

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher of this investigation has done an extensive review to find out the related literature in various libraries as well as he has gone through various databases. The relevant studies found by the researcher are enumerated in this chapter.

Management in the field of health is a position in which the roles are in the forefront that are related to interpersonal relations and the role of communication skills and emotional intelligence is important in success of managers. For this reason, communication skills and emotional intelligence form an important issue for the students who are studying health care management. The aim of this study conducted by Eriguc and Durukan Kose (2013) was to specify the communication skills and emotional intelligence level of students and evaluate this relation. The work group of the study was formed by 284 students studying at Hacettepe University, Department of Health Care Management. Descriptive statistics and structural equation modeling were used in data analysis. At the end of study, the emotional intelligence of female students were determined higher than the male students' and according to the Structural Equation analysis, a significant positive relation was found between communication skills and emotional intelligence of students.

Career self-concept is part of a person's overall self- concept and is more related to a part of the "self" with the needs, values, interests, abilities and personality. The purpose of this study conducted by Zafarizadeh *et al.*, (2014) was examining the relationship between emotional intelligence and career self-concept in students. The research method is descriptive - correlation and the sampling group were all the first year of secondary school students in the academic year 2014-2015. The sample size in accordance with Table Kerjjs and Morgan (1970) were 59 persons that were selected by

simple random sampling method. The module tools for the study were emotional intelligence inventory bar - (EQ-i) and vocational rating scale (VRS) which is used to assess career self-concept. Vocational rating scale (VRS) is known as a universal instrument of career self-concept. Results indicate that there is a positive and significant relationship between emotional intelligence and career self-concept among college students is ($p < 0.001$).

Non-profit organizations and leaders may benefit from the utilization of behaviors attributed to emotional intelligence. The consideration of emotional intelligence skills becomes a strategy for the development of the non-profit organizational leader's ability to assess the impact and consequences of decisions, while simultaneously improving the quality and effectiveness of the decision-making process. The purpose of this paper by Hess and Bacigalupo (2013) was to identify how emotional intelligence skills can be applied to enhance the leadership decision-making processes within the non-profit organization. Goleman's (2001) and Boyatzis' *et al.* (2000) four essential elements of emotional intelligence and their associated 20 behavioral competencies are utilized to develop a methodology for the practical application of emotional intelligence skills to leadership decision-making within the non-profit organization. A checklist of questions and observations is provided to assist non-profit leaders in the improvement of emotional intelligence awareness, as well as the application of emotional intelligence skills to decisions and decision-making processes.

By appearing information age and the promotion of interpersonal relationships and the manifest of strategic organizational, the emotional intelligence hypothesis have had a remarkable growth and became one of the popular organizational major. Emotional intelligence is a comprehensive expression including extensive collection of skills and personal specifications which is above certain scope of previous knowledge like technical or professional skills. Saeedi *et al.*, (2012) assessed the influence of emotional intelligence on career success of Behnoosh's company employees. Emotional

intelligence's in this study are: self-awareness, self regulating, motivating oneself, empathy, and social skills. the proposed hypotheses by applying Pearson's correlation and Regressions tests have been assessed and the positive and meaningful influence on emotional intelligence's on career success was approved that self-awareness with the weight of 0.589 had the most effect on manager's career success and then motivating oneself variables (0.533),self regulating,(0.465) social skills (0.371) and empathy (0.274) are respectively in the next rating the features of demographic characteristics has been seen among the level of education variables and work experience with manager's career success have direct relationship.

Rathi and Rastogi (2009) explored the relationship among Emotional Intelligence (EI), occupational self-efficacy, and organizational commitment. Data were collected 120 employees working in various organizations in India. A positive and significant correlation is observed between EI and occupational self-efficacy ($p < 0.01$), whereas a positive relationship (not significant) is observed between EI and organizational commitment. Moreover, a low positive association is found between occupational self-efficacy and organizational commitment. The research implies that EI and occupational self-efficacy are related with a variety of organizationally desirable outcomes. Therefore, an understanding of the levels of EI and occupational self efficacy will be helpful in taking suitable steps (such as conducting training programs) to enhance these competencies among the employees.

Salami (2007) investigated the relationships of emotional intelligence and self-efficacy to work attitudes of secondary school teachers in southwestern Nigeria. The sample consists of 475 secondary school teachers (males = 230, females = 245) randomly selected from southwestern Nigeria. Measures of demographic data form, career commitment, organizational commitment, emotional intelligence, self-efficacy and work-family conflict were administered to the teachers. Data collected were analyzed using hierarchical multiple regression analysis. Results of the study indicate that emotional

intelligence and self-efficacy had significant relationships with work attitudes. However, age, sex and work experience had none. The implications of the findings for selection, training, counseling and retention of teachers were discussed. It was recommended that emotional intelligence and self-efficacy of the teachers should be enhanced to improve their work attitudes.

Emotional Intelligence (EI) has been a popular topic of debate in the field of education in general and management in particular. It is considered as a successful predictor of academic success/performance/achievement. Researchers have claimed that EI predicts success at schools, and colleges/universities. However, little empirical research has been conducted to test this assertion. In this survey research, Maraichelvi and Rajan (2013) examined the relationship of EI as measured by S.K. Mangal and Shubra Mangal's EI Inventory (MEII) and academic performance in a sample of final year under graduate students (N=300). EI in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with academic performance of the selected respondents. Also the total EI score showed a percentage of 7.5 per cent of the sample being emotionally intelligent. The significant 'f' value has evidently showed that EI could predict academic performance of college students. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well - being could be emphasized on academic success. Implications and recommendations for developing EI among students are discussed.

Torkfar *et al.*, (2011) studied correlation between competitive anxiety and emotional intelligence among athletes. 270 student athletes from the University of Fars province, having experience of 6 to 15 were selected for this study. Emotional intelligence questionnaire was administered one day before the competition and again one hour before the competition. Coefficient of correlation test was used to find out the relationship between anxiety and

emotional intelligence. Results of this study showed significant correlation between emotional intelligence and competitive anxiety.

The aim of this research conducted by Donyaee, Zarei and Esmaili (2013) was the comparison of quality of life, emotional intelligence and mental health of athletic and non – athletic militaries staff in Islamic Republic of Iran which was carried out as descriptive – comparative in field method. The population was the whole staff of military in Islamic Republic of Iran working in general staff. According to step –random sampling and also sampling formula, 254 of military staff were chosen as samples data gathering was done log questionnaires of SF – 36 life quality , emotional intelligence questionnaire of and general health questionnaire - Analyzing was carried out by, independent t test results showed that a significance difference among quality of life, emotional intelligence and mental health of athletic and non – athletic staff ($P < 0/01$). In summary, physical Activity and exercising will lead to improvement in mental indices such as quality of life, emotional intelligence and mental health.

Haitham, Aziz and Maysoon (2013) determined the levels of students' psychological health, systematically comparing regular practitioners of exercise to students who do not practice any organized athletic activity in Jordanian universities. It will also seek to determine the relationship between psychological health variables, sex, and college GPA. The study sample consisted of (200) students, of whom (113) were males and (87) were females, from various grade levels and different disciplines. Results indicated that there were differences in psychological health between students who practiced sports and students who did not practice any sports, while there were no differences in psychological health due to gender, college, or GPA.

Fatemehkarimi and Abdolvahabi (2012) investigated the physical capability and general health and emotional intelligence and boy and girl students in secondary school and provides practical solution for solving the

above issues and promoting the general health of students is the research methodology is descriptive. The sample included 632 high school students were boy and girls who were randomly selected. General health data collection tool emotional intelligence questions on subjects that have been implemented and capability to measure physical fitness students by the secretary of standardized testing education horde city of markazi province has been used. The results showed girls and boys in the field of general health action and social disorders and depressive symptoms in girls than boys. Basically .all students of general health have been at a low level. girls impairment social inter action and depressive symptoms significantly and the boys have adapted in boys and girls in social Adjustment and had the most difficulty in terms of emotional intelligence according to theme an of the two groups can be concluded that scores of male students in the components of happiness, their prosperity, optimism and flexibility significantly more female students, and this in terms of sympathy, while female students scored higher than male students have won.

