REVIEW OF RELATED LITERATURE

2.1 Introduction:

Education is a dynamic process. It can never be conceived of as a static activity. Explanation of the changes in society and making them appropriate for the learner is vital from the development point of view of any society. Exploring the frontiers of education and studying changing parameters would make it ever fresh.

The other dimension of education is that it prepares the teachers and students to satisfy demands of society. As a result of technological growth, many new industries are coming up. Growth of industries influences the economic development of a country. Education is expected to create the right type of products for the economic growth of any country. Therefore, there is a need to constantly revamp the curriculum, teaching methods etc. in schools to make it a proper vehicle to meet the demands of the societal needs. Hence, exploration of new areas in education within the acceptable social structures, forces educators to constantly think of new developments.

The research reports were collected through references at University libraries etc. and through internet search. The research reports presented in international conferences published in journals and done as M.Phil/Ph.D. dissertation in psychology are included here.

Very few attempts have been made to carry out research, which contribute to the knowledge base and various developmental issues
pertaining to emotional intelligence. An earnest attempt has been made to document the existing research reports related to emotional intelligence in India.

A review of literature for a research project serves essentially the same purpose as a road map travel plan for a journey. Both provide a base of information on which we carry out the respective endeavors. The main goal to achieve in the literature review is developing knowledge and understanding of the previous work or activity with regard to the topic being researched. The literature review is also a necessary step in the research process and helps to identify important research ideas as well as possible hypotheses. A basic way of relating research with that of other is through a literature review that builds and weaves in with other research. The review of literature helps to assure that the newly generated results will be fitted and cemented into the wall of knowledge and theory.

2.2 Importance of Review of Related Literature:

According to Waltair R. Borg (1989) “study of related literature implies locating, reading and evaluating reports of research as well as reports of casual observation and opinion related to the individually planned research project”.

The review of related literature is an important step in research. Research is the source of knowledge for which review of literature is very essential to know the extent research that has been done in
investigator’s area of interest. It reveals a collection of brief summary of previous research findings and writings of recognized experts.

Borg and Gall (1983) mention that review can also help in reaching a number of important specific goals, namely delimiting the research problem, seeking new approaches avoiding sterile approaches, insights into methods and sampling current opinions.

The survey of related literature and studies also help to avoid the risk of duplication. It helps the investigator to see whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.

In the word of Good the key to the vast store house of published literature may open doors to sources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection procedure and comparative data for interpretation or results. In order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.

Review of related literature will help the investigator in the research in the following areas:

- Review of literature give an idea of how much research has been done in the area of present study.
- It helps to delimit the statement of the problem.
- It provides necessary insights into the problem.
- It helps to avoid unnecessary duplication of previous studies.
- It suggests valuable basis of hypothesis.
- It suggests appropriate method for the problem under study.
- It widens the horizon of the researcher.
- It provides fine background for methodology of the research under study.

2.3 **Studies on Emotional Intelligence:**

Pope (1982) completed a study entitled, “The Relationship of Selected Intrapersonal, Interpersonal and Life Management Skills to Academic Achievement among Secondary School Students.” The Personal Skills Map was administered to 205 ninth and tenth graders. Academic achievement was measured using a cumulative grade point average. Findings concluded: 1(A) statistically significant positive correlation exists between academic achievement and the personal skills of growth motivation, commitment ethic, drive strength, empathy, self-esteem, time management, assertion, interpersonal awareness, decision making, stress management and leadership; (2) A major portion of grade variance among secondary students is explained by the personal skills of growth motivation, commitment ethnic, leadership, assertion, empathy and interpersonal awareness; (3) A major portion of grade variance among male students is explained by the personal skills of growth motivation, self esteem, interpersonal awareness, empathy, leadership, stress management, time management, drive strength, assertion, decision making and commitment ethic; (4) A major portion of grade variance among female students is explained by the personal
skills of commitment ethic, leadership, growth motivation, drive strength, time management, assertion, stress management, self-esteem empathy, interpersonal awareness and decision making; (5) A major portion of grade variance among majority students is explained by the personal skills of growth motivation, interpersonal awareness, drive strength, assertion, leadership, empathy, decision making, commitment ethic, time management and stress management; and (6) A major portion of grade variance among minority students is explained by the personal skills of self esteem and commitment ethic.

Emotional Intelligence is a subset of both social intelligence and Gardner's (1983) personal intelligences, which he defines as the development of the internal person having the capacity to access and discriminate among a wide range of emotions and to “draw upon them as a means of understanding and guiding one’s own behaviour.” However, emotional intelligence excludes the general sense of self and appraisal of others, and focuses on the ability to recognize and use “one’s own and others’ emotional states to solve problems and regulate behaviour (Salovey & Mayer, 1990).”

Salovey and Mayer (1990) developed a model of emotional intelligence which consists of five domains. The self-awareness domain is defined by observing oneself and recognizing a feeling as it happens. The second domain, managing emotions, consists of handling feelings in an appropriate manner. Before one can handle a feeling in an appropriate manner, there must be a realization as to the reasons for a
particular feeling and finding solutions to effectively deal with the feeling. Motivating self is the third domain which consists of channeling emotions in the service of a goal, possessing emotional self-control, delaying gratification and stifling impulses. The fourth domain is called empathy, which is defined as expressing sensitivity to other's feelings and concerns and understanding their perspective. The final domain, handling relationships is defined as dealing with other's emotions, social competence and social skills.

