility and friendliness. Tests of empirical independence were also applied in this study. The multivariate analysis was used to examine the relationship between social competence statuses and group membership behaviour of the sample.
Findings

Teachers rated that white students are higher on social responsibility and social behaviour. Students’ ratings say that white students are higher on social responsibility only. Comparisons of social competence by ethnicity and gender revealed that white and female students have rated significantly higher on social behaviour and social responsibility than their black and male classmates. Female students have perceived as more socially competent or better adjusted to school than males.


Topic: Leisure Activities and Problem Behaviours among Hungarian Youth

Objective

To examine leisure behaviours and the relationships between leisure activity and a variety of problem behaviours

Methodology

Sample of 1422 Hungarian adolescents were participated in this study.

Findings

Some aspects of adolescents’ leisure, such as family or conventional activities act as protective factors against problem behaviours. But the peer-oriented activities or commercial types of leisure have contributed to greater risk for problem behaviours.

Author: Nancy Galambos & Lauree C.Tilton Weaver (2000)

Topic: Adolescence Psychosocial Maturity, Problem Behaviour and Subjective Age: In search of Adulthood

Objectives

To identify psychosocial correlates of adolescents’ maturity status

Methodology

This study had chosen the sample of 209 adolescents belonging to the age group of 10-18 of working and middle class of two parents’ families and they were formed into three groups based on the maturity levels such as low psychosocial maturity, high social maturity and immature.
Findings

Regressions revealed that several adolescents and mother reported variables were linked to maturity status. Relative to their mature and immature counterparts, adultoid adolescents exhibited more advanced physical maturity, higher social involvement, and in boys, higher mother–adolescent conflict.

Author : Victor Battistich & Allen Home (1997)
Topic : The Relationship between Students Sense of their School as a Community and their Involvement in Problem Behaviours.

Objectives

To find out relationship between students’ sense of the school as a community and their involvement in problem behaviour

Methodology

Participants were ethnically and socio-economically diverse in nature. The sample of the study consisted of 1434 fifth and sixth grade students from 24 elementary schools around the United States were chosen through random sampling technique was done.

Findings

Schools with higher or average sense-of-community scores have significantly lower average of student drug use and delinquency. The findings suggest that school context has moderate relationships with individual risk, protective factors and developmental outcomes. The schools that are experienced as communities will enhance students' resiliency.

Author : Henry I. Amatu (1981)
Topic : Family Motivated Truancy

Objective

To find determinants of truancy behaviour among Nigerian primary school pupils

Methodology

A comparative study with the sample chosen from the same population of truant and non truant consisted of 100 participants formed control and experimental groups for this study.
Findings

The results of the study demonstrated that the degree of domestic responsibilities determines to a significant extent pupils' school attending behaviour, truancy is a "disease of the poor" truancy and academic success are mutually exclusive.

2.5. STUDIES CONDUCTED ON VALUES

Author : Silambu Selvi & Jahitha Begum (2010)
Topic : Values of Higher Secondary Students With Respect To School Related Demographic Variables

Objective

To find out the level of students values' with respect to their management type of school, type of school, the place of the school and the stream of study.

Methodology

Descriptive survey method was adopted in the study. The questionnaire prepared in Likert Scale of five point measures consisted of 120 items was used to collect data. The sample of the study was consisted of 1537 participants of +2 students from higher secondary schools in Salem district during the academic year 2009-2010. A tool consisted of 10 dimensions such as aesthetic, democratic, economic, hedonistic, knowledge, moral, neighbourly, personal, religious and social values was used to collect data.

Findings

Students' overall values in all management type of school are high. Students studying in girls' school are better than boys' school in all the dimensions of values. The overall percentage of students' values with regard to place of school is also high and there is significant difference in students' values with respect to place of the school in economic, hedonistic and religious values. Students studying in rural are better than students studying in urban and hill place schools in economic values and urban is better than their counter part in hedonistic values.
Author : Satish P. Deshpande & Jacob Joseph (2009)

Topic : Impact of Emotional Intelligence, Ethical Climate, and Behaviour of Peers on Ethical Behaviour of Nurses

Objective
To examine the factors impacting on ethical behaviour of 103 hospital nurses

Methodology
Survey method was used to collect data pertaining to ethical behaviour of 103 nurses, and the level of emotional intelligence and ethical behaviour of peers were also measured and their significant impact on ethical behaviour of nurses were also analysed.