Yelkikalan *et al.*, (2013) studied the emotional intelligence levels of university students in the context of emotional intelligence extents; the difference in terms of demographic qualities of students and the majors they study and the relationship between emotional intelligence of students and their academic achievements. For this purpose, a questionnaire was filled in by students studying at five different faculties of Çanakkale Onsekiz Mart University. The results of the research revealed that there is not any significant difference in the relationship between the faculty of students and their emotional intelligence, apart from the sociability. Besides, it is concluded that there is a significant relationship between the emotional intelligence and academic achievements and that almost 11 % of change in academic achievements can be explained by emotional intelligence.

Ishak *et al.*, (2011) examined whether emotional intelligence is significantly correlated with social adjustment and academic adjustment. It

also explored the moderating effects of gender and age factors and their linked between emotional intelligence and social adjustment as well as academic adjustment among first year university students. 289 first year university students (148 males and 141 females) at the Irbid Govern Orate, North of Jordan, participate in the study and were categorized based on two age groups, younger students between the age of 18 –25 and older students between the range of 26 and above. Two valid and reliable instruments were used to assess student's emotional intelligence, social adjustment and academic adjustment. Correlation and multi-group analysis using structural equation model were used to analyze these data. The result shows no significant relationship between emotional intelligence and of both social adjustment and academic adjustment. In addition, the moderating effect of gender was not found. However, the moderating effect of age on the relationship between emotional intelligence with social adjustment and academic adjustment were established.

Marzuki *et al.*, (2012) determined the emotional intelligence level of Malaysian university students from demographic aspects (gender, academic background, place of residence, academic courses and cumulative grade point average (CGPA). The importance of studying emotional intelligence in students is imperative since it indicates other competencies such as communication and interpersonal relations. A total of 3101 final year students from 10 public universities were randomly chosen as samples. The Bar-On Emotional Quotient Inventory: Short (EQ-i:S) by Bar-On (1997) has been utilized for the purpose of measuring emotional intelligence. Scores were categorized into high and low emotional intelligence level. Results were analyzed based on demographic factors such as gender, academic background, place of residence, academic courses and cumulative grade point average (CGPA). It was found that in general, majority of students were quite low in terms of emotional intelligence. Other demographic factors showed varying results. This study implicates that more should be done in

higher learning institutions to alleviate and enhance students' emotional intelligence.

Brown, Curran, and Smith (2003) conducted the study to find out the relations between career decision-making self-efficacy, vocational exploration and commitment, and emotional intelligence was investigated. Furthermore, the extent to which sex moderates the relationship between emotional intelligence and career decision-making self efficacy and between emotional intelligence and vocational exploration and commitment was also examined. Findings revealed that emotional intelligence as measured by the Empathy, Utilization of Feelings, Handling Relationships, and Self-Control factors is positively related to career decision-making self-efficacy and that the Utilization of Feelings and Self-Control factors were inversely related to vocational exploration and commitment. Findings, however, failed to reveal sex as a moderator of the relationship between emotional intelligence and the career variables under investigation.

Austin (2004), examined the relationships between trait emotional intelligence (EI) and tasks involving the recognition of facial expressions of emotion. Two facial expression recognition tasks using the inspection time (IT) paradigm assessed speed of emotional information processing. An unspeeded emotion recognition task was also included, and a symbol IT task was used to assess speed of processing of non-emotional information. It was found that scores on all three emotion-related tasks were strongly inter correlated, as were scores on the three IT tasks. The two emotional IT scores remained significantly correlated when symbol IT performance was partialled out. This finding, together with the associations between the speeded (IT) and un speeded face tasks suggests that the association between the emotional IT tasks is not entirely accounted for by general processing speed, and that a general emotion-processing ability also contributes to performance on these tasks. An EI subscale assessing Appraisal of Emotions was significantly

correlated with performance on the emotional IT tasks, suggesting that self-reports of emotional perception ability do relate to performance measures.

Sutton and Wheatley (2004) reviewed the limited literature on the emotional aspects of teacher's lives. First, a multi componential perspective on emotions is described, then the existing literature on teacher's positive and negative emotions is reviewed and critiqued. Next is a summary of the literature suggesting that teacher emotions influence teacher's and student's cognition's motivation, and behavior's four areas for future research are proposed: management and discipline, adoption and use of teaching strategies, learning to teach, and teacher's motivation. An overview of research methods used in a multi componential perspective on emotions is provided. This review draws on a variety of research literatures: educational psychology, social and personality psychology, educational sociology, and research on teachers and teaching.

Iordanoglou (2007) aimed at examining the relationships among emotional intelligence, leadership effectiveness, commitment, and satisfaction in education. Three hundred thirty-two primary education teachers participated in the study conducted in Greece. Results, using structural equation modeling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. A strong positive effect was also apparent on teacher's commitment and effectiveness, as measured by teacher's perception. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong influence on effectiveness. The findings could have implications for the selection and training of future educators.

McCall in and Bamford (2007) conducted a study with the purpose to discuss how emotional intelligence affects interdisciplinary team effectiveness. Some findings from a larger study on interdisciplinary team working are

discussed. Background: Teams are often evaluated for complementary skill mix and expertise that are integrated for specialist service delivery. Interactional skills and emotional intelligence also affect team behavior and performance. An effective team needs both emotional intelligence and expertise, including technical, clinical, social and interactional skills, so that teamwork becomes greater or lesser than the whole, depending on how well individuals work together. Key Issues: Team diversity, individuality and personality differences, and inter professional safety are analyzed to raise awareness for nurse managers of the complexity of interdisciplinary working relationships. Conclusion: If nursing input into interdisciplinary work is to be maximized, nurse managers might consider the role of emotional intelligence in influencing team effectiveness, the quality of client care, staff retention and job satisfaction.

Guldal *et al.*, (2008) examined the relations among emotional intelligence, job satisfaction and organizational commitment of nurses and the mediating effect of job satisfaction between emotional intelligence and organizational commitment. A questionnaire survey was carried out to explore the relations between emotional intelligence, job satisfaction and organizational commitment. Setting: Teaching hospital in Ankara, Turkey Participants: Questionnaires were distributed by Nursing Services Administration to 550 nurses working at different departments of the hospital and 267 questionnaires were analyzed. Methods: A 45-item questionnaire which consists of emotional intelligence, job satisfaction and organizational commitment parts was carried out to investigate the relations among these variables. Some basic socio-demographic questions were included. Results: Emotional intelligence was significantly and positively related to job satisfaction ($r=0.236$, $p < 0.01$) and organizational commitment ($r=0.229$, $p < 0.01$). The positive relation between job satisfaction and organizational commitment was also significant ($r=0.667$, $p < 0.01$). Job satisfaction was found to be related with "regulation of emotion (ROE)" ($r=0.228$, $p < 0.01$) and "use of emotion (UOE)" ($r=0.155$, $p < 0.01$) but not with other dimensions of

emotional intelligence. “Other’s emotional appraisal” did not have any relations with job satisfaction or organizational commitment and “self-emotional appraisal (SEA)” was found to be a suppressor. Conclusion: It was found that job satisfaction is a mediator between emotional intelligence and organizational commitment. The other finding of the study was that “SEA” and “UOE” have direct effect on organizational commitment whereas job satisfaction is a mediator between “regulation of emotion” and organizational commitment.

Singh and Manser (2008) focused on the perceived emotional intelligence (EI) of school principals and their leadership strategies affecting the job satisfaction of teachers in a collegial environment. The study found that teachers have expectations of empowerment and collaboration that will enhance their levels of job satisfaction. Teachers strongly believe that they would feel satisfied at school if their principals created the opportunity to develop their skills in a collegial environment that nurtures effective communication, healthy relationships, empathy and trust. The findings of the empirical investigation further confirmed that teachers wish to be led by school principals who are confident in their collegial leadership role and who maintain self-control, are adaptable and flexible and who face the future with optimism. Evidently, in order for a school to reach its full potential, teachers must be exposed to working in a collegial environment, be satisfied in their jobs and be nurtured by principals with an appropriate EI level.