Furthermore, Salovey and Mayer (1990) believe that emotional intelligence derives from four basic elements. The four basic elements are: the ability to accurately perceive, appraise, and express emotion; the ability to access or generate feelings on demand when they can facilitate understanding of oneself or another person; the ability to understand emotions and the knowledge that derives from them; the ability to regulate emotions to promote emotional and intellectual growth.

Although emotional intelligence is considered by Salovey and Mayer to be related to the psychological tradition focusing on the social determinants of personal perception, the tradition is different from the research on the interaction of affect and cognition because the focus is on the contributions of emotionality and personality. Mayer and Salovey (1993) cautioned that emotional intelligence must be distinguished from what are generally considered general personality traits such as
extroversion, or non intellectual talents that require considerable
cognitive processing rather than merely highly valued ways of behaving.

Based on the definitions of emotional intelligence, IQ and emotional intelligence are separate competencies (Goleman, 1995; Salovey & Mayer 1990; 1993). A person with a high IQ does not necessarily have high emotional intelligence. In some cases academic intelligence has little to do with emotional intelligence and success in life. IQ offers little to explain the different achievements of people with generally equal promise, schooling and opportunity.

Gardner (1983, 1993) developed the theory of multiple intelligences. This theory contains two forms of intelligences that are directly associated with emotional intelligence. Interpersonal intelligence is the ability to understand others; and intrapersonal intelligence is the capacity to develop a model of oneself and to use that model to effectively deal with everyday life. Gardner’s definition of intelligence is the ability to solve problems or to construct things that are valued by a culture.

Link (1993) conducted a study entitled “Factors Associated with Academic Performance of Community College Students.” Link wrote that academic achievement has been difficult to measure for many educators due to a wide variety of non intellectual variable which have been difficult to measure. The purpose of Link’s study was to analyse the relationship of self assessed personal skills, reading levels and personal data with academic performance. Over 600 male and female
community college students participated in the study. The Personal Skills Map was administered at a campus that was part of the Dallas County Community College District. At the end of the semester, the students’ grade point averages and semester hours attempted were entered into a data file. Link reported that at the time of his literature review, no other studies had been performed looking at the relationship between personal skills and academic achievement. A factor analysis was performed utilizing the fourteen scales of the Personal Skills Map to determine independence. The fourteen scales consist of drive strength, decision making, growth motivation, self-esteem, commitment ethic, empathy, interpersonal awareness, leadership, communication styles, aggression (anger management), assertion, deference (anxiety management), stress management and time management. Link’s findings imply that the Personal Skills Map has four distinct independent factors. They are life management, communication, self-esteem and stress management. These four skills have been implied by other research as essential to personal achievement. Link concluded that the Personal Skills Map can be utilized to predict student achievement.

Seligman (1990) has done extensive research on learned optimism which is self-directed as opposed to external forces influencing human behaviour. In his investigation of achievement, the traditional assumptions are that success results form a combination of talent and desire. Talent is defined and measured by standardized tests such as IQ tests, ACT, SAT etc. While talent has proved to be roughly
measured, it has been difficult to increase the results. Desire can be easily boosted, but is generally short lived and individuals need additional boosts to keep their desire present. Therefore, Seligman proposes that learned optimism is the third and most important factor to achievement. Seligman found that positive statements made to oneself have little effect, but when positive statements to oneself are made during a setback in life, the central skill of optimism is achieved.

Goleman (1995) defines emotional intelligence as knowing what one’s feelings are and using that knowledge to make good decisions. It is also the ability to maintain hope and an optimistic outlook in the face of disappointments and difficulties. Goleman also defines emotional intelligence as empathy, which is awareness of the feelings of others. According to Goleman, empathy develops as a result of experience and interaction with others. Referring to recent brain research, Goleman further suggests that repeated emotional lessons of a child’s life literally shape the brain circuits for that response.

Snyder (1995) has developed a theory of hope which has been the basis for research. This theory of hope balances both the cognitive and affective domains of learning to achieve academic success. Hope is defined as a thinking process in which the person clearly conceptualizes goals, but also perceives that he/she can produce the pathways to these goals and initiate and sustain movement along those selected pathways. The process of thinking about one’s goals, along
with the motivation to move toward the means to achieve those goals will cultivate personal, academic and career success. In a study, male and female athletes were higher in dispositional hope than non-athletes. Additionally, dispositional hope significantly predicted the athletes’ subsequent semester grade point average beyond projections related to cumulative grade point and overall self-worth (Curry, Snyder, Cook, Ruby & Rehm, 1996).

**Sternberg (1995)** characterized successful intelligent people as those who are initiators who motivate themselves, learn to control their impulses and delay gratification, know how to persevere and seek to surmount personal difficulties, translate thought into action and do not procrastinate, complete tasks and follow through, are not afraid to risk failure, are independent and focus on personally meaningful goals, balance their thinking (cognitive with emotional) possess self-confidence and positive self-efficacy.

