Chapter-II
Review of Related Literature
CHAPTER – II

REVIEW OF THE RELATED LITERATURE

Survey of related literature is an essential prerequisite to actual planning and execution of any research project. It is like surveying the area and judging the distance first and then to formulate a plan. It helps the investigator in avoiding duplication on the one hand and in getting benefit from similar studies on the other in respect to methods adopted and devices used in the collection of data and their organization and interpretation. For all these reasons, a research worker has to go through the available relevant literature before actually commencing the work of his own research.

Studies done


He examined the relationship between the variables anxiety, emotional, social maturity, socio-economic status and academic achievements of students. He found emotional maturity was positively and significantly related to achievement in individual subjects and academic achievement in particular.

Yates (1999). “Relationship between emotional intelligence and health habits of health education students”.

He conducted study on the relationship between emotional intelligence and health habits of health education students. The relationship between emotional intelligence and health habits of male and female students was investigated using the emotional intelligence inventory (EQI), the emotional intelligence survey (EIS), and the Health Habits Survey (HHS). This study suggested
that there was a relationship between the health habits of college-aged health education students and their emotional intelligence.

**Cherniss, Cary (2000).** “Emotional intelligence: What it is and why it matters”. Graduate School of Applied and Professional Psychology, Rutgers University:

From this article, it was concluded that is there anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I.Q., Psychology, Furthermore, Goleman has never claimed otherwise. In fact, one of his main points was that the abilities associated with emotional intelligence have been studied by psychologists for many years, and there is an impressive and growing body of research suggesting that these abilities are important for success in many areas of life.

However, rather than arguing about whether emotional intelligence is new, He believed it is more useful and interesting to consider how important it is for effective performance at work. Although He was not had the time to cover very much of it, He hope had shone that there now is a considerable body of research suggesting that a person’s ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost in any job. Furthermore, as the pace of change increases and the world of work make ever-greater demands on a person’s cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. And that is good news for I.Q. Psychologists, for they are the ones who are best situated to help clients to use emotional intelligence to improve both productivity and psychological well being in the workplace of tomorrow.

The study was done on a sample of 356 students of XI class. It was found that there is positive significant correlation between general intelligence and emotional maturity. It was found that the students having high I.Q level have high emotional maturity and the vice-versa. It was also found that the high I.Q level students have good academic achievement. This high emotional maturity has positive correlation with Intelligence, academic achievement and environmental catalyst.


Miglani also found a significant relationship between emotional intelligence and academic Achievement. It means that only I.Q level i.e., the high I.Q doesn’t mean the high academic achievement lay the student. Other factors also play a very big role in high academic achievement.


This study describes the theoretical and empirical evidence for promoting and maintaining student emotional and social health. It includes strategies for reducing the incidence of high-risk behaviours (drug, alcohol, and unsafe sex). The study identifies Social-Emotional Learning (SEL) as one of the best ways to promote mental health and reducing risk behaviours in children and youth.
Daniel Goleman, Richard Boyatzis and Annie McKee, (2002); Primal Leadership: Realizing the power of Emotional Intelligence. Tom Karp, a Ph.D candidate at Rushmore University, reviewed this book.

Goleman, Boyatzis and McKee’s book Primal Leadership has deal with the use of emotional intelligence in leadership. The author’s argument is that leaders should excel not just through the use of skill and intelligence, but should also, in a stronger sense, connect with others using emotional intelligence attributes such as empathy and self-awareness.

Their premises for this argument are that recent breakthroughs in neurology have shown that leaders’ moods and actions have an enormous impact on those they lead. The book rolls right past many competing theories of how human minds and psyches work, and the premises for their argument and therefore somewhat controversial.

The book raises two fundamental questions: what emotional resources do leaders need to thrive, and how do leaders create an emotional organizational climate that fosters sustainable change and performance? The best part of the book relates to the first question that is the emotional resources needed by a single leader to cope. The second question; how to create sustainable changes in organizations – is weaker and not argued sufficiently in the book, to my mind.

The book presents, however, a range of emotional intelligence concepts for leadership use, and follows up with case examples on practical application of the concepts prescribed. It is easy to read and packed with insight gained from many years of work within the field of emotional intelligence. The book will serve as a valuable guidebook – in my view as leadership development on an individual level. But other parts of the book are definitely weak. One
wonders if an original and good idea by Goleman et al. has been pushed too far by publishers or others in order to have enough material for a book.

Organizations and individuals everywhere today are striving to excel in leadership. What makes good leaders is one of those subjects that will be debated forever. But the complexity in today’s business environment means that good management is no longer enough and the search for a renewed leadership agenda is more important than ever.

In the author’s and my opinion, it is today not enough to lead by virtue of power alone, but skills, experience and intelligence will still be a part of the leadership equation. Successful leaders must to be able to apply the whole range of capabilities-analytical, emotional, financial, etc.

There is today “a back to the 70s” approach in many companies with not much room for the emotional leadership as recommended by Goleman et al. in this book. It is my hope that this will pass. I therefore think the book’s timing is good – business leaders need more than ever to appear nice and not only when they are in the spot light. Today’s business environment and public arenas, the relationships and people issues, are far too complex to return to a power based, top-down style of leadership.

It is my opinion that emotional resonance will be an important key to leadership in the future. However, this is more a statement of belief and values, than a function of what we can see the traces of today. But there is certainly hope.

Will I recommend the emotional leadership as prescribed in this book when I consult and advise some of my clients? Yes I will, but I will have a hard time arguing my case…

In his study on a sample of 540 students studying in VII class in the state of Himachal Pradesh found significant positive correlation between the variable of mathematical achievement and mathematical creativity.


This paper probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage, the study reveals that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. The
study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers.


The purpose of the study was to identify some factors as the predictor of depression among adolescents. The sample of the study consisted of 526 students of 8th, 9th and 10th standard studying in various schools of Rajkot city. Tools like Personal Data Sheet, Achenbach’s Child Behaviour Checklist, Sherry and Sinha’s Family Relationship Inventory and an Indian adaptation of Moos and Moos family Environment Scale by Joshi and Vyas were administered to randomly selected students. Results were arrived at by the statistical technique of multiple regression analysis. Results indicated that out of 21 selected independent variables six variables came out to be significant predictors of depression among adolescents. These six factors are parental avoidance, cohesion, moral religious emphasis, and control, educational qualification of father and educational qualification of mother.