Hosseinian *et al.*, (2008) investigated the effect of training on some aspects of Emotional Intelligence (EI) job satisfaction and productivity of employees. The results can help organizations to realize human capabilities and the way to improve them by paying more attention to psychological issues. Investigators used a quasi-experimental method using a pre-test and a post-test designed with control group and a four-month follow-up. Study population consists of employees of Marine Installations and Construction Company. Considering variables like age, education and job rank, they

selected 28 employees who earned the lowest score for EI. They were then randomly assigned to experimental and control groups. Each employee got job satisfaction and productivity questionnaires and their managers were given employee evaluation questionnaire. Then some aspects of EI were taught to the experimental group once a week for 10 sessions. Four months later, both groups were evaluated by managers. The results show that education did not increase employees job satisfaction nor did it improve managers evaluation. However, employees productivity score after training sessions and managers evaluation improved in the long run. The results reveal that training EI by further controlling the above-mentioned variables is effective and essential to improve human resources.

Chiva and Alegre (2008) analyzed the relationship between emotional intelligence (EI) and job satisfaction, by taking into consideration organizational learning capability (OLC). Data were collected from eight Spanish ceramic tile manufacturers. The survey was addressed to shop floor workers, and 157 valid questionnaires were obtained, representing a response rate of 61 per cent. Confirmatory factor analysis was used to test this theoretical model. This paper proposes that OLC plays a significant role in determining the effects of EI on job satisfaction. Owing to certain features of the sample and the use of measurement scales, the final results should be considered with caution. Further research in other contexts using qualitative methods is needed to validate these findings. The most important implication is that job satisfaction is affected by the correlation between individual EI and certain working conditions. Practical implications – When seeking to improve employee job satisfaction, practitioners should take into account the link between EI and OLC Under certain conditions (OLC), emotionally intelligent people are more likely to be satisfied. Originality/value- This paper provides an empirical analysis of the relationship between EI, OLC and job satisfaction.

Narimani, Taklavi and Siahpoosh (2009) investigated a comparative study on emotional intelligence and leadership tendency among intelligent

and average students. The present study was conducted to compare the emotional intelligence and leadership tendency among intelligent and average students. The samples of this study included all high school intelligent and average students of Ardabil (Iran) in 2007-08 years of education. Among samples, 286 were selected randomly and they responded to Schute's 32-item emotional intelligence questionnaire and 16-item leadership ability questionnaire in groups in their schools. A two-factor variance analysis test was used to compare 2 groups in interaction with the sex variable. The results of study showed that mean score of leadership tendency and emotional intelligence among girl students are higher than that of boy students.

Ishak, *et al.*, (2010), Studied the emotional intelligence of Malaysian teachers: a comparative study on teachers in daily and residential schools. Given the current position on teachers' professional conduct and emotional outburst in Malaysia and its impact on the student's psychological well-beings, this study tries to assess emotional intelligence (EI) of Malaysian teachers. The study used a survey design and MEQI to collect data. One thousand and four teachers participated in this study. The study examines EI from four different factors (personal management, people management, spirituality and maturity) and 28 core competencies. Findings from the study show that both groups have similar EI profile. However, they have low abilities in a number of areas, namely; emotional awareness, accurate self-assessment, achievement drive, influencing skills, conflict management, change catalyst, and leadership. Both groups also scored high in spirituality and maturity. In conclusion, although both groups have similar EI profile, the study shows that the residential school teachers have higher EI when compared to the daily school teachers.

Dușe, Dușe and Nemeș (2010), conducted a comparative study on the emotional intelligence in a classical university. This paper sets out to analyze the differences in emotional intelligence for two teams of professors from the "Lucian Blaga" University in Sibiu. One team is from the Faculty of

Engineering, while the other one is from the Teachers Training Department. Knowing that emotional intelligence is an important dimension for the professional success of a professor and, implicitly, that of his students, a research was undertaken to assess the four dimensions of the group EQ for both considered teams: Emotion Awareness, Emotions Management, Internal Relationship Management and External Relationship Management. The aims of the study were to determine the level of emotional competences for each team and then compare them against each other. By analyzing the results, we hoped to prove that the professors Teachers Training Department will show superiority in emotional competences compared to the team from the Faculty of Engineering and that there will be an obvious difference between the two teams. Results showed, however, that there is room for improvement on both teams.

Zamanian, *et al.*, (2011) compared and investigated emotional intelligence in elite athletes and non-athlete students in various sports. 160 female students participated in this study, out of which 70 females were non-athletes. They were administered BarOn Emotional Quotient Inventory (EQ-i), which included 15 subscales for complete assessment of emotional intelligence. Statistical analysis demonstrated that subscales of happiness, problem solving, stress tolerance, independence, emotional self-awareness, self-actualization, optimism, interpersonal relationship, impulse control, self regard, and empathy were significantly higher in elite athlete students than non-athletes. The findings of the above study showed that emotional intelligence is higher in athletes as compared to non-athletes as they are supposed to monitor, manage, and control their emotions under various difficult circumstances of competition and training. This study also showed that sports are helpful in improving emotional intelligence, thus involvement in sports can be used as a tool for development of emotional intelligence.

Shinde (2011) conducted a study with a view to compare emotional intelligence & self-confidence in professional & non-professional college

students. The main purpose of the study was to investigate difference between Emotional Intelligence, Self-confidence of students in terms of type of education i.e. professional and non-professional. For this investigation two groups were selected for professional students (N=50) and non-professional students (N=50) from Aurangabad city. The research tools are Emotional Intelligence scale (Hyde, Pethe, and Dhar), Self-confidence Inventory. (Basavanna) were used, and 't' test was applied to check the difference between two groups. The result obtained through the study do showed significant difference between Emotional Intelligence, but shows significant difference on Self-confidence of students in terms of type of education i.e. professional and non-professional.

Gujral and Ahuja (2011), studied the impact of emotional intelligence on teamwork – a comparative study of self managed and cross functional teams. The development of effective work team continues to be an area receiving attention in today's organizations. One area which is emerging as a key indicator of team effectiveness is emotional intelligence. The role of emotional intelligence (EI) is important to improve team performance. The main objective of the present research is to study whether there exists a relation between emotional intelligence and team effectiveness with reference to self managed and cross functional teams. The study helps to identify the impact of EI on team effectiveness. Two teams in Information Technology (IT) sector have been studied to measure the impact of emotional intelligence on team effectiveness. Each team consists of 50 employees. A survey has been conducted using the "Genos Short EI inventory" to measure emotional intelligence and "Team effectiveness Scale" to measure the teamwork effectiveness of each member. Findings confirmed the relationship between these two variables as Emotional intelligence was found to have strong correlation with team effectiveness. The study also provides evidence of higher correlation of Emotional Intelligence with self managed team in comparison to cross functional team. Simple linear regression identifies a

positive impact of Emotional intelligence on team effectiveness in both the teams.

Nathial (2012) studied the academic anxiety and emotional intelligence of BPEd students in Punjab and J & K state of India. 250 BPEd students (130 boys and 120 girls) from different Government and Private Physical Education colleges/Universities of Punjab and J&K state in India. The study was restricted to total score of Academic Anxiety as well as Emotional Intelligence. The main objectives of the study were to see the interaction between level of Academic Anxiety and locality on Emotional Intelligence of BPEd Students in Punjab and J & K and to see the international effect of Academic Anxiety, sex and Area on Emotional Intelligence of BPEd Students in Punjab and J&k.

Moradi, Mehdi *et al.*, (2012) conducted the study to examine the relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league. The research method was descriptive-correlative, the performance method was survey, and data collection was done through field study. Research population consisted of 56 coaching staff in 14 teams participating in premier Under-20 football league. Finally, there were 48 questionnaires useable in data analysis. Emotional Intelligence Questionnaire (Syber Yashring) and JDI (Wysocki & Kromm) were used to collect the data. Descriptive statistics was used to describe data, Kolmogorov-Smirnov test was used to know whether the distribution of data was normal, and Pearson correlation and stepwise regression were applied to investigate the significance of hypotheses. Results showed that there was significant association between emotional intelligence, subscale self-awareness, subscale empathy, and subscale social skills with job satisfaction ($p \leq 0.05$). However, there was not significant association between subscale self motivation and subscale self-control with job satisfaction. Self-awareness, empathy, and social skills (predictors) predicted job satisfaction (criterion) significantly. Predicted value

of self awareness, empathy, and social skills was 0.4, 0.29, and 0.26 respectively. Training and aging increase emotional intelligence so it is predicted more job satisfaction over the time. From other side, clubs and football federation as the head can create scientific atmosphere and International Journal of Academic Research in Business and Social Sciences instruct psychological coaching principles.