Findings
This study has reported that the ethical and emotional intelligence of peers and independence of management condition has significantly influence the ethical behaviour of nurses. Other ethical climate types such as professional, caring, rules, instrumental and efficiency do not impact on ethical behaviour of respondents.

Author : Vengat R.Krishnan (2008)

Topic : The Impact of MBA Education On Students Values: Two Longitudinal Studies.

Objective
To find the impact of 2-year residential fulltime MBA program on students’ values

Methodology
This study had adopted longitudinal research design and the data was collected over 7 years from a business school in India. Values were measured when students entered the program, and again when they graduated. Sample in the 1st study was 229 students were chosen from three consecutive graduating classes administered rank-order measure of values. The 2nd study had the sample of 138 participants were measured using moderating role of sex and functional specialization.
Findings

Results of matched sample t-tests show that self-oriented values like a comfortable life and pleasure become more important and others-oriented values like being helpful and polite become less important over 2 years. The management education enhances self-monitoring and self-oriented values and reduces the importance of others-oriented values. The effect on both sets of values remains significant even after controlling for self-monitoring.

Author : Amit. E. Gawande (Jan 2008)

Objective

In this study the investigator made an attempt to study the practicing of personal values among rural and urban students of secondary school.

Methodology

The normative survey method was adopted. There were 240 students chosen randomly from secondary schools. The personal value questionnaire was developed by Dr. (Mrs) G.P. Sherry (Agra) and Dr. R.P. Verma (Varanasi) was used to collect data.

Findings

Secondary school boys are significantly higher than girls in values. Students studying in rural schools are high in religious, economic, hedonistic, power and family prestige values. Students studying in urban schools are significantly higher than rural in social, democratic, knowledge and health values.

Author : Jerry J. Vaske et al., (2007)
Topic : Clarifying Interpersonal and Social Values Conflict among Receptionists.

Objective

To investigate interpersonal and social values conflict among receptionists and to explore the range of potential conflict indicators of these variables
Methodology

Data for the study were obtained from cross country skiers and snow mobilers at two locations. The type of conflict reported of interpersonal and social values or both varied among respondents. This study explored a range of potential conflict indicators apart from interpersonal and social values conflict.

Findings

This study reported that approximately one third of skiers have experienced social values and another third indicated mobilers interpersonal conflict, but among snow mobilers only limited interpersonal conflict. It is suggested that restrictions and directional trails will facilitate to address and reduce conflicts trails.

Author : Vineeta Chaudhary (2007)
Topic : A Comparative Study of Urban and Rural, Boys and Girls in Relation to their Personality Characteristics

Objective

To compare the personality characteristics of urban and rural students

Methodology

Descriptive Survey method was adopted and the sample of 500 high school students were chosen through stratified random technique and Cattel's High school Personality Traits Questionnaire was used to collect data.

Findings

Boys are found to be more intelligent, having super ego, strength of venturesome, tough minded, apprehensive and relaxed than girls. The rural boys are informed as tender minded, dependent to other and guilt prone. The girls from rural areas are found to be more conscientious than rural boys. The urban girls are found to be enthusiastic, obstructive, guilt prone and with insecure feeling than urban boys, urban boys are vigorous, joyful and self satisfied. It is implied that there is need to upgrade different qualities of the students through providing sufficient activities as well as support.
**Review of Related Literature**

**Author**: Rippen Gill & Jaswal (2007)

**Topic**: Impact of Parent's Education and Occupation on Children for Learning Values through Teaching Values Programme

**Objective**

To find out the effectiveness of teaching values through value education programme

**Methodology**

The experimental research design with the sample 450 students between the age group of 5-7 years from the urban area schools situated in Ludiana city was conducted. A ‘Teaching Values’ Programme was designed to inculcate eleven universal values in children by means of stories, songs, discussion, and arts was instrumented. A self structured socio-demographic performance and ‘teaching values’ questionnaire were used to collect relevant data for the present study.