**Suresh B. (2003). “A study of the relationship of extraversion-introversion in adolescents to their adjustment and academic achievement”. Kerala.**

The objectives of the study were: (i) to find out the nature and extent of relationship between extraversion-introversion and adjustment of adolescents and to determine the influence of certain demographic and environmental variables on the relationships; (ii) to study the nature and extent of relationship between extraversion-introversion and academic achievement of adolescents and to determine the influence of certain demographic and environmental variables on the relationship; (iii) to find out the nature and extent of relationship between adjustment and academic achievement of adolescents and to determine the influence of certain demographic and
environmental variables on the relationship; and (iv) to study the inter-relationship between two of the three variables removing the influence of the third variable. The sample was selected using stratified random sampling method. It consisted of 1,418 adolescents in Thiruvananthapuram Revenue district. The tools used for data collection included the Kerala introversion-extraversion scale, the extraversion-introversion trait scale, adjustment scale, academic achievement indices and personal data sheet. Statistical techniques such as mean, standard deviation, t-test, product moment correlation and partial correlation values were used. Findings were: (i) the relationship between introversion and home adjustment was negative in total sample; (ii) the relationship between introversion and school adjustment was negative in total sample; (iii) the relationship between introversion and academic achievement was positive in adolescents who belong to high income families; (iv) the relationship between introversion and achievement in English was negative in adolescents which belong to the group both the parents are alive; (v) the relationship between academic achievement and home adjustment was positive in adolescents who belong to the group father alone alive; (vi) the relationship between academic achievement and community adjustment was negative in adolescents who belong to high income families; (vii) there was no relationship between academic achievement and adjustment in adolescents who belong to forward castes, low income families, nuclear families and large families; (viii) there was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belong to the group both the parents not alive.

Williford, H., (2003); “The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders”. Naba Abisamra, Auburn University at Montgomery.

We are at the beginning of a new century, and intelligence and success are not viewed the same way were before. New theories of intelligence have been introduced and are gradually replacing
the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligence theory has been introduced by Howard Gardner (1983) and the Emotional Intelligences theory by Mayer & Salovey (1990) then Goleman, (1995). I.Q alone is no more the only measure for success; emotional intelligence, social intelligence, and luck also play a big role in a person’s success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn’t there any relationship between their achievement and their emotional intelligence? So, the population of this study was the 11th graders in Montgomery, Alabama. The sample was 500 11th graders—boys and girls—from public and private schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample was given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. Calculated the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards compared these grades with the Emotional Intelligence level of each student, to see whether there is a relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.


In this study it was examined that is there any relationship of emotional intelligence with cognitive ability and academic performance, for this a sample of 659 students was taken. They
found that emotional intelligence moderated the relationship between academic performance and cognitive ability, where higher IQ and higher emotional quotient (EQ) led to greater academic performance. Their study also demonstrated negative associations between emotional intelligence and deviant school behavior such as unauthorized absence and expulsions.

**Bhatia, Jyoti and Kumar, Girijesh (2005), Developing Emotional Intelligence Scale (EIS), MJP Rohilkhand University, Bareilly.**

Based on characterization of the emotional intelligence a scale in Hindi has been developed to measure various aspects of emotional intelligence on different samples. Details are presented about the psychological nature of the scale, items selection, tryout, and scoring and item analysis. Different procedures followed for estimating reliability and validity of this scale is presented. Data are also presented regarding the test of normal distribution.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
<th>Skew- ness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators (N=100)</td>
<td>35.39</td>
<td>29.66</td>
<td>30.97</td>
<td>12.56</td>
<td>-0.53</td>
<td>0.032</td>
</tr>
<tr>
<td>Teacher Education (N=40)</td>
<td>32.37</td>
<td>35.63</td>
<td>40.13</td>
<td>16.95</td>
<td>-0.46</td>
<td>0.016</td>
</tr>
<tr>
<td>Teacher-trainees (N=50)</td>
<td>31.63</td>
<td>32.19</td>
<td>39.01</td>
<td>15.85</td>
<td>-0.32</td>
<td>0.040</td>
</tr>
</tbody>
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The following table presents the data about the Skew-ness and Kurtosis on the results found on above-mentioned sample. The results from these three groups indicate that the distribution of the scores is very near to normal distribution, which confirms the validity of emotional intelligence scale (EIS).

In her study on a sample of 939 adolescents of XI class studying in Sr. Secondary schools of Punjab state found significant correlation between intelligence and emotional maturity. It means that when the I.Q level of the students is more then they show high class of emotional maturity and their behavior reflects a balanced personality.

Markham (2005). “Effects of positive emotional refocusing on emotional intelligence and autonomic recovery form stress in high school students”.

They conducted study on effects of positive emotional refocusing on emotional intelligence and autonomic recovery from stress in high school students. Study investigated the effect of positive emotional refocusing on emotional intelligence (the Intrapersonal, Stress Management, and Adaptability subscales of the EQ-i: YV were used), heart rate variability, and trait anxiety in a sample of 99 grade nine students (62 trained, and 37 in the waiting group). No changes in EI or trait anxiety occurred due to training, though training did lead to significantly increased coherence during autonomic recovery from stress. Among students categorized as low anxiety, there was a positive correlation between EI and coherence and a negative relationship between trait anxiety, inter-personal intelligence and the stress management subscale.


They explored the relationship of emotional intelligence with physical and psychological health functioning. This study investigates the relationship of emotional intelligence IE characteristics, such as perception, control, use and understanding of emotions, with physical and psychological health. In the first study, 365 individuals filled in measures of EI and general health. It was
hypothesized that EI would be negatively associated with poor general health. The findings are discussed in the context of the importance of emotional competences on health and personal lifestyle, while implications for practice and directions for future research are proposed.


The objectives of the study were: (i) to find out the emotional maturity of teachers; (ii) to identify the emotionally mature/stable and the emotionally immature/unstable teachers; (iii) to find out the effectiveness of teachers; (iv) to compare teaching effectiveness of emotionally mature group with that of emotionally immature group. The sample consisted of 355 secondary teachers (180 male and 175 female) belonging to secondary schools for Navapur and Dhule cities of North Maharashtra. Emotional maturity was measured with the help of emotional maturity scale by Mahesh Bhargava and Yaghwir Singh (1990) and teacher effectiveness was measured by teachers effectiveness scale by Pramod Kumar and Mutha. Mean, standard deviation and t-test were employed for finding results. The results were: (i) female teachers are emotionally more mature/stable than male teachers who are found to be emotionally immature/unstable. (ii) The teaching of emotionally mature teachers is more effective than those of emotionally immature teachers, whose teaching is found to be of average grade. (iii) There is no sex difference in emotionally mature group with respect to teacher effectiveness.