Chaturvedi & Reena Kumari (2012) performed the study with the aim to examine the role of emotional maturity and emotional intelligence in learning and achievement. This study was conducted on 300 male Intermediate students of Meerut city. Findings reveal that emotional maturity has insignificant effect on learning but significant effect on academic achievement. Emotional intelligence has insignificant effect on learning but significant effect on academic achievement.

Kaur (2012), examined the emotional intelligence- importance for success. The paper highlights the role of Emotional Intelligence in Success. Emotional Intelligence, comprises of two words- Emotion and Intelligence. Emotion is that state of the individual which deprives him of his equilibrium. R. S. Woodworth says " An Emotion is a disturbed state of the body. It is a disturbed glandular and muscular activity". Emotions typically arise in response to an event, either internal or external, that has a positively or negatively valenced meaning for the individual. Some of the emotions are affection, anger, angst, anguish, anxiety, apathy, arousal, boldness, boredom, contempt, contentment, curiosity, depression, desire, despair, disappointment, embarrassment, envy, excitement, fear, fearlessness, frustration, gratitude, grief, guilt, happiness, hatred, hope, horror, hostility, hurt, indifference, interest, jealousy, joy etc. The word intelligence is derived from a Latin word meaning 'cognitive process'. Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. Emotional intelligence is both tuning into our own feelings and tuning into the feelings of those around us. Emotional intelligence is still a young concept in

comparison to IQ, and research on development and improvement of measures is ongoing. When the people approach life tasks with emotional intelligence, they should be an advantage for solving problems adaptively. Writing in the first century B.C., Publilius Syrus stated, "Rule your feelings, lest your feelings rule you". Research suggest 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 any job.

People with high emotional and social capacity, people who can take them under control, understand and manage emotions of others expertly are more advantageous both in their private and professional lives. Under this scope, in order to investigate the effect of the emotional intelligence of nurses and midwives, who consist an important manpower in the health system, to their job satisfaction, an investigation has been conducted in Fisheye State Hospital with 80 individuals by Saner, Demerol and Sarlak (2007). Of the workers investigated, 36.3% were in 21-30 age group, 62.5% were 2 years-college graduated, 98.8% were clinical nurses, 36.3% worked since 6-10 years. It was found that total emotional intelligence of the workers was low ($X=22.54$, $SS=5.14$), and average job satisfaction levels were middle level ($X=15.62$, $SS=3.27$). A positive association was found between the emotional intelligence and job satisfaction. As a conclusion, the relationships between the demographic variables and emotional intelligence and job satisfaction were evaluated in the study. Job control may be defined as the latitude to make decisions and the freedom to select the most appropriate skills to complete the task. Emotional dissonance may be defined as the conflict between expressed and experienced emotions.

Atta, Tariq and Akhter (2014) conducted a study with the aim to examine emotional intelligence (EI) as a predictor of negative career thoughts (NCT) among postgraduate unemployed adults. The sample comprised 300 job seeking postgraduate non-student adults (166 men and 134 women). The age of sample ranged from 25 to 35 years ($M = 28.16$, $SD = 3.61$). Multiple

regression analysis demonstrated EI as significant predictor of NCT. Self-emotional appraisal and utilization of emotions were components of EI which accounted for most of the variance for NCT sub constructs. Significant gender differences were also found on EI and NCT.

Coetzee and Schreuder (2011) determined the relationship between the career anchors (measured by the Career Orientations Inventory), emotional intelligence (measured by the Assessing Emotions Scale) and employability satisfaction (measured by a one-item scale) of a random sample of 270 adults employed in the service industry. A quantitative survey design was used. Multiple regression analyses revealed significant relationships between the participants' career anchors, emotional intelligence and employability satisfaction. The results further showed the entrepreneurial creativity, service/ dedication to a cause and autonomy career anchors to be significant predictors of emotional intelligence. Employability satisfaction significantly predicted the pure challenge and service/dedication to a cause career anchors. Managing others' emotions significantly predicted employability satisfaction. The findings contribute new knowledge to the field of career psychology and may be used to inform human resource practices concerned with optimizing person–job fit and the job and career satisfaction of employees. In the light of the turbulent world of work context, career counselors may also find the results useful in facilitating proactive career behavior among employees.

Mehdi *et al.*, (2012) examined the relationship between emotional intelligence and job satisfaction among coaches in premier Under-20 football league. The research method was descriptive-correlative, the performance method was survey, and data collection was done through field study. Research population consisted of 56 coaching staff in 14 teams participating in premier Under-20 football league. Finally, there were 48 questionnaires useable in data analysis. Emotional Intelligence Questionnaire (Syber Yashring) and JDI (Wysocki & Kromm) were used to collect the data.

Descriptive statistics was used to describe data, Kolmogorov-Smirnov test was used to know whether the distribution of data was normal, and Pearson correlation and stepwise regression were applied to investigate the significance of hypotheses. Results showed that there was significant association between emotional intelligence, subscale self-awareness, subscale empathy, and subscale social skills with job satisfaction ($p=0.05$). However, there was not significant association between subscale self motivation and subscale self-control with job satisfaction. Self-awareness, empathy, and social skills (predictors) predicted job satisfaction (criterion) significantly. Predicted value of self-awareness, empathy, and social skills was 0.4, 0.29, and 0.26 respectively. Training and aging increase emotional intelligence so it is predicted more job satisfaction over the time. From other side, clubs and football federation as the head can create scientific atmosphere and instruct psychological coaching principles. It will lead to enjoy creative, willing players as output.

The benefits of physical activity (PA) on health are well documented. However, inactivity among university students is prevalent. This study carried out by Li, Lu and Wang (2009) examined whether emotional intelligence (EI) was one of the possible underlying psychological mechanisms responsible for behavior change that may be associated with the low levels of effectiveness of PA interventions. The purposes of this study were: (1) to compare EI, health-related physical fitness (HRPF), and health-related quality of life (HRQL) for the different levels of PA in Taiwan college students; (2) to explore the predictability of PA levels, HRQL, and HRPF towards EI. A total of 599 Taiwan college students were assessed utilizing HRPF measurement, and two questionnaires including the Bar-On Emotional Quotient Inventory (EQ-I) and the Medical Outcomes Study 36-item Short-Form Health Survey (MOS SF-36). College participants who reported a *recommended* level of PA scored significantly higher than their *insufficient* and *inactive* counterparts in EI, and some measures of HRQL and HRPF. The variables of “physical activity”, “mental health”, “gender”, “social function”, and “flexibility” were found to be

the best linear combination to significantly ($p < 0.05$) predict the EI of Taiwan college students. It was concluded that participation in PA might be an effective way to improve the physical, psychological, as well as emotional health of college students. Thus, the importance of increasing exercise participation at the college level should be reinforced and implemented. The findings provide a basis for research aimed at determining the causal relationship between EI and PA.