**Findings**

The results revealed that parents’ educational qualification is not significantly associated with children’s learning of values through ‘teaching values’ programme in the experimental group. However, in the control group at 7 years of age, the educational status of parents showed a significant association with students’ learning of values. Parent’s occupation was also not found to be significantly associated with learning of values. This study implied that the role of family in inculcating values is significant, as it is forming emotional attachments, teaching pro-social behaviour and teaching respect for authority and compliance with rules.

**Author**: Reeta Kumar & Surabhi (2006)

**Topic**: Grandparental Proximity and Personality Pattern of Adolescent Children

**Objective**

To study the impact of joint family system on the personality development of the adolescent children based on the assumptions that joint family has grandparents who act an integral part in children’s personality development.
Methodology

Descriptive survey was adopted to explore the differences in the personality pattern of adolescent boys and girls with varying levels of grandparent proximity with a sample of 120, and the High School Personality Questionnaire was used to collect data.

Findings

The high level of grandparental proximity boys are appeared to be significantly lower on apprehensiveness, sensitivity, self-control, self-sufficiency, sociability and conscientiousness as compared to girls. The significant difference in sex is present only at the high proximity level and none at the medium proximity level.

Author : Fannie L. Malone (2006)
Topic : The Ethical Attitudes of Accounting Students
Objective

To measure the educators’ approach in incorporating ethics into the curriculum

Methodology

Descriptive survey method was adopted. The measure of the ethical attitudes of accounting students in a variety of academic situations were assessed through evaluation of ethical situations familiar for them as students provided data.

Findings

The overall results indicate that most students do not engage in unethical conduct. Students engage in unethical only when they perceive if any situations which harm will come to themselves or others. The students’ moral behaviour they practice during their in collegiate study today is likely to carry over to the workplace in the future and ethical awareness in the accounting profession will be useful.
Author: Heigh Julie Ann Jackson (2005)
Topic: The Importance of Ethical Principles for Educational Leadership

Objective

To develop a new knowledge about the importance of ethical principles for educational leadership

Methodology

This study used a Delphi methodology to anonymously study opinions of a widespread students and graduates of the Fielding Graduate University. Data were collected through electronic mail. In 1st round the respondents were asked what ethical principles are important for educational leadership, in 2nd round participants were asked to rate each ethical principle on a 7 point scale, in 3rd round the respondents received average score for each ethical principle and their original rating. After that all participants had rated for all items again, the final rank ordered list of ethical principle important for educational leadership was published.

Findings

This study prioritized ethical principles for educational leadership. Critical thinking was emerged as the most important principle which includes ethical character and behaviour of educational leaders.

Topic: Social Competence in Zimbabwean Multicultural Schools: Effects of Ethnic and Gender Differences

Objective

To find out the relationship between students’ social competence and race/ethnicity and gender

Methodology

Descriptive survey method was adopted with sample of 371 Zimbabwean students attending racially/ethnically integrated schools. About 42% of the students were black, and 58% white. The research tool called Peer and Teacher Socio-Metric Ratings for Children was adopted to collect the data pertaining to students’ social competence of social behaviour, social responsibility and friendliness. Tests of
empirical independence were applied to test the null hypotheses formulated and to go with the research objectives.

Findings

Teachers have rated that white students are higher on social responsibility and social behaviour. It is observed that white students are higher on social responsibility only. Comparisons of social competence by ethnicity and gender revealed that white and female students are rated significantly higher on social behaviour and social responsibility than their black and male classmates. Female students were perceived as more socially competent or better adjusted to school than males.

Author : Ashok Kumar Kalia & Anitha Sheoran (2004)
Topic : Gender Wise Analysis of Values of Scheduled Caste and Non Scheduled Caste Adolescents

Objective

To study the difference between adolescents male and female with respect to scheduled and non-scheduled caste in values.

Methodology

The descriptive survey method was adopted and the sample consisted of 180 randomly chosen equally from scheduled and non-scheduled caste adolescents from high and higher secondary school in Rohtak District of Haryana were the participants of the study. The Hindi version of Allport Vernon – Lindsey “Study of Values” by S.P.Kalshrestha was used as an instrument.