Life in general and for a student in particular has become highly competitive. Today there is no place for a mediocre student as there is a limited room at the top. The objectives of the study were: to identify the adjustment of secondary school students; to find out the difference in the
level of adjustment between residential and non-residential secondary school students; to find out the difference in the level of adjustment between private and government secondary school students; to find out the difference in the level of adjustment between boys and girls. A sample of 200 students was taken from different residential and non-residential schools in Andhra Pradesh. The findings of the study were: the secondary school students were with low adjustment; the non-residential school students were more adjusted than the residential school students, though both were with low adjustment; there we no significant differences in the level of adjustment possessed by the private and government secondary school students, though both of them were with low adjustment; there was no significant difference in the level of adjustment possessed by boys and girls, though both were with low adjustment.


In recent years there has been a growing realization that medical professionals are not satisfying the general people in community. Therefore the present investigation was carried out to assess the effect of emotional intelligence and personality type on role stress among and private sector was taken and a 2x2 factorial design was employed. This study was an attempt to study the effect of emotional intelligence and personality type on role stress. Results show that there is significant effect of Emotional Intelligence and Personality type (F = 15.92, P > .01; F = 7.78, P > 0.01) on role stress, the interaction effect is also found significant (f = 5.17, P < 0.05).

Researchers now believe that only one facet of the type A personality may be related to increased risk of heart diseases. Where as low Emotional Intelligence can also play a role in the progression of stress. Emotional Intelligence and personality influences the performance of work, adjustment and self-satisfaction of their life. Individual having low level of intelligence
and type A personality is always busy in never ending struggle of his life. They are never satisfied with their life, on the contrary. An individual having high level of E.Q and type B personality are more energetic and fully satisfied with their life. The significance of difference between government and private sector doctors regarding their emotional intelligence. Personality type A and B. On all the variables these two groups differ significantly at 0.01 level. It can be said that the doctors belonging to government sector have more type A behaviour and low level of emotional intelligence as compare to private sector. This may be due to that government sector there is more chances to get promotions. It was found that private sector doctors have high scores on type B personality scale and high level of emotional intelligence. It clears that these doctors have the characteristics of easy going, relaxed, non-competitive at work, does things methodically, are relatively constant with present work situations, speaks slowly, prefer to do one thing at a time, not easily upset by delay and also slow to be aroused to anger. These things help them in practicing successfully.


The study would reveal significant trends as to the degree an extend of predictability and relationship of Emotional Intelligence, Creativity and academic achievement and will motivate the educationists and curriculum framers to design academic as well as other activities in a way that those will Foster the ability of adolescents to face challenges of life right from the school stage. The present study was conducted on a sample of 400 XI class male and female adolescents from government and private schools situated in urban and rural areas of Jammu and Kashmir. It
was found that there is positive general intelligence and emotional intelligence \((r = .208)\). Also from the result, adolescent’s creativity was positively and significantly correlated with their Emotional Intelligence \((r = .610)\). There is also significant positive correlation is also obtained, between academic achievement and emotional intelligence \((r = 0.128)\).


The present study was designed to assess the level of stress among smokers and to teach them stress management with the help of Jacobson’s Progressive Muscles Relaxation Technique and see the impact of stress management/reduction on the frequency of smoking. The sample consisted of 20 smokers (all female) on whom ICMR Psycho – social stress questionnaire was administered. From among who had high or very high stress, three female smokers were selected for intervention. After noting the frequency of smoking per day and also of stress with the help of Galvanic skin response (GSR) measure (average of three days) of all the three female smokers, intervention was started with daily session of 40-45 minutes of Jawbson’s progressive Muscles Relaxation. After 15 days intervention, post measure of frequency of smoking and GSR measure (average of three days) were taken. Results revealed that the intervention proved to be effective in reducing the stress among all three to the following conclusions: Stress plays an important role in smoking behaviour, Stress management technique (Jacobson’s Progressive Muscle Relaxation JPMR) is successful in reducing stress among female smokers, and Stress management/reduction is an effective strategy for controlling smoking behaviour.

In this study aimed at finding a) the difference in the emotional intelligence of male and female teachers; b) the difference between student teachers of arts and science faculty; and c) the relationship between emotional intelligence and academic achievement of student teachers, the investigator concludes; a) there is no significant difference between emotional intelligence of male and female student teachers; b) there is no significant difference in the emotional intelligence of student teachers of arts and science faculty; and c) there is no significant relationship between the emotional intelligence and academic achievement of student teachers. It was concluded with the study that the personality of teacher is very important and for a balanced personality proper organization of emotions is needed. So at the time of admission to B.Ed. course the EIT should be given to the candidates to identify the level of emotional intelligence and those candidate who have very low level of emotional intelligence should not be considered for admission; to ensure emotional development, the concept of emotional intelligence should be included in the syllabus of B.Ed. course; emotional literacy program for student teachers should be started. This will help to improve student teachers’ overall performance. It also helps to control the decline in education and strengthens educational process in accomplishing its main objectives.


The objectives of the study were: to assess the effectiveness of the Enneagram educational programme on the following competencies of emotional intelligence of student teachers; (a) emotional self-awareness, (b) emotional expression, (c) emotional awareness of others, (d) creativity, and (e) interpersonal connections. The investigator employed the pre-test and post-test control group design. In this design, the investigator involved two groups, the experimental
group and control group, both of which were formed by random assignment and were posted. The basic design of pre-test and post-test control group design, sometimes called parallel or equivalent group design. Selecting the sample at two different stages independently is called two-stage sampling. In this study B.Ed. colleges and student teachers were two independent sets of units. In order to select a sample through this two-stage random sampling method was used, the tools were EQ Map Questionnaire, Interview Schedule for the student teachers and reaction scale for the feedback of the intervention programme used for data collection. The data were computed by mean, standard deviation and analysis of covariance for finding result. The findings were: (1) the Enneagram, spiritual and psychological model of humanity, enables individuals to look deeply into their own character, harmonize their daily lives and their relationships both personal and professional and understand their personal path of growth. (2) Working with the Enneagram, with oneself and with students, teachers have found it more creative to recognize their passion, put their attention to it, learn to observe it and see what it teaches one about oneself. (3) This process itself loosens the grip of the automatic response and gives insight into how to work with the issues, especially the repeated behavior and emotions. (4) The knowledge and training in Enneagram enables the individuals to improve their emotional self-awareness, emotional expression, and emotional awareness of others, creativity and interpersonal connections. (5) Practicing Enneagram knowledge in the classroom enables the teachers to improve their patterns of communication, their interpersonal relationships, integrity, and to develop and maintain a facilitative and conducive classroom climate. (6) It can be concluded that the field of education, particularly the teachers training programme is a beneficiary programme.