This study set out to compare the personnel of the department of physical education of Khuzestan province, in terms of emotional intelligence and general health. This study is a descriptive study conducted by Maleki, Sheikh, Arki and Javid (2014) in which 134 members of the personnel that was between 32 and 59 years of age participated. Sixty of the participants were involved in sports activities (active) and 73 others were not involved in any sports activity (non-active). The instruments used in this study were personality traits questionnaire, the Schutte's emotional intelligence self-report test (Schutte *et al.*, 1998)-including three components of appraisal and expression of emotions, regulation of emotions and utilization of emotions as well as general health questionnaire (Goldberg & Hillier, 1979) which measure general health on four subscales of somatic symptoms, anxiety, social dysfunction and depression. The data was analyzed using independent t-test and multivariate variance analysis (MNOVA) at confidence interval of 0.05. The results indicate a significant difference between the active and non-active personnel, in terms of emotional intelligence, and indicate that active personnel were significantly more emotionally intelligent than the non-active personnel. Despite the difference between general health's mean score of the active and non-active personnel, which indicated that the active personnel were slightly healthier than the non-active personnel, there was no significant difference between these two groups of personnel. The results also showed that the female personnel had a higher level of emotional intelligence than the male personnel, but there was no significant difference between the male and female personnel in terms of general health. According to these results,

participation in sports activities brings about a better utilization of emotions, and active individuals are better than non-active individuals at identification and utilization of emotions (a confirmation of the findings reported by Simons et al, 1992). In addition, these results demonstrate that sports activities, to some extent, provide the opportunity for enhancing physical and psychological performance (a confirmation of the findings reported by Moore and Werch, 2005). So, sport as a factor influencing emotional intelligence and general health should receive more attention.

Ghorbani, *et al.*, (2002) investigated self-reported emotional intelligence: Construct similarity and functional dissimilarity of higher-order processing in Iran and the United States. This study employed the Trait Meta-Mood Scale (TMMS) to assess self-reported emotional intelligence cross-culturally as an input (attention to emotions), process (clarity of emotions), and output (repair of emotions) information-processing system. Iranian (N = 231) and American (N = 220) university students responded to the TMMS along with measures of alexithymia, public and private self-consciousness, depression, anxiety, self-esteem, and perceived stress. Negative correlations with alexithymia and expected linkages with all other variables documented the validity of the TMMS in both cultures. Most of the other measures correlated similarly in the two samples. However, private and public self-consciousness displayed a stronger positive association in Iran. These two scales were also more predictive of adjustment in Iran and of maladjustment in the United States. This difference perhaps reflected a poorer integration of the two dimensions of self-consciousness within a presumably more individualistic American society. Confirmatory factor analyses and measurement invariance procedures revealed cross-cultural similarities in the fit of an a priori higher-order factor structure to the obtained data, but subsequent structural equation modelling techniques uncovered cross-cultural dissimilarities in the actual processing of emotional information. Specifically, the higher-order factors of emotional intelligence were similar, but the interrelationships among those higher-order factors were not. As expected,

Iranians displayed positive relationships among the input, processing, and output activities of the information-processing model. For the Americans, however, greater input was associated with diminished processing and output. This unanticipated relative contrast seemed congruent with speculation that the historical American emphasis on the self and individualism promotes positive, optimistic thinking. Overall, these data most importantly suggested that subtle cultural differences might exist in the processing of emotional information.

Jeanne, Hinklman, and Luzzo (2007) found that little has been written about the reciprocal effects of the mental health and the career development of college students. Nevertheless, college students seeking services in college career and counseling centers often present both types of issues simultaneously. Service providers must, therefore, be cognizant of these potentially interactive issues. This article provides a summary of theoretical foundations and recent research regarding the interaction between psychosocial and career development. Implications for theory, research, and practice are provided.

Hayes and Reilly (2011), investigated Psychiatric disorder, IQ, and emotional intelligence among adolescent detainees. To document criminality, psychiatric difficulty, IQ, EQ, and EI amongst Irish, male juvenile detainees (Detainee Group). To compare their IQ, EQ, and EI to non-offending boys attending a child psychiatry clinic (Psychiatric Group) and boys without offending or psychiatric problems (Community Group). To compare psychiatric morbidity between the detainee and psychiatric groups. Criminality levels of 30 detainees were evaluated using official court charge sheets. Psychiatric status was assessed through structured clinical interview (DISC-IV); IQ through an individually administered IQ-scale (WASI); EQ using the BarOn EQi:Youth Version (EQi:YV); and EI using the MSCEIT: Youth Version – Research Edition (MSCEIT:YV-RE). IQ, EQ, and EI levels in the psychiatric and community groups were compared. Psychiatric morbidity between

detainee and psychiatric groups were compared.. A total of 335 crimes led to the detention of detainees. Eighty-three percent of detainees had a psychiatric disorder compared to 60% of young people in the psychiatric group. Detainees had 3.1 disorders each compared to 1.4 disorders in the psychiatric group. A total of 63.3% of detainees had an externalizing problem, 37.9% an internalizing problem, and 66.7% a substance dependency or use problem. A total of 21.4% of detainees had an IQ score below 70. The detainee and psychiatric groups had similar deficits in EI and significantly lower EI than the community groups.. Serious levels of criminality and psychiatric disorder exist amongst Irish detainees. They have significantly lower IQ than young people attending a psychiatry clinic and both share deficits in the ability to accurately identify emotions, use emotions to guide thought processes and to prioritize thinking and to effectively regulate emotions.

Abdi and Bagheri (2012) studied emotional intelligence, and self-esteem in students of performing arts and students of other fields of art. The purpose of the present research was to study the identity, emotional intelligence, and self-esteem of students of performing arts and students of other fields of art. The present research is a survey. The population consists of all the students of arts in the Faculty of Fine Arts (University of Tehran) and the students of performing arts in drama schools of Tehran. The students of arts were randomly selected from those in the fields of painting, photography, graphic design, and sculpting with original opuses. The instruments include Objective Measure of Ego Identity Status (OMEIS), Bar-On's Emotional Quotient Inventory (EQ-i), and Coopersmith Self-Esteem Inventory (CSEI). From 150 questionnaires that were collected, 76 were deemed acceptable and thus the participants were divided into a performing arts group and a non-performing arts group. The two groups did not show any significant relationship in terms of identity formation and its subscales as well as the total score of emotional intelligence and its subscales. However, there was a significant difference between performing artists and non-performing artists in emotional intelligence profile scores and self-esteem scores with 95%

reliability. Except for family self-esteem, the mean self-esteem of the performing artists was higher than that of the nonperforming artists with 99% reliability. The mean self-esteem and emotional intelligence profile scores of performing artists were higher than the scores of non-performing artists. Except for family self-esteem, the mean self-esteem of the performing artists was higher than that of the non-performing artists. The difference between the two groups is mainly associated with the emotional intelligence profile scores rather than each individual component. This difference requires the attention of educational planners, experts, and administrators in order to promote mental health.

Abdi and Bagheri (2012) studied a comparative study of identity, emotional intelligence, and self-esteem in students of performing arts and students of other fields of art. The purpose of the present research was to study the identity, emotional intelligence, and self-esteem of students of performing arts and students of other fields of art. The present research is a survey. The population consists of all the students of arts in the Faculty of Fine Arts (University of Tehran) and the students of performing arts in drama schools of Tehran. The students of arts were randomly selected from those in the fields of painting, photography, graphic design, and sculpting with original opuses. The instruments include Objective Measure of Ego Identity Status (OMEIS), Bar-On's Emotional Quotient Inventory (EQ-i), and Coopersmith Self-Esteem Inventory (CSEI). From 150 questionnaires that were collected, 76 were deemed acceptable and thus the participants were divided into a performing arts group and a non-performing arts group. The two groups did not show any significant relationship in terms of identity formation and its subscales as well as the total score of emotional intelligence and its subscales. However, there was a significant difference between performing artists and non-performing artists in emotional intelligence profile scores and self-esteem scores with 95% reliability. Except for family self-esteem, the mean self-esteem of the performing artists was higher than that of the nonperforming artists with 99% reliability. The mean self-esteem and

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Kelly, (2010) explored the differences between career decision-making self-efficacy (CDMSE) and perceived career barriers of students enrolled in the applied technology program compared to those enrolled in a college transfer program at a southeastern urban community college. Participants in the ex-post facto cross-sectional survey included 787 full and parttime students at the community college. There were three research questions: (1) Are there differences in mean scores of CDMSE and perceived career barriers of applied technology and college transfer community college students pursuing associate degree, diploma or certificate programs by demographic characteristics (gender, ethnicity, age, first-generational, employment, full and part-time student status)? (2) What is the predictive value of these demographic variables on CDMSE and perceived career barriers of applied technology and college transfer community college students pursuing associate degree, diploma or certificate programs? (3) Is there a relationship between CDMSE and perceived career barriers of applied technology and college transfer community college students pursuing associate degree, diploma or certificate programs? The Career Decision Self-Efficacy-Short Form and Career Barriers Inventory-Revised were administered to participants and data were analyzed using two sample t-tests, ANOVA and multiple regression models. There were significant differences between applied technology and college transfer students in terms of perception of career barriers and career decision-making self-efficacy. The applied technology students, who tended to be older, had higher career decision-making self-efficacy scores than the college transfer students and that did not change across the other

demographic variables (gender, etc). The college transfer students, who tended to be younger, had higher perception of career barriers scores, and this did not change across demographic variables. Future research using a qualitative method of the factors of CDMSE and perception of career barriers of the older applied technology and younger college transfer student populations is recommended to gain more specific information regarding the demographics within these two groups.