Findings

Female scheduled caste and female non-scheduled caste adolescents with regard to theoretical value are high and in aesthetic value it is reported low. The social and political value is given second and third preference by both the groups. The religions and economical value is given fourth and fifth preference in order of priority by both the groups. Female scheduled caste adolescents are more aesthetic and religious but female non-scheduled caste adolescents are more theoretical.
Review of Related Literature

Author: Aikaterini Gari & Anastasia Kalantzi-Azizi (1998)
Topic: The Influence of Traditional Values of Education on Greek Students' Real and Ideal Self-Concepts

Objective
To identify students' real and ideal self concepts with respect to their acceptance or rejection of the traditional values of Greek education and to examine the relationship between real and ideal components of self concept

Methodology
A sample of Athenian students who accepted most of the traditional values of education were constituted the participants of the study and the self reported questionnaire was used to collect the data pertaining to self concepts.

Findings
The students' internalization of values has predicted their moderately satisfied real self concepts and their extremely developed ideal self concepts. The factor analysis for the items of self concept revealed a disparity between the real and the ideal components of the participants' self—concepts.

Author: Rajagopal (1994)
Topic: The Development of Democratic Values through Dilemma Discussion Model at Higher Secondary level

Objective
To find the effect of dilemma discussion model in enhancing democratic values at higher secondary level

Methodology
Experimental method was adopted to develop the democratic values through Dilemma discussion Model. The investigator chose M.V. Government Higher Secondary School, Karaikudi purposefully for experimentation since he worked in the same school in Karaikudi. Before and after three group designs was applied. The dilemma discussion model was the experimental treatment given to the sample. Intelligence, value development, self concept and social adjustment are the variable of the study. The investigator had developed two tools for measuring democratic
value position and value judgment. Personal Values by Sharma & Verma was also adopted for the study. Democratic Values Questionnaire, Value Judgement Questionnaire and Personal Values Questionnaire were used to collect data.

Findings

It is observed that three groups do not differ in their level of democratic values through personal value questionnaire and through democratic value scale. Three groups do not differ in their level of equality value and fraternity value through democratic value scale. It is found that dilemma discussion model made significantly improved their democratic value in the experimental group. Value clarification strategy is more effective than the conventional method of teaching values. There is a significant development in value judgment of students of standard XI and also a significant association is found between value judgment and democratic value development.

Author : Arokiya Samy (1993)
Topic : Attempted To Study the Value Perception of the First Degree Students in Collages Affiliated to the Madurai Kamaraj University In Relation To Certain Personality and Environmental Factors

Objective
To prepare a value perception profile to find out the value perception of first degree college students and to find out its relationship with their social environment, college environment and home environment and the impact of value perception over the personality dimension

Methodology
The sample consisted of 1050 were chosen randomly from 12 colleagues affiliated to Madurai Kamaraj University were the participants of the study. Rokeach & Milton's Multidimensional Personality Inventory, a tool to measure the perceived college climate and the information schedule were used to collect data.

Findings
This study has reported that students' perception of instrumental values is dominant with being honest and ambition. The terminal value perception is
dominant with freedom, happiness and equality. Male students are dominant with having ambitions, honesty, freedom, happiness and equality. Female students are dominant with honest helpful, happiness, freedom and world at peace. Arts students are dominant with loving honest, ambitious freedom, happiness and equality. Science students are dominant with loving honest, ambitions, freedom happiness and comfortable life. Students from very high family income are dominant with loving, self controlled, honest, happiness, wisdom and freedom.

2.6. SYNTHESIS OF LITERATURE REVIEW

Teacher qualities influence the nurturing of character among the students (Laud Leaslie Elizabeth, 2000). It is noted that emotional intelligence and academic achievement are positively correlated and the self management skills are higher among college students (Vela Robert, 2003) and emotional intelligence, social and academic competences are positively correlated with students’ academic achievement (Menzie, 2005). Educators need primarily be guided in emotional education, loving primarily for knowledge will be problematic when wisdom is neglected (Carter Michael Joseph, 2004). It is reported that the EQ is acquired through experience and used in daily responsibilities and the degree of success depends largely on degree of EQ and the higher authorities have high level of EQ (Mason & Lisa, 2004). The school climate, principal’s openness and self efficacy of teachers influence teachers’ stress level (Dunn- Wisner & Kristine, 2004)