Survival in today’s competitive business is something, which cannot be determined by the intellect alone. Continued existence in such an unpredictable environment calls for the mutual functioning of the intellect, emotions and the method of coping adopted with daily stress and demands. It is the dearth of studies showing the relationship between emotional intelligence and types of coping resources of stress used, in the said context that prompted this study. Therefore, the present study was conducted to explore the relationship between emotional intelligence and the types of coping resources of stress among project managers (N=50) belonging to different information technology companies in Hyderabad, the study also explored the effect on emotional intelligence and coping resources of stress used across age. The findings of the study reveal significant positive correlation between emotional intelligence and the total coping resources of stress. Emotional intelligence and coping resource of stress were found to positively increase with age. It was concluded in the end that highly emotional intelligent people use more of coping resources of stress; highly emotional intelligent people use more of cognitive and physical types of coping resources, with increase in age, emotional intelligence increases, with increase in age of the project managers the effectiveness of using the coping resource of stress also increases.


In this study aimed at studying the emotional problems of schoolchildren and their relation to stressors (life events) and school achievement, on a sample drawn from class 10 students using survey method. The objectives of the study were; to find out the difference in mean life event scores in students who have and who do not have emotional problems; to identify emotional problems in secondary schoolchildren; to calculate mean life event scores; to compare the difference in the mean life event scores in respect of gender between students who have and
those who do not have emotional problems; to find out the difference in the number of life events in respect of gender between students who have and those who do not have emotional problems; to compare the difference in mean life event scores in respect of socio-demographic factors between students who have and who do not have emotional problems; to investigate scholastic achievement; to find out the difference between scholastic achievement in students with and without emotional problems; to find out the difference in mean life event scores in students with and without emotional problems in relation to scholastic achievement; to find out the difference in mean life event scores in students with and without emotional problems in relation to IQ; to compare the difference between levels of IQ and scholastic achievement; to find out the difference in emotional problems in respect of socio-demographic factors; to investigate the difference mean life event scores in respect of socio-demographic factors; to find out differences in scholastic achievement in relation to socio-demographic factors; and to find out differences in mean life event scores in respect of gender and scholastic achievement. Based on the results it was concluded that; secondary school students had significantly high rate of emotional problems; emotionally disturbed students had high life event scores and more number of events; boys had high life event scores and more no. of events; boys outnumbered girls in decreased scholastic achievement; the emotional problems found were of minor nature. Depression was the commonest emotional problem; emotional problems did not have influence on scholastic achievement in the present study; life events too did not have influence on scholastic achievement; no differences was found with regard to socio-demographic factors and emotional disorders, scholastic achievement and life events; no association was found between scholastic achievement and intelligence in the present study because the scholastic achievement stabilized at the lower level as the sample had low mean IQ at the beginning of the study.

In this study aimed at finding the relationship between emotional intelligence and achievement facilitating variables, and comparing emotional intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and SES. The objectives of the study were: to find the relationship between emotional intelligence and achievement facilitating variables for the whole sample and relevant sub-sample; to compare emotional intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and socio-economic status (high SES, low SES). The investigator finds that there is significant relationship between emotional intelligence and achievement motivation, the boys and girls differ in their emotional intelligence and emotional understanding, boys performs better than girls in emotional intelligence and emotional understanding. The gender difference found in the present study was significant, and suggests that any research with this measure should take that difference into account. This study reports a gender difference with boys having higher social skills than girls. Boys and girls show no significant difference in emotional perception, emotional facilitation of thought, and emotional management.

Ramrakha et al. (2007). “Behavioral and emotional problems during childhood”

They conducted study on whether behavioral and emotional problems during childhood predicted early sexual debut, risky sex at age 21 years, and sexually transmitted infections up to 21 years. Some possible meditational pathways were also explored. Data obtained at ages 5, 7, 9, 11, 13, 15, and 21 years were used. Adjustment was made for gender, socio-economic status, parenting factors, and residence changes. Results were high levels of antisocial behavior between age 5 and 11 years were associated with increased odds of early sexual debut and risky sex. No
relationship was observed between hyperactivity and later sexual health outcomes. In contrast, high levels of anxiety were associated with reduced odds of risky sex and sexually transmitted infections. Involvement with delinquent peers explained some of the association between antisocial behavior and early sexual debut and risky sex. A poor relationship with parents also explained some of the association between antisocial behavior and early sexual debut. The findings demonstrate links between behavioural and emotional problems occurring early in life and later deleterious sexual health outcomes.

Ross et al. (2007). “Empathy and emotional responsiveness in delinquent and non-delinquent adolescents”.

They conducted study on empathy and emotional responsiveness in delinquent and non-delinquent adolescents. In this study two groups of male adolescents, incarcerated young offenders (N = 64; mean age = 16.3 years) and a comparison group of community youth (N = 60; mean age = 16.6 years), were administered the empathy continuum (measuring cognitive-affective responses to persons in emotionally evocative videotaped vignettes) and questionnaire measures of empathy, emotional responsiveness, guilt, shame, and antisocial attitudes and behaviours. Although both groups endorsed general statements of empathy, young offenders responded with empathy less often to particular persons in particular situations, and reasoned regarding their empathic responses in more self-referencing ways. They also described their emotional responses to stimulus persons as less intense. In addition to the expected group differences, responsive empathy was a stronger predictor of delinquency than self-reported antisocial behavior, and correctly classified 69 percent of young offenders and comparison youths. Although guilt was consistently related to lower self-reported antisocial attitudes and
behaviours, guilt (and shame) only weakly differentiated the two groups, limiting the usefulness of the TOSCA-A as a predictor of delinquency.


The objectives of the study were: (i) to find out the relation of achievement of mathematics with (a) emotional adjustment (b) family acceptance of the child for the total sample and relevant sub-samples; (ii) to compare boys and girls, urban and rural samples with regard to their emotional adjustment, family acceptance of the child and achievement in mathematics. Survey was the method used. The sample consisted of 700 standard IX pupils drawn from three districts of Kerala using proportionate stratified sampling technique. The tools were used such as scale of emotional adjustment; family acceptance of the child rating scale; achievement test in mathematics. Pearson’s product moment coefficient of correlation was used for the finding results. The findings were: (i) the study revealed that emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in mathematics for the total sample and sub-samples; (ii) it is also found that boys and girls differ in their family acceptance and achievement but not in their emotional adjustment; (iii) rural and urban pupils differ significantly in their emotional adjustment, family acceptance and achievement in mathematics. Thus, it is found that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

**Chaudhary Vineeta (2008). “Impact of academic achievement on creativity”. Nainital, Uttrakhand.**

The aim to the present study is to find out the correlation between academic achievement and creativity of the creative and non-creative students. A sample of 500 high school students were
taken form different schools. A verbal and non-verbal test of creativity of Baquer Mehdi we administered. Creative and non-creative students were categorized by applying Jalota’s Mental Ability Test. Scores of the final examinations were used as the academic achievement of the students. The result shows that the values of the correlation coefficient for the two variables as creativity and academic achievement among the creative students was found to be 0.234 and among the non-creative students 0.14, respectively. A significant correlation was found between these two variables of the creative students. It reveals that creative students who scored higher of creativity measures, would also score higher on academic achievement and vice versa. On the other hand no significant correlation was found between these two variables among the non-creative students. It is concluded that the relationship between creativity and academic achievement is positive and significant in case of higher achievers or creative students but negligible in case of non-creative. Hence, it is found that high achievement accomplishes as an index of creativity and the examination marks are the reliable criterion of academic achievement.