In westernized countries the sedentary lifestyle in conjunction with a hyper caloric diet has caused an increase in the number of obese adults. Moreover, recent studies suggest that the prevalence of overweight in children increased during the last decade. However, the literature has to be interpreted with some caution since the majority of epidemiological studies examining health, fitness, and obesity rely on self-reported data rather than measurements. A further limitation is that most studies examine either physical activity or nutrition, only few deals with both aspects simultaneously. Hence, the purpose of this experiment by Zahner *et al.*,(2006) was to outline the design of a school-based randomized, controlled trial (RCT) aiming to increase overall PA and to improve fitness and health in 6 to 13 year-old children. 15 schools were randomized to the intervention (n=9) or the control (n=6) group, stratified by geographic region (urban vs. rural) and by age (1st and 5th grade). Participation was given for all children in the intervention group since in this group the intervention was part of the normal school curriculum. The intervention during one academic year consisted of: 1. two additional physical education classes per week given by trained physical education teachers adding up to a total of five PA classes per week, 2. Short PA breaks (2-5 min each) during academic lessons, 3.PA home work, and 4.adaptation of recreational areas around the school. All children underwent anthropometric measurements, blood pressure assessment, fitness testing, measurement of PA and they filled out questionnaires. At least 70% of all children agreed to blood sampling and measurements of body composition and bone mineral measurements by dual energy x-ray absorptiometry. The primary endpoints of

the study after one year were an increase in total PA by accelerometer, an increase in aerobic fitness measured by the 20m shuttle run, a decrease in percent body fat derived from skin fold measurements and an increase in quality of life as assessed by the child health questionnaire in the intervention group compared to the control group. Secondary outcomes were overall fitness, differences in body composition including body fat distribution, cardiovascular risk factors, psychosocial health, and bone mineral content and density of femur, Lumbar spine and total body and food intake. The preliminary data suggest that the children were representative of Swiss children with respect to sex, socio-demographic status, and body mass index. Short-term results can be expected by the beginning of 2007. The authors hypothesized that the intervention will lead to an increase in PA, fitness and overall health. Based on this data, authors aim to provide important information regarding the influence of such an intervention on this outcome measures in school-aged children and to provide nationwide guidelines to improve PA in children.

Walk, Corbin and Dale (2003) reviewed the nature of children's physical activity patterns and how the unique nature of children can impact the assessment of physical activity. A number of different measurement approaches have been described for assessing children's activity, but no specific method can be identified as the best option for all studies. Selection of an appropriate instrument depends on the specific research question being addressed as well as the relative importance of accuracy and practicality (Baranowski & Simons-Morton, 1991). For example, accurate measures of energy expenditure using doubly-labeled water, indirect calorimetric, or heart rate calibration equations may be needed for certain clinical studies, but the cost and inconvenience would make them impractical for field-based assessments on larger samples. The "accuracy-practicality" trade-off presents a more challenging predicament with children than for adults. In adult, a number of self-report instruments have been found useful for large epidemiological studies or interventions where less precision is needed.

Because of developmental differences, especially in ability to think abstractly and perform detailed recall (Going *et al.*, 1991), children are less likely to make accurate self-report assessment than adults. Though self-report methods are still likely to be a principal source of information for many studies, other approaches (or the use of combined measures) may be needed to better characterize children's activity levels. While objective instruments (e.g., direct observation or activity monitoring) require more time and resources than self-report, there are options available to simplify data collection. One approach may be to focus assessments on key times or places that allow children to be active. The time after school, for example, appears to be a critical period that defines their propensity for physical activity (Hager, 1999). Monitoring of entire groups for discrete periods of time (e.g., recess or physical education) may also be useful to understand variability in activity patterns since children would all be exposed to the same stimulus or opportunity to be active. Proxy measures may also be useful in studying activity in children. For example, several studies (Baranowski, Thompson, Durant, Baranowski, & Puhl, 1993; Sallis *et al.*, 1993) have demonstrated that time spent outside is strongly predictive of activity in children. Involvement in community sports programs may also be a useful proxy measure as sports programs have been found to account for approximately 55-65% of children's moderate to vigorous activity (Katzmarzyk & Malina, 1999). Another option for improving assessments in children is to employ multiple measures of physical activity. A number of studies (Coleman, Saelens, Wiedrich-Smith, Finn, & Epstein, 1997; McMurray *et al.*, 1998; Sallis *et al.*, 1998; Simons-Morton *et al.*, 1994) have reported differences in levels of activity when activity monitors were compared with self-report data. The method of measurement has also been shown to influence the results of studies on the determinants of physical activity in children (Epstein, Paluch, Coleman, Vito, & Anderson, 1996). While we do not currently know which measure is most accurate, reporting the results with different instruments provides a more complete description of children's activity and permits a triangulation of outcomes. In summary, there remains no single way of obtaining a highly accurate account of physical activity or energy

expenditure in children. The nature of children's movement patterns, the various types of activities engaged in, and the inherent limitations of each assessment tool limit the ultimate.

In this study conducted by Abraham (2000) job control and self-efficacy were theorized to jointly affect emotional dissonance. Individuals with high self-efficacy were found to be more satisfied under conditions of little job control, whereas those with low self-efficacy favored high job control. The impact of job control on emotional intelligence was also studied. Emotional intelligence may be defined as the set of skills that contribute to accurate self-appraisal of emotion as well as the detection of emotional cues in others and the use of feelings to motivate and achieve in one's life. Emotional intelligence and job control explained significant amounts of the variance in both job satisfaction and organizational commitment. Theoretical and practical implications are discussed.

Davood Hosseinzadeh, Fatemeh Karimi and Zahra Abdolvahabi, (2012) investigated that the physical capability and general health and emotional intelligence and boy and girl students in secondary school and provides practical solution for solving the above issues and promoting the general health of students is the research methodology is descriptive. The sample included 632 high school students were boy and girls who were randomly selected. General health data collection tool emotional intelligence questions on subjects that have been implemented and capability to measure physical fitness students by the secretary of standardized testing education horde city of markazi province has been used. The results showed girls and boys in the field of general health action and social disorders and depressive symptoms in girls than boys. Basically all students of general health have been at a low level. girls impairment social interaction and depressive symptoms significantly and the boys have adapted in boys and girls in social Adjustment and had the most difficulty in terms of emotional intelligence according to theme an of the two groups can be concluded that scores of

male students in the components of happiness, their prosperity, optimism and flexibility significantly more female students, and this in terms of sympathy, while female students scored higher than male students have won .

Torabzadeh *et al.*, (2013) aimed to study the relationships between emotional intelligence and mental health of girls has been a student athlete. Method: The research employs descriptive-correlation method. Community to study the first semester all students enrolled in undergraduate school year 89-90 School physical educations, Azad University Central Tehran formed. Random samplings of 60 cases were considered. In this study, a standard questionnaire, Times - Goldberg and Hillary and mental health questionnaire (GHQ) was used, to test the hypothesis test, Pearson correlation and multiple regression were used. Results: studies showed no significant correlation with mental health. Emotional intelligence and mental health among female athletes, there was a positive correlation. Emotional intelligence also positively correlated with psychological health is the sense that the person with high emotional intelligence is; higher scores on mental health will gain ($P < 0.05$). Conclusion: Given the importance of emotional intelligence and mental health, especially for athletes and people need to grow and cultivate it through education we suggest that a similar study done in large scale.