Teacher's personality, teaching technique, updating knowledge and skills related to their specialization, motivation, problem solving, democratic classroom atmosphere in forming rules and regulations with students' representation, physical condition of the classroom and general school routine contribute to appropriate behaviour of students (Sandeep Anand, 2008). It is confirmed that dynamic, directional and moral leadership to academic institution, inspiring personality of the teacher will facilitate good values among students (Nigal, 2008). It is concluded that empathy facilitates good listening skills, trustworthy, and gain customer's satisfaction (Praveen Agarwal et al., 2005). Emotional intelligence contributes energy for organizational efficiency, sound interpersonal relationship and dynamic output (Susan P. Gantt & Yvonne M. Agazarian, 2004). Preparing students to make identification of oneself with the world encourages the planet a safe and secure
place and the teachers have primary obligation and duty towards peaceful world (Ramani, 2004). The high level of teacher's dissatisfaction, low level of parent involvement and proactive problems solving, adverse relationship between school personnel and parents of children, high suspension rates, disciplinary referrals, students fights, gang recruitment activity, drug and alcohol use and low level in academic achievement are all contribute to the school violence. Increasing of self awareness, self esteem and self confidence among students will reduce the bullying. Arts based skills training, learning the value of relationships and collaboration will support and supplement the adaptive behaviour (Nayak & Rao, 2004).

Emotional intelligence in the occupational environment will facilitate successful communication of ideals and intentions in interesting and assertive ways create human resource team, generate excitement, enthusiasm and optimism, trust and quality interpersonal relationship (Moshe Zeidner, 2004). Emotional intelligence of students influences their academic performance and teaching emotional skills will facilitate leadership ability and team spirit among the students (Neal M.Ashkanasy & Marie T. Dasborough, 2003). A Scheme of education, books, teachers and school officials build up national solidarity. The questionable behaviour among students are common, students are willing to satisfy their interest at the cost of no regard to fundamental moral principles, individualism and egoism of teachers influence moral reasoning among students (Lapatho & Balakrishna Joshi, 1997). Emotions are responsible for one's behaviour and whose social emotions enable him to learn the inter group context and facilitate pro-social egalitarian responses from him (David M. Amodio, 2007). Intervention programme will be very useful in producing positive effects on the participants EI improvements (Barbara B.Mayer et al., 2004). The emotional skills of empathy, perceiving emotion of others, self awareness, self regulation, and self motivation will influence one's performance (Down R. Deeter -Schmelz & Jane Z. Sojaka, 2003). It is revealed that the higher level employees are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perception of others and the high performing managers tend to have more accurate self perceptions (Fabio Sala, 2001).
Emotional intelligence is associated with middle school principals’ school success (Bardach, H. Robert, 2000). Teachers’ self awareness, managing emotions, self control, empathy and handling relationship provide resources to lessen student’s frustrations, make classroom time more productive, and prevent behavioural and learning problems (Lewkowicz & Adina Bloom, 1999). It is clearly known that emotional intelligence is reliable predictors of academic achievement and personal relationships (Ghosn & Irma, 1999). Teachers’ emotional intelligence of sensitivity plays a vital role to address the truancy problem among students and take necessary actions and counseling programme towards the improvement of their attendance (Dennis O’ Keeffe, 1982). The high potential managers are emotionally competent (Kathleen Cavallo, 2008).

It is reported that respondents belong to 8 to 17 of both genders experience violence as victims and witnessed and the level of exposure to violence in institutions compared to school was high (Garvilovici & Ovidin, 2004). The classroom management and guidance training for teachers is necessary to prevent aggressive behaviour among students (William & Brenda, 2007) Adolescents risk behaviours are correlated with their best friends’ behaviour at school (Greenwald, Helene, 2004) It is confirmed that students have the problems of violence and impulsivity (Meyer & Susan M.King, 2004). Self esteem and academic achievement are supporting behaviour and attitudes (Germaine Ronald Wesley, 2001). Teachers’ feed back based on product orientation facilitates students to become successful in academic endeavour and increases self esteem among students (Vincent & Rhond, 2006). Parents’ divorce, marital conflict and children's behaviour problems are comparable for biological and adopted children (Paul R. Amato & Jacob E. Cheadle, 2008).