Emotional intelligence is the latest development in understanding the relation between reason and emotion. The concept has its roots in the concept of “social intelligence”. Emotional intelligence involves some degree of skill in the affective domain, along with some cognitive elements in each type of ability. This stands in sharp contrast to purely cognitive aspect of intelligence. The psychometric interdependence of the construct of emotional intelligence and intelligence has been theoretically explored.

This study was conducted to explore the anxiety among adolescent boys and girls, in terms of four selected areas viz. physical, social, emotional and educational. For this purpose, 40 boys and 40 girls (15-17 years) were selected through a multistage stratified random sampling technique. To collect the information, a self-structured questionnaire was prepared. Among girls major anxiety prone area was found to be education, girls were found to be more anxious about their marks and percentage as compared to boys. Prevalence of anxiety, because of physical reasons, was found more in boys than in girls. A significant difference was observed between overall emotional anxiety among boys and girls. Girls were found more emotionally unstable than boys, whereas, anxiety and mental tension, because of unknown reasons, was found more in boys. It was also revealed that adolescents are deeply concerned as how others view them and are apt to display self-consciousness, and are embarrassed on being criticized by others.


The present study was conducted to determine the effect of yogic practices on social stress and academic stress of 120 female adolescents of a representative government school of Chandigarh. The objectives of the study were: to study the effect of yogic practices on social stress of senior secondary school students; to study the effect of yogic practices on components of social stress, viz., social frustration, social conflict, social pressure and social anxiety of senior secondary school students; to study the effect of yogic practices on academic stress of senior secondary school students; to study the effect of yogic practices on academic stress viz., academic frustration, academic conflict, academic pressure and academic anxiety of senior secondary school students. The major findings of the study were that students exposed to yogic practices
experienced reduction in both social stress and academic stress. The present study investigated the effect of yogic practices on social stress and academic stress of adolescents. Yogic practices help to reduce stress, whether social or academic among adolescents. The study is of great significance for psychologists, educationists, principals, parents and counselors for handling adolescents effectively.


This study aimed to find out difference in emotional intelligence of tribal, non-tribal and schedule caste college girls. Emotional intelligence scale by Ajawani et al. (2002) was administered on 20 college girls each of tribal, non-tribal, and schedule caste with an age range of 18-22 years. The scale measures 15 dimensions of emotional intelligence viz. – emotional self-awareness, assertiveness, self-regard, self-actualization, independence, interpersonal relationship, social-responsibility, empathy, reality-testing, flexibility, problem-solving, stress-tolerance, impulse control, optimism and happiness. Mean and f-ratio was calculated to observe the significance of difference in emotional intelligence of tribal, non-tribal and schedule caste college girls. Results reveal no significant difference in emotional intelligence of tribal, non-tribal and schedule caste college girls.


In this study conducted on a sample comprising 621 students of class XI, the investigators using mean, SD and t-test, the objectives of the study were; (i) to determine the significance of difference on the measures of academic performance between male and female adolescents; (ii)
to investigate the significance of difference between male and female adolescents in relation to achievement motivation; (iii) to explore the significance of difference on the measures of intelligence between male and female adolescents; and (iv) to know the significance of difference between male and female adolescents in relation to socioeconomic status. The findings of the study were; (i) there is no statistically significant difference on the measures of academic performance; (ii) there is no significant difference between male and female adolescents on the measures of achievement motivation; (iii) there is no significant difference between male and female adolescents on the measures of intelligence; (iv) there is statistically no significant difference between male and female adolescents on the measures of socioeconomic status.


An attempt was made to assess the influence of age, marital status, and type of family, community and family status on the emotional intelligence of self-help group members. Anuukool Hyde, et al Emotional Scale was administered on a random sample of 305 women self-help group members. The self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status.


Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Teachers particularly need to develop emotional skills because teachers are the people who handle human beings with
emotions. Teacher educator is the one who carefully produces teachers. In fact, teacher educators must be highly responsible in developing emotional skills. The present study attempts to investigate the Emotional Quotient of teacher educators in Pondicherry and Karaikal regions. The objectives of the study were; to find out the level of emotional quotient of teacher educators in the union territory of Pondicherry; to find out the level of emotional quotient of principals working in training colleges and training institutes. The present study reveals that the EQ of principals (214) is average; EQ of teacher educators in training colleges and training institutes have the same level of EQ; Emotional Quotient of teacher educators (198.34) is found to be average; there is no significant mean difference in the gender of teacher educators EQ working in training colleges; there is no significant gender difference in the level of EQ among the teacher educators working in training institutes.


This study is done in order to find out the ego-strength of adolescent orphan children studying at the high school and higher secondary level. Ego-strength can be defined as the ability of the ego to effectively deal with the demands of the id, superego and reality. Those with little ego-strength may feel torn between these competing demands, while those with too much ego-strength can become too unyielding and rigid. In this study adolescent female orphan children were found to be emotionally stable when compared to the male orphan children. It is found that male orphan children tended to suffer with too much ego-strength in their adolescence whereas adolescent females were stoic and stable with respect to their academic achievement.

In the present study an attempt is made to know the occupational stress of employees selected randomly from different sectors of occupations from Gulbarga city. A sample of 200 both female and male was selected and occupational stress scale was administered. Subsequently the data were subjected to statistical analysis. Objectives of the study were; to study significant difference in occupational stress of employees belonging to different occupational status, and to study the gender differences in occupational stress of employees. The result showed the significant difference in the occupational stress among employees of different occupational status. Managers have higher occupational stress than engineers, clerks and supervisors. And there are significant gender differences in occupational stress: females have higher occupational stress than males.


Mother was given the first place of respect in the Vedas and Upanishads. Mothers have the great responsibility to contribute much for the development of the child in each dimension- physical, social, emotional, intellectual etc. so that the child may develop into a fully potential individual later. Earlier women were restricted to home and only household works. In this competing fast world, women along with men go for work and are found in all fields of life. Is her employment a hindering factor for her words’ achievement? Many of them felt that working mothers get very little time for their wards and also felt that their children are low achievers. The resent study attempts to find the answer for the above questions. A sample of 180 VII standard students giving equal representation to gender and their mothers’ employment status was selected for the study. The study revealed that the students do not differ adjustment-wise but it was found that the students whose mothers are employed have achieved better than that of the students whose mothers are not employed.