Mohammadyfar, Khan, and Tamini (2009) conducted a study to determine the effect size of emotional intelligence and occupational stress on mental and physical health. For this purpose 250 primary and high school teachers were selected with stratified random sampling selection from schools of Tehran, Iran. Three questionnaires Emotional Intelligence Scale (EIS), Teachers' Occupational Stress Questionnaire (TOSQ), and Mental Health Inventory (MHI)], and one checklist (Physical Health Checklist) were administered among the school teachers. The results showed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

Career Decision Making

Hirschi, A., & Läge, D. (2007) Based on common aspects of recent models of career decision-making (CDM) a sixphase model of CDM for secondary students is presented and empirically evaluated. The study tested the hypothesis that students who are in later phases possess more career choice readiness and consider different numbers of career alternatives. 266 Swiss secondary students completed measures tapping phase of CDM, career choice readiness, and number of considered career options. Career choice readiness showed an increase with phase of CDM. Later phases were generally associated with a larger increase in career choice readiness. Number of considered career options showed a curve-linear development with fewer options considered at the beginning and at the end of the process. Male students showed a larger variability in their distribution among the process with more male than female students in the first and last phase of the process. Implications for theory and practice are presented.

Miles (2008). Studied the problems experienced by South African youth in making effective, informed career decisions. The goal of this study was to determine the effect of a career intervention programme on the career maturity and academic motivation of Grade 11 learners at Alphenale High School. Furthermore, the relationship between career maturity and academic motivation was explored. Using a pre-post test quasiexperimental design it could be demonstrated that different dimensions of the learners' career maturity and their academic motivation improved subsequent to the career intervention programme and therefore underscored the value of a career intervention programme

Kurşad and Dino (2013) Student career decision-making has attracted research attention in the last two decades especially when it comes to choosing tertiary education. Despite the importance of decision-making skills, there are still limited studies exploring this phenomenon in practice. Therefore, this study aims to explore the potential role of three different platforms

including family, learning, and technological environments on the career decisions of university students. A survey about career choices was designed in order to identify the agreement levels of university students in Bosnian higher institutions. The study findings for students' career choices indicate a positive overall picture. Both family and technological environments were found to be influential on students' career choices. However, no impact from learning environment was identified. In order to generalize the findings, further research is required involving other contexts and subject groups. Only by systematically investigating fundamental aspects of students' career choices and by critically examining alternative theoretical decision-making models can further studies continue to progress on this subject matter

Health Related Fitness

Kim *et al.*, (2005) examined the relationship between comprehensive fitness tests and overweight using a school surveillance system in a racially diverse city in the United States. Trained physical education teachers measured weight, height, and fitness annually from 2001 to 2003. The data was compiled for a cross-sectional analysis (11,845 measurements on 6297 students, 5 to 14 years of age) and a 1-year prospective analysis (4215 measurements on 2927 students not overweight at baseline, 5 to 13 years of age). Overweight was defined as a BMI \geq or = 95th percentile (Centers for Disease Control and Prevention 2000 growth charts), and under fit was defined as failing at least one of five fitness tests: endurance run, abdominal strength, flexibility, upper body strength, and agility (Amateur Athletic Union and Fitness gram). Associations between fitness and overweight were examined using multivariate logistic regression models, adjusting for socio demographic status and repeated measurements over time. Results: The mean number of fitness tests passed was lower among students with a BMI above the 80th percentile. Overweight incidence over 1 year was 7% and 2% for under fit and fit girls, respectively (odds ratio, 3.3; 95% confidence interval, 2.0 to 5.6). Not passing either the endurance run or upper body strength test was associated with overweight incidence in both boys and girls. After

adjusting for baseline BMI, the endurance run remained a significant predictor of incident overweight among girls (odds ratio, 2.0; 95% confidence interval, 1.1 to 3.5). Discussion: Finding support a cross-sectional inverse relationship between physical fitness and overweight among school-aged children. The direction of causation between fitness and overweight is not clearly established and merits further study.

The physical fitness of school-age children in the United States is considered from two perspectives—status and secular change. Malina (2007) principally examined health-related fitness, including the BMI, though performance-related fitness is briefly considered. Concepts of reference data and standards and factors that may influence secular change are initially discussed. National data on the physical fitness status of school children in the continental United States are limited to the 1980s. Ethnic variation in physical fitness is not considered except for the prevalence of overweight and obesity. More recent physical fitness data, including examination of ethnic variation, are based on several state-wide and more local surveys. Although results vary by test, the majority of American school children meets or exceeds criterion-referenced standards, although sex differences are not consistent. Poor morphological fitness manifest in obesity is an exception. The prevalence of overweight and obesity has increased since the early 1980s. Secular data for specific fitness items are less extensive. Regression analyses suggest a recent decline in maximal aerobic power in girls, but fairly stable levels between the 1930s and today in boys. However, the highest values for boys occur in the 1960s and 1970s and more recent values are somewhat lower. The general trend may be consistent with the decline since the 1980s in aerobic performance assessed with the 20 m shuttle run. These trends highlight the need for updated national physical fitness data for American youth.

Marshall, Sarkin, Sallis and McKenzie (1998) conducted this study with a view to examine the tracking of multiple health-related fitness components in

children from fourth to sixth grade. Methods: A battery of fitness tests was used to measure 414 children (213 boys, 201 girls, mean = 9.48 yr, +/- 0.41) from three elementary schools in Southern California. Children were assessed during the fall and spring of each grade. Baseline scores were correlated (Spearman) with each subsequent time point. For boy's 3-yr correlations of body mass index (BMI) (0.89), skin fold thickness (0.80), sit-and-reach test (0.67), and the pull-up test (0.66) indicated high levels of tracking. Mile run (0.56), sit-up test (0.46), and waist-to-hip ratio (0.30) tracked moderately. For girls BMI (0.83), sum of skin folds (0.75), sit-and-reach test (0.72), and the pull-up test (0.63) tracked highly, while mile run (0.42), sit-up test (0.47), and waist-to-hip ratio (0.42), tracked moderately. Results suggest that relative rankings of BMI, skin fold thickness, and sit-and-reach test performance are more likely to track during early adolescence. Measures of cardiovascular fitness, muscular strength, and endurance and fat distribution may be less likely to track into adolescence, possibly because they are more influenced by changes in physical activity or because tracking may be reduced by measurement error.

Hay (2000) evaluated 1. One Mile Walk/Run Cardiovascular/Aerobic Endurance 2.Sum of Skin Folds Body Fat Percentage 3.Sit and Reach Flexibility (Lower Back and Hamstrings) 4.Sit Up Abdominal Strength and Endurance 5.Pull Up Upper Body Strength and Endurance of a fourteen year old female. After evaluating this student's test, it is apparent that the student is not exactly physically fit, but definitely not overweight. The one-mile walk/run, proves that the student has had little or no exposure to cardiovascular/aerobic workouts. The sum of her skin fold test however, proves she is quite lean for her age. Her flexibility was good according to her sit and reach test scores, and the pull up test showed that she meets the standard for her age. Similarly, the evaluation was done on a second student of fourteen year old male. His one-mile walk/run shows that he is not in great physical condition. His skin fold test further explains his cardiovascular disappointment, as he is definitely overweight with a skin fold of 30. His flexibility is probably another factor of his

weight. His sit and reach test was 20 cm, which definitely under the national standard. His sit up test was right on the nose with the standards, which proves this, is probably an abdominal strong young man, but just the opposite in arm strength, not even reaching one pull up. Also, this may be a factor of his weight. After an experiment, this study suggests the suitability of AAHPERD's Health Related Physical Fitness.

Rosenstein and Reuben (1964) had taken the project on physical fitness programme on senior high school row rated performance. The New York Physical Fitness Test was administered in October and May to pupils of 13 senior high schools whose physical education program were rated low by members of the Bureau of Physical Education and 16 whose programs were rated high. The LaPurte Score Card was utilized to validate these ratings. Each pupil recorded the amount of physical activity outside of class and the effects were analyzed. Pupils participating in good programs improved significantly more in physical fitness than participants in poor programs. The greatest improvement was in strength with some gain in agility, balance, and endurance.