Teacher need to assume the role of counselor to show direction to academic achievement, and solve problems like theft, teasing, absenteeism, late coming and arrogant behaviour. He needs to build good relationship between students and school, and community. He needs to encourage students’ participation in extra curricular activities which will facilitate the good interpersonal relationship among students (Bhaskaracharyulu Yerroju & Syam Alturi, 2009). It is known that students problem behaviour in childhood and adolescent are due to biological based
psychiatric disorder and early problematic attachment behaviour and the students are need to be provided with good environmental condition where their needs for affection is fulfilled (Vishwanatha Kalyani & Hirisave Uma, 2008). Educational attainment is associated with psycho-social problems of the children and health factors are influencing the truancy behaviour problems among students (Seter Siziya et al., 2007). There are the techniques such as giving activity for aesthetic sense, support crystalisation of emotions into patterns of society, encouraging human relationships will encourage universal harmony and it prevents individual from aggression (Balvinder Kaur, 2006).

Adolescents have risk behaviours of tobacco use, alcohol and other drug use, sexual behaviour and other unhealthy dietary practices. These problem behaviours are needed to be addressed through quantitative and qualitative research studies will enable the community to reduce risk behaviours and increase healthy life styles (Mano S. Selvan & Anura V. Kurpad, 2004). It is noted that behavioural problems persist due to misunderstanding, and the problems caused by it are absenteeism, workplace violence, accidents, theft and substance abuse, and rebel against rules, indulge in win-lose battle, lack of sensitivity to the feelings of others, delay things to do and more expect for ideal and perfection. Adequate encouragements, monitoring and evaluating work performance, and creating clear cut script will yield good results (Pamela R. Johnson & Julie Invik, 2000). Drug abuse is associated with subjective experience of the age group of 17 in school performance, truancy and early school leaving. Emotional syndrome reflected is in reduced commitment to the task achievement and poor participation on schooling performance (Michael Lynskay & Wayne Hall, 2008). There are many stressors widely prevalent among counselor education and psychology students (Bridgmon & Krista, 2007). Adolescents have violent related behaviour of bullying, fighting, weapon carrying and injury to others (Eleanor smith-Kheri et al., 2004). It is noted that the development of self-competency, strong social skills and good relationship with parents will reduce bullying problems and school violence (Dennis S. W. Wong, 2004). Students' aggression is due to their poor eating habits, it is known that school aged adolescents' eating disorder is positively associated with their aggressive behaviour (Miotto et al., 2003). Self concept, emotional maturity and
achievement motivation of the adolescent children are influenced by their mothers' occupational status and female children of employed mother are achievement oriented (Suneetha Hangal et al., 2007).

Empathetic classroom environment reduce the level of aggression and violence among school children, emotional literacy programme will facilitate students to understand their and others feelings. This will prevent aggression and bullying tendencies among students (Gordon, Mary & Green Jean, 2008). Curricular approach, selective intervention, indicator intervention, positive classroom discipline, school based mental health programmes and techniques will also facilitate positive impact on students' move towards pro-social behaviour pattern (Sean W. Newsome & Michael Kelly, 2006).

There are the promising strategies such as the identification of problem behaviour, arrive current explanations that are positive to correct, act on one or more new strategies, and suggesting positive behaviour will help the teacher to ensure effective classroom management (Lois Weiner, 2003). Bullying intervention programme will be very useful to identify the immoral acts such as theft and misuse of loyalty among the students and correct such misbehaviour from the root of it (Neil Crawford, 1999).

Attitudes are basic for values, theoretical values are appealing to makes cognitive approach, economic finds usefulness and practical, aesthetic places value for beauty of form and harmony, social attitude shows philanthropic love, political values for power, religious merges in unity and integrity (Shailja Sharma & Veena Bansal, 2007). The purity of thought, word and action, and the emotional intelligence of the teacher are acting as authentication to develop consistent scale of values among students. It is noted that education need to prepare individual's to acquire problem solving ability which help him to conduct himself in peaceful and co-operative and live an efficient and worthy citizen of democratic county (Seetharamu, 2004). Ethical behaviour and decision making aspects are significantly associated with race, gender and class of students and these can be developed through content course, role playing, case studies and scenario based assignments (Arthur J. Rubens & Edward T. Wimberley, 2004). The net work of
good interpersonal relationship facilitates one to be successful in society, the expansion of entrepreneurs' personal networks and social skills will contribute to their social capital (Robert A. Baron & Gideon D. Markman, 2000). Judith Macrae (2004) had reported that emotional intelligence facilitates behavioural change and leadership practice.