This study aimed at assessing the impact of gender on emotional intelligence and academic achievement of secondary school students, besides the relationship between emotional intelligence and academic achievement. The objectives of the study were; (i) To assess the impact of gender on emotional intelligence of secondary school students. (ii) To assess the impact of gender on academic achievement of secondary school students. (iii) To assess the relationship between emotional intelligence and academic achievement of secondary school students. The findings of the study were; (i) there is significance of difference between boys and girls with regard to their emotional intelligence; (ii) there is no significance of difference between boys and girls with regard to their academic achievement; (iii) there is no relation between academic achievement and emotional intelligence.


Adjustment refers to a harmonious relationship between the person and the environment that affords him comfortable life devoid of strain, stress, conflict and frustration. The present researcher made an attempt to study the existing adjustment problems of the students, which involve emotional and educational dimensions. Further an attempt has been made to study the relationship between the adjustment of the learners and their academic achievement. A normative survey method was used for the present research. A sample of 115 students of Warangal City in Andhra Pradesh was selected by simple random sampling technique. the researcher has formulated the following objectives for the present study: to study the adjustment problems and academic achievement of private and government school students; to study the
adjustment problems and academic achievement of boys and girls studying in private and
government schools; to establish the relationship, if any, between adjustment problems and
students’ academic achievement; to study the mean differences, if any, between the level of
adjustment (good, average and poor) of the students with their academic achievement. The study
revealed that the boys and girls from private schools are well adjusted and academically
performed better than the boys and girls from government schools. The co-efficient of
correlation between the students’ adjustment and academic achievement is found to be -0.29,
which is significant at 0.01 level. If indicates that low scores in adjustment tend to accompany
with high scores in academic achievement.

student teachers”. Kerala.

In this study, the investigator finds a significant negative relationship between emotional
intelligence and stress for the total sample and sub-samples, and concludes that individuals
having high emotional intelligence may have low stress and this will directly contribute to the
positive development of the individual and the society. The main objectives of the study were:
(1) to test whether there is a significant difference in the mean scores of stress between (a) male
and female student teachers (b) student teachers of aided, unaided and government training
colleges (c) science and arts student teachers (2) to test whether there is a significant difference
in the mean scores of emotional intelligence between (a) male and female student teachers (b)
student teachers of aided, unaided and government training colleges (c) science and arts student
teachers (3) to find out the extent of relationship between emotional intelligence and stress of the
student teachers (4) to find out whether the relationship between emotional intelligence and
stress in different for the sub-samples (a) male and female student teachers (b) student teachers
of aided, unaided and government training colleges (c) science and art student teachers. The findings of the study suggest that emotional intelligence and stress are negatively related to each other, i.e. a person having high emotional intelligence may have low stress and vice versa. This world is full of fears, doubts and excess parental pressure and cutthroat competition in academic levels. The students are compelled to excel in performance irrespective of their potential. The overemphasis on academic achievements given by parents and teachers makes the students eliminate the emotional components, which will result in failure in their life ultimately, so in these circumstances individuals should be trained to behave with emotional intelligence to make their life free from all types of stress.


The present study was aimed to find out the extent of relationship between creativity and achievement motivation of the students and academic achievement. A representative sample of 450 students studying in tenth class was drawn using survey method. The tools used were creativity test y Baquer Mehdi and Achievement Motivation Scale by Beena Shah. Objectives of the study were: to find out the relation of academic achievement with creativity and achievement motivation; to compare boys and girls, urban and rural, with regard to their creativity, achievement motivation and academic achievement. The findings and analysis presented, lead to the conclusion that creativity and achievement motivation have a significant bearing on academic achievement of students. George (1983) has mentioned that the future of any country depends on the quality of its young people, their motivation, their aspiration, and their ambitions and in the final analysis, their character, thereby highlighting the importance of this study.

This study is designed to find out the influence of self-esteem and information and communication technology (ICT) on academic achievement of M.Ed. students. The sample consisted of randomly selected 42 M.Ed. students. Self-esteem inventory and awareness of information and communication technology tools were used to gather data. Multiple correlation, Pearson product moment correlation co-efficient, t-test and F-test were used to analyze the data. The objectives of the study were: to find out the level of self-esteem, awareness of information and communication technology and academic achievement of the M.Ed. students, and to find out the influence of self-esteem and awareness of information and communication technology, if any, on the academic achievement of M.Ed. students. It is revealed from the findings that the awareness of information and communication technology did not influence the self-esteem of the M.Ed. students. This may be due to the fact that 14.3% of the M.Ed. students have high level of self-esteem and awareness of information and communication technology respectively. From the findings, it can be said that there is no significant difference in the self-esteem, awareness of information and communication technology and academic achievement with respect to gender. But, there is a significant difference between the university department and government aided college M.Ed. students’ academic achievement. This may be due to the fact that the modality of curriculum transaction in these two different institutions may influence their academic achievement. Another important factor for the high level of academic achievement by government-aided college students may be due to usage of email since the usage of email by the government-aided college students is more than the university department students.

This article addresses the importance of emotional intelligence and the integration of it in the classroom which would result in better teacher as well as student performance. The importance of these skills, which contribute to success in life and as a result help an individual to know himself and others better is discussed and presented here. Emotional intelligence can be thought of as a set of skills that help learners or students to be successful in school, at work and in relationships. As a consequence of this, they are more likely having robust self esteem and are better placed to cope with disappointments and setbacks. To become effective learners, young people need to develop a strong sense of self worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance and demonstrate persistence and resilience in the face of obstacles and setbacks. In conclusion, it can be said that through emotional intelligence both teachers and students will be benefited in the use, control and managing of their emotions and thus contribute not only to their development but also to the process of teaching and learning and making it far more effective.


In this study, the investigator finds that the highly intelligent students and students with better self-concept achieve high in school i.e. the academic achievement of students is certainly influenced by psychological factors like intelligence and self-concept. The objectives of the study were: to find out the nature of relationship that exists between academic achievement with intelligence and self-concept, to find out whether there is any significant difference in academic achievement of students with different levels of intelligence and self-concept, to find out whether
there is any main and interactive effect of intelligence and self-concept on academic achievement, to find out whether there is any main and interactive effect of sex with intelligence and self-concept on academic achievement, and to find out whether sex, type of school, medium of instruction, locality and socioeconomic status account for significant difference in the academic achievement. Main findings of the study were: there is a high significant correlation between academic achievement with intelligence and self-concept, there is a significant difference in the academic achievement of students with different levels of intelligence and self-concept, there is a significant main and interactive effect of intelligence and self-concept on academic achievement, there is a significant main and interactive effect of sex with intelligence and self-concept on academic achievement, and there is a significant difference in the academic achievement of students’ sex, type of school, medium of instruction, locality and socioeconomic status.