Johnson (1972) has done the research on before and after planned programme of Physical Education regarding physical fitness, on ninth and eighth grade boys. The eight-grade sample scored about the 50th percentile on the final test, as a group. The 9th grade sample scored highest on speed, agility, flexibility, and cardiovascular endurance, and lowest on arm strength. The 9th grade sample scored at the 90th percentile on the final test, as a group. The difference between the means of the field tests of these 2 groups was significant ($p < .01$).

Barnum (1961) has experimented on 8th grade Junior High School Girls of Mitchell South Dakota on AAHPER Physical Fitness. The AAHPER Youth Fitness Test Battery was administered to 78 girls in grade 8th at Mitchell Junior High School. The girls were classified by the Neilson – Cozens Classification Index and compared with the national norms. The girls were above the

average in SIT-UPS, Standing Broad Jump, 600 yards Run-Walk, and the shuttle run, but below in the Soft Ball Throw and Modified Pull-ups. The differences were attributed to their physical education program.

Thompson *et al.*,(2001) observed that pathways is a two-phase, multisite study to develop and test a school-based obesity prevention program in American Indian schoolchildren in grades three through five. During Faze I feasibility prior to initiation of the Pathways trial, data were collected related to physical activity patterns, and the supports of, and barriers to, physical activity. Nine schools from communities representing six different tribal groups participated in this study. Multiple measures were used for data collection including direct observation, paired child interviews, and in-depth interviews and focus groups with adults. Students completed the self administered Knowledge, Attitudes, and Behaviors (KAB) survey, and a Physical Activity Questionnaire.(PAQ). Barriers to physical activity at schools included a lack of facilities, equipment, and trained staff persons for PE. Adults were not consistently active with their children, but they were highly supportive of their children's activity level. Children reported a strong enjoyment of physical activity and strong peer support to be physically active. Weather conditions, safety concerns, and homework/chores were common barriers to physical activity reported by children and adult caregivers. The information was used to design culturally and age-appropriate, practical interventions including the five physical activity programs for schoolchildren in the Pathways study.

Childhood obesity is a major public health problem in the United States, particularly among American Indian communities. The objective of Pathways: a school based randomized controlled trial for the prevention of obesity in American Indian schoolchildren was to evaluate the effectiveness of a school-based, multi component intervention for reducing percentage body fat in American Indian schoolchildren. Story *et al.*,(2001) examined dieting, weight perceptions, and self-efficacy to eat healthy foods and engage in physical

activity and their relationships to weight status and gender among American Indian elementary schoolchildren. Data for this study were collected as part of the baseline examination for the Pathways study. Participants were 1441 second-through third-grade American Indian children in 41 schools representing seven tribes in Arizona, New Mexico, and South Dakota who filled out a questionnaire and had heights and weights taken. Results revealed that forty-two percent of the children were overweight or obese. No differences were found between overweight/obese and normal weight children for healthy food intentions or self-efficacy. Heavier children (especially those with body mass index \geq 95th percentile) were more likely to have tried to lose weight or were currently trying to lose weight. No gender differences were found. Normal weight children chose a slightly heavier body size as most healthy compared with overweight/obese children. The results indicate that children are concerned about their weight and that weight modification efforts are common among overweight American Indian children. School, community, and family-based programs are needed to help young people adopt lifelong healthful eating and physical activity practices.

The objective of the Pathways physical activity feasibility study was to develop methods for comparing type and amount of activity between intervention and control schools participating in a school-based obesity prevention program. Warren (2003) described the development, implementation and evaluation of a school and family-based intervention to prevent obesity in children aged 5-7 years. In addition, the efficacy of three different intervention programmes was compared. Children aged 5-7 years (n=213) were recruited from three primary schools in Oxford and randomly allocated to a control group or one of three intervention groups: nutrition group, physical activity group, and combined nutrition and physical activity group. The setting for the interventions was lunchtime clubs, where an interactive and age-appropriate nutrition/or physical activity curriculum was delivered. The intervention lasted for 20 weeks over four school terms (approximately 14 months). Children's growth, nutrition knowledge, diet and

physical activity were assessed at baseline and at the end of the intervention. Significant improvements in nutrition knowledge were seen in all children ($p < 0.01$) between baseline and post-intervention, and results were highly significant in the nutrition and combined group ($p < 0.001$). Overall, fruit and vegetable intake increased significantly ($p < 0.01$ and < 0.05 , respectively), with changes seen in fruit consumption in the nutrition group ($p < 0.05$) and the control group ($p < 0.05$) in particular. No significant changes in the rates of overweight and obesity were seen as a result of the intervention. Gender differences were not detected in the majority of assessments and there was no clear effect of programme type per se. This pilot study has demonstrated that school may be a suitable setting for the promotion of healthy lifestyles in children but requires replication in other social settings. Future initiatives should be long lasting, multi-faceted and sustainable, involving all children in a school, and should target the whole environment and be behaviorally focused. The ultimate goal of any such programme is to lead to positive behavior change, which will have a beneficial effect on long-term health.

Boreham and Riddoch (2001) investigated on "The physical activity, and health of children". They observe any school playground full of 7-year-olds and they were see a study in perpetual motion. Children were invariably running, jumping, throwing and kicking in a spontaneous of physical activity, untutored and unstructured. Clearly, they were doing what comes naturally and they are enjoying themselves. Although the evidence for causal relationships between activity and health status in children is relatively weak, this is largely due to (1) a lack of large-scale longitudinal studies and (2) difficulties in measuring health, fitness and activity in children. This might be particularly true of the adolescent period, when naturally occurring shifts in blood pressure, lipids, activity patterns and adiposity can confound relationships. It is of particular note that no prospective study has linked, with any degree of certainty, health in the adult years with childhood activity patterns. However, it is intuitively logical that preventive measures ± that is,

the fostering of active lifestyles ± should be lifelong objectives, commencing in early life.

Dutt (2005) examined on “Health Related Physical Fitness of Boys Aged 8 to 18 Years”. The present study was conducted in Punjab in 797 young and adolescent boys aged 8-18 years. The results of this study showed that with increase in age, the cardiorespiratory fitness of boys also improves. It was observed that participants of this study had disproportionate muscular development due to use of few selected strength training exercises such as lifting weights and dumbbells in order to achieve good physical appearance.

Amusa *et al.*, (2011) had conducted research on “Health-related physical fitness among rural primary school children in Tshannda, South Africa”. The socioeconomic transformation in South Africa over the previous decade may have created a less active lifestyle and a decline in fitness among South African children. This study seeks to present the data on the health-related physical fitness of the Tshannda rural school children in grades 1 to 7 and to evaluate age and gender differences in physical fitness among the Tshannda children, of which information is not yet available. The stature, body mass and skin folds of the children was measured and the Euro fit test battery was used to assess the children’s physical and performance fitness. Percentage body fats fat mass and fat-free mass were calculated. There was progressive increase and improvement in the performance values from grade level one to seven. In the physical performance tests requiring moving the body, power and strength, the boys generally performed higher than the girls. Girls were superior to boys in the tests of flexibility. Body fat was higher in girls than in boys at all grades and increases with advancement in grades. The physical performance measures of our samples increase in grade levels and with the boys having higher values than girls as well as performing better in activities requiring physical exertion and expenditure of energy. In contrasts, the girls showed superiority in flexibility measures and accumulate more body

fat than the boys. Physical fitness of these rural school children seems to be low, thus confirming the worldwide decline in fitness levels of children.

The literature presented above indicates the availability of ample of researches on the emotional intelligence, health related physical fitness and career decision making. In fact, the range of claims regarding emotional intelligence is incredibly wide ranging. The claims include that emotional intelligence

- accounts for 80 percent of work performance and life success (Goleman, 1995);
- is directly linked to career progression (Goleman, 1998).
- results in individuals who are more altruistic (Cherniss & Adler, 2001).
- leads to better decisions (Jordan, Ashkanasy & Hartel, 2002).

However, very few studies have shown relationship between emotional intelligence and health related physical fitness and career decision making among students of various disciplines. Therefore, the present study seems to be logical and justified.

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