It is noted that schools are the vital transmitters of social values and help students to shape values and personalities (Al Suwallian & Zaha, 2006). The recruitment of individuals for training in spiritual aspect will increase students' spiritual gifts (Kim Hak & Jong, D.Min, 2006). Humanism in learning environment facilitates leadership skills and facilitates the most effective functioning in the classroom (Gooden & Frances Taylor, 1971). The technique like media literacy and laboratory education are useful to inculcate democratic values and encourage the students to grow critical and efficient citizens (Eaton, Erica Laland, 2004).

The attitudes and beliefs of students are related to their personal health, education, relationship, values and career choice (Vowell & Maribeth, 2004). It is noted that spirituality is not an isolated set of activities and beliefs but is an orientation towards a basics of love, and all aspects of the life including the choice of work, way of life, daily activities, relationship with others, and the way one evaluate and conceptualize the meaning of their lives. By becoming increasingly aware within the daily activities of the life will facilitate profound basic meaning of life (Bobineaux & Ryan, 2004). The gnomic statements, empathetic, narrative, perspective talking, ownership and membership categories and rule formulation through story reading will facilitate construction of moral reasoning and this will be useful to school leaders to create moral environments (Hansen & Wells, 2007).

2.7 SUMMARY OF THE LITERATURE SURVEY

Teachers are architect of humanities through shaping the minds of the students. Only a healthy person can facilitate healthy attitude among the followers, though IQ in a person assumes an important place in work and personal life success, emotional intelligence determines all aspects of leadership and moves the society victorious. Emotional intelligence is better correlated with mood management, impulse control and self-esteem. A set of skills contribute to the self
appraisal of emotions and understand emotional cues in others is helpful to gain intrinsic motivation and generous in motivating other to remarkable achievement. It assures job satisfaction and important competencies of self awareness, self regulation, motivation, empathy and social skills.

Emotional awareness in a person encourages him to weigh his strength and weakness, opportunities and threats which is paramount importance for self development and ensures welfare to the society too. Empathy in a person is very important to understand the feeling in the observant angle will facilitate behavioural changes in a desirable direction. The greater level of understanding of interpersonal and communication skills are needed to manage the impending human resource problems. Emotional intelligence guarantees self- oriented values, superior social competence which acts as a resource for school adaptation, because psychological well being of adolescence is supported by teachers and peers in schools. Ethical and emotional intelligence of peers and independence of management condition support ethical behaviour in the subordinates, remove noisy communications, and provides decision making skills. It stimulates creativity among the fellow beings and provides psychological support to the better academic achievement. Values are capable of inculcation through value education programme and better achieved through emotional attachment, teaching pro-social behaviour and teacher being model to students.

Teacher effectiveness can be better attained through the training for emotional integration. The management authority needs to understand feeling, attitudes and aspirations of the children to promote good inter and intrapersonal relationship among students and grow healthy in academic and non academic endeavours. Systematic changes in peer relationship, classroom and school management will lay foundation for appropriate behaviour among the students. Problem behaviours are widely prevalent among students due to their poor control over their thoughts of negative feelings. Students of today need to be learned the value of life and benefits of following standards, ideals and principle which promote personal and social development. A leader with high emotional intelligence can generate excitement, enthusiasm, optimum co-operation, trust and interpersonal relationships among the subordinates and so the teacher the
educational leader can also bring desired outcome and behavioural modification when they possess high level of emotional intelligence. Emotional intelligence for educational leadership is considered important.

2.8. CONCLUSION

The review of literature scanning enabled the researcher to gain current knowledge about the area of the study, importance, perspective of chosen variables, method of approach to deal the problem, sources of data, techniques of data collection, and analysis of data and interpretation of the secured result. The review study throws light on the existing gap need to filled in the chosen variable, literature available to the researcher were supplied the study and conceptual frame of variables such as emotional intelligence, students problem behaviour and students values separately. There was no study attempted with these three variable combined in general and school related in particular, hence the researcher identified the research gap to chose the problem entitled teachers emotional intelligence, their perception of students problem behaviour and the values of higher secondary students.
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