The study presented the results of an investigation on the emotional intelligence of secondary teacher trainees. Five hundred and two teacher trainees were assessed for their emotional intelligence. The objectives of the study were: to compare the mean scores of emotional intelligence in relation to gender, to study the influence of type of family on emotional intelligence of teacher trainees, to compare the emotional intelligence of the teacher trainees on the basis of types of institution namely, government, government-aided and private colleges of education. In the conclusion it was found that majority of teacher trainees of Coimbatore district possess average emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. The results also showed that there is no
significant difference between the emotional intelligence of teacher trainees based on the sub-samples; type of family and type of institution.


Averring that emotional intelligence has recently awakened great interest in researchers and mental health specialists, the author says emotional intelligence is the driving force that affects personal success and interactions with others. Most young people will develop and assume the responsibility for their own protection and peace of mind. But during the years of learning and practice, parents, teachers and helping adults need to be aware of the signs and patterns that signal danger. Awareness of adolescent stress and depression opens the door for adults to begin constructive efforts.


The study is based on the assumption that application of emotional skills can reduce distress among high school students. One thousand high school students (500 male + 500 female) of IX and X grade were selected as a sample for the study. Hindi adaptation of Cornell medical index health questionnaire (Broadman et al. 1949) by Wig et al. (1983) was used to measure the psychological distress of high school students. Emotional intelligence scale (Sharma, R. 2007) was used to measure emotional intelligence. After analysis it was found that out of 1000 high school students taken as sample, 562 students were having psychological disturbance. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students.

The focus of this paper is to highlight the importance of developing greater emotional intelligence abilities in pre-service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play. The objectives of the study were; to find a usable measure of emotional intelligence that relates directly to teacher trainees in colleges of education and schools, to see what information that measure can give about the levels of emotional intelligence held by teacher trainees about to embark on their career. The sample comprised of 58 students of the B.Ed. teacher education course who were invited to volunteer to participate in the research under ethical guidelines published by the college. These students had completed 40 days of teaching experience in schools and had opportunities to observe teachers and students across a range of learning environments. Categorical information was collected on gender, age group, community, marital status and educational qualifications. The emotional intelligence appraisal was administered to them individually. This study suggests that further research is warranted with both pre-service and practicing teachers. The instrument was administered only once in this study. It is important to retest participants on multiple occasions to assess the stability of findings. Following this study, it would be appropriate to survey more experienced teachers in order to assess whether levels of emotional intelligence are different between the two groups. This would give information about whether the experience of teaching also gives greater depth of experience in understanding and managing the emotional aspects of teaching learning.


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The main purpose of the present study was to study of emotional intelligence in relation to personality traits of pupil-teachers. The sample consists of 130 pupil-teachers belonging to different localities, genders and personalities. The objectives of present study were: to find out the significant relationship between emotional intelligence and normal pupil-teachers, to find our the significant relationship between emotional intelligence and neurotic pupil-teachers, to find out the significant difference in mean of emotional intelligence of normal and neurotic pupil teachers, to find out the significant difference in mean of emotional intelligence of male and female pupil-teachers, and to find out the significant difference in mean of emotional intelligence of urban and rural pupil-teachers. Findings of the study reveal that (i) there was significant positive correlation between emotional intelligence and normal behavior of pupil-teachers; (ii) there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers; (iii) there was significant negative correlation between emotional intelligence and neurotic behavior of pupil-teachers in emotional intelligence; (iv) there was no significant difference between male and female in emotional intelligence and (v) there was no significant difference between rural and urban pupil teachers in emotional intelligence.


Emotional intelligence (EI) is the silent partner of rational intelligence- equal in importance, yet frequently overlooked and rarely schooled or tested. One acts according to his/her emotional rational mind. The intellect is based solely on the working of the neo cortex, the more recently evolved layer at the top of the brain. The emotional centers are lower in the brain in the more ancient sub cortex. Emotional intelligence involves these emotional centers at work in concert with the intellectual centers. According to Goleman (1998), “Individual’s success at workplace is
80% contingent on EQ, our IQ gets us selected and EQ gets us promoted.” Studies have shown that IQ is inherent but EQ can be developed and nurtured by developing self-awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.


The study aimed at finding the relationship between emotional intelligence, achievement motivation and academic achievement of primary school student teachers. Emotional intelligence scale and achievement motivation test was administered on 200 D.Ed. students, and the data obtained was subjected to descriptive, correlation and differential analysis. The objectives of the study were: to find out the relationship between emotional intelligence, and academic achievement of student teachers, to find out the relationship between achievement motivation and academic achievement of student teachers, and to compare the emotional intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. It was found that there is a positive relationship between emotional intelligence and academic achievement of primary school student teachers, there is a positive relationship between achievement motivation and academic achievement of primary school student teachers, male and female, student teachers, arts and science student teachers do not differ in emotional intelligence, and male and female student teachers, arts and science student teachers do not differ in achievement motivation.


The present study has been designed to investigate the emotional competence and mental health as predictors of academic achievement among the secondary school pupils of Kerala. For this
purpose a sample of 530 students of Thrissur and Ernakulam districts of Kerala was selected on the basis of gender, type of management of school and locality. They were administered Scale of Emotional Competence, Mental Health Status Scale and Achievement Test in Physics. The hypothesis of the study were: there will be significant difference in the mean scores of emotional competence, mental health and achievement in physics for the groups formed on the basis of sex, locality and type of management of schools, there will be significant relationship between emotional competence and achievement in physics for total sample and sub-samples, there will be significant relationship between mental health and achievement in physics for total sample and sub-samples, and achievement in physics can be predicted significantly in terms of the independent variables selected such as emotional competence and mental health. The findings of the study imply that emotional competence is the best predictor of achievement in physics of secondary school pupils. Therefore more emphasis should be laid on infusing emotional literacy into the standard curriculum and to create proper school climate to enhance the development and application of emotional skills among pupils. Mentally healthy children accept their responsibilities, make their own decisions, plan ahead, set realistic goals for themselves, and in problem solving fashion, do the best they can in the problem situations, they encounter or create. They learn how to learn and to solve problems and they take pride in enhanced intellectual efficiency. Therefore emphasis should be laid on creating proper school climate to enhance the development of mental health of pupils.


The objectives of the present study were 1) finding whether the sample population in this organisation is under stress; and 2) verifying the hypothesis that—is there correlation between the
level of employee’s emotional intelligence and his/her wellness and examining the possibility whether they affect the level of occupational stress in this organization. The sample for this study consisted of 40 individuals, randomly selected from the population of teaching faculty in an institution of Delhi comprising of members of both sexes, with ages ranging from 35-60 years. The conclusion of the study was that organizational health depends on the health and well being of the people working in it. This can be measured by administering the set of questions used in this study. This exploratory study could show that emotional intelligence, which represents wellness of an individual, can help in overcoming job/occupational stress. The strategy to enhance emotional intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.  


The present study examines the relationship between spiritual (SI), emotional (EI) and non-verbal intelligence (NVI), and role of gender in these relationships. Total 471 student teachers of mean age = 23.56 years studying in colleges of education affiliated to Guru Nanak Dev University, Amritsar (Punjab) participated in the present study, out of which 172 were male and 299 female. It was divulged that for males only the correlation between NVI and SI is positive and significant and between NVI and EI; and SI and EI low negative but not significant. Whereas, for females all correlations (Between NVI and EI; NVI and SI; and SI and EI) are positive and significant. For total, the correlations between SI and EI; NVI and EI; and NVI and SI are positive (very low to moderate) and significant. Male and female student teachers had equal commonness between SI and NVI; and SI and EI but female student teachers had more
commonness between NVI and EI than male student teachers; out of sixteen dimensions of SI fourteen have positive and significant correlation with NVI. Further, most of inter-correlations of various dimensions of SI with dimensions of EI are positive and significant.


This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relational between academic achievement and emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.


The present study was conducted to know the emotional intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) form Rohini. The study indicated that the emotional intelligence of (Science, Art
and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between emotional intelligence and academic achievement.

Some other Researches

Emotional intelligence is a fairy new concept on reviewed the literature-in refereed journals, non-refereed journals, books, on the Internet-in order to see what researchers have discovered about it so far and how they linked it to achievement.

Carson (1927) observed that on entering the college the freshman faces a number of new adjustment problems for which he is usually uninterrupted. Hence, Stogdill (1929) and Angel (1930) and Philips (1930) emphasized the responsibility of the college to help solve student problems. Nagpal (1979) stated that the academic adjustment of undergraduate engineering students was an important correlate to over—and underachievement.

In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet much success (Barton, Dielman & Cattell, 1972).

Stromswold and Wren (1948) feel that a well-adjusted student in school/college exhibits his intrinsic interest in the subject matter of study, positive attitudes towards the requirements of curriculum, stability of goals, balanced emotional life, ability to concentrate for a reasonable length of time and ability to enjoy life in many areas. The attitudes which the students take towards his problems and withdrawal from or indifference towards the environment were closely related to adjustment.
In 1968, Cattell and Butcher tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however could not link motivation to it.

In 1972, Barton, Dielman and Cattell conducted another study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor—which they called conscientiousness—predicted achievement in all areas. What was tested under personality was—among others—whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bole, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tense. We can easily see that most of these factors are included in the components of emotional intelligence.

Soman’s (1977) study revealed that the dominant personality factor identified for the over-achievers was individual adjustment factor. Dhami (1974) concluded that there was a higher relationship between scholastic achievement and emotional stability in the case of 9th class boys than in the case of 10th class boys who were more anxiety-ridden due to the coming public examinations. George (1966) mentioned that the pupils of 10th class with high intelligence were identified as better adjusted and higher achievers. Goswami (1978) found that scholastic achievement was highly correlated with the concept of adjustment.

Verma (1977) in his study found mean significant difference in the emotional warmth, acceptance, achievement, IQ in the rural and urban boys and girls. There was more emotional
relationship among students in the classroom of private schools. Similarly, Khan (1980) in his study found that tension was more among youth who hailed from urban areas than among those who hailed from rural areas.

Reddy (1978) found that academic adjustment was significantly related to the scholastic performance of secondary school pupils. Soman (1977) also observed that personal adjustment variable had a considerable influence on achievement. Vashishtha (1991) found a positive relationship between adjustment and achievement.

In Salunke’s (1979) study, it was observed that educational facilities and emotional happiness in the home contributed positively to the academic achievement. Saun (1980) observed a significant difference between the high and low achieving females in health, social, emotional and educational areas of adjustment.

Sumbali (1981) in her study found that boys were more aggressive than girls. Aggressive students were less intelligent than normal. Patel (1983) revealed that there was no sec difference as far as frustration scores were concerned.

Prasad (1982) conducted a study on a sample of 132 college teachers, 175 under-graduate and post-graduate students and revealed that anxiety, insecurity, self-satisfaction were the factors which influenced stability of self-concept.

In 1983, Howard Gardner introduced his theory of Multiple Intelligence which opened doors to other theories like Emotional Intelligence.

Then the term Emotional Intelligence appeared in a series of academic articles authored by John D. Mayer and Peter Salovey (1990, 1993, and 1995). Their first article presented the first model
of emotional intelligence. However, the term “emotional intelligence” entered the mainstream only with Daniel Goleman in 1995. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies. Emotionally intelligent people are more likely to succeed in everything they undertake.

Teaching emotional and social skills is very important at school, it can effect academic achievement positively not only during the year they are taught, but during the years that follow as well. Teaching these skills has a long-term effect on achievement. (Elias et al, 1991).

Arya (1984) revealed that boys and girls of superior intelligence did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. Differences were also observed by residence of the children. However, Jethwani (1986) found that pupils with high intelligence and those with low intelligence had no significant difference between their mean frustration scores.

Srivastava (1988) found no significant correlation between self-concept and aggression. However, there was positive correlation between aggression and academic achievement.

Singh and Broota (1992) found that girls were more test anxious, worrisome, emotional than boys.

In 1996, Dr. Reuven Bar-On explained Emotional Intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the BarOn EQ-i after
17 years of research, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one’s ability to deal with daily environmental challenges and helps predict one’s success in life, including professional and personal pursuits. (BarOn Emotional Quotient Inventory (EQ-i),


Rathaiah and Bhaskara Rao (1997) found a positive relationship between adjustment and achievement.

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal and emotional intelligence, arguing that these intelligence are essential for personal accomplishment.

The emotions, feelings, and values are vital for person’s well being and achievement in life, according to Ediger (1997). He also states that science teachers should stress on the affective domain that cannot be separated from cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who are aversive and think negatively cannot concentrated for a long time and have more difficulty in reaching their potential than others.

Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors.
Kaur (2001) conducted a study on a sample of 356 adolescents and revealed significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional maturity of arts and science students.

These studies show the relationship between:

- Emotional Intelligence & Stress,
- Emotional Intelligence & Achievement
- Achievement and Adjustment
- Emotional intelligence and Adjustment
- Stress, Adjustment and Achievement
- Emotional intelligence, Achievement Motivation and Academic Achievement
- Emotional intelligence and Personality traits
- Etc.