**Mayer and Salovey (1997)** suggest that the concept of emotional intelligence combines a group of abilities that are more distinct than the social domain of general intelligence, but not so distinct that they are separated from the intelligence triad. They contend that emotions and intelligence should connect in some way if the two meanings are to be preserved, and that “a low-to-moderate correlation is preferable to nonexistent correlation; no correlation at all could suggest the ‘intelligence’ is so different that it is not an intelligence at all. “Because
emotional intelligence is defined as involving a series of mental abilities, it qualifies as a form of intelligence (Mayer & Salovey, 1993).

Epstein (1998) states that individuals have two minds, rational and experimental, each with its own form of intelligence. The rational mind is the cognitive domain which can be measured through IQ tests. The experiential mind, which is referred to as constructive thinking, provides a key to understanding emotional intelligence. The experiental mind learns directly from experience, is action oriented, thinks and acts quickly, thinks in holistic terms, thinks in terms of associations, works hand in hand with emotions, interprets experience and directs action and conscious thoughts through “vibes,” thinks about the world in concrete images, metaphors, and stories, is experienced passively and automatically, as if it were not under one’s control, has beliefs that are experienced as self-evidently valid, pays attention to outcome, not process, thinks categorically instead of making fine distinctions, is divided into multiple personalities that emerge in different emotional states and is slow to change.

Goleman (1998) developed the Emotional Competence Framework model that is organized around personal and social competencies. Personal competence is defined as how people manage emotions and has five major areas: Self-Awareness is knowing one’s internal states preferences, resources and intuitions. Self Regulation is managing one’s internal states, impulses and resources. Motivation is an emotional tendency that guides or helps us to reach our goals.
Empathy is an awareness of other's feelings, needs and concerns. Social skills are adeptness at inducing desirable responses from others.

**Weisenger (1998)** defines emotional intelligence as “the intelligent use of emotions; one intentionally makes one's own emotions work for one by using them to help guide one's behaviour and thinking in ways that enhance one's results.” Weisenger further states that emotional intelligence uses both intrapersonal (helping-yourself) and interpersonal (helping others) skills.

**Weisenger (1998)** believes that “with high self-awareness, one is able to monitor yourself, observe yourself in action, to influence your actions so that they work to benefit you.” Managing ones emotions means understanding them and using that understanding to deal with a situation productively. Another important factor in emotional intelligence is self motivation. When one is self-motivated, one is able to begin a task, stick with it, and complete it despite any obstacles that may be faced during the process. Another important skill is communication, which established a connection with another individual which forges a relationship. Inter personal skills are essential to relating well to others and making a connection with them to exchange meaningful and appropriate information. The final skills that Weisenger believes is conducive to emotional intelligence are leadership; the ability to help others manage their emotions, communicates effectively, solve their problems, resolve their conflicts and become motivated.
Children develop emotional intelligence during the first 15-16 years of life as the two amygdales, which control the messages between emotions and thinking, gradually mature. According to Goleman (1995), emotionally intelligent children apparently perform better in academic tasks than those less so. Today’s children seem to be low on emotional well-being in general, and consequently lack the ability to empathise, negotiate and cooperate and often cannot feel optimistic and hopeful about the future. This has potentially negative consequences, first on their academic achievement, and second, their interpersonal relationships. These two factors together will influence these children’s psychological development and potentially lead to behaviour problems, alienation and perhaps aggression and violence (Ghosn, 1999).

Stottlemyer (2002) conducted a study entitled, “Assessment of Emotional Intelligence and the Implications for Education.” The study examines the role of emotional intelligence in academic achievement. The subjects of the study were 200 eleventh and twelfth graders from three school districts in South Texas. Subjects completed the assessment instrument Exploring and Developing Emotional Intelligence Skills. Academic achievement was measured by the Texas Learning Index scores in Mathematics and reading from the Texas Assessment of Academic Skills. Other variables were examined as part of the study which consisted of gender, ethnicity and socio economic status. Data analysis determined significant correlations between
emotional intelligence skills and academic achievement. Results also suggested that gender differences may be influenced by emotional intelligence skills. The resilience of students to succeed despite their low socio economic status may also be related to emotional intelligence skills.

A study in China entitled, “Validity and Reliability Parameters for the Emotional Skills Assessment Process,” examined the role of emotional intelligence in school achievement and mental health. Subjects involved 1,398 high school and college students in China. Major findings include: (1) Drive strength, time management and commitment ethic are significant predictors of school achievement; (2) Significant differences were identified in selected emotional intelligence skill scales when educational level, gender and location variables were considered; (3) The Chinese version of the Emotional Intelligence Skills Assessment Process was established as a valid and reliable measure for this research sample: and (4) Emotional intelligence skills were significant predictors of mental health and school achievement of Chinese high school and college students (Nelson, Jin & Wang, 2002).

Nelson and Low (2003) have developed the Emotional Learning System which is a step-by-step process that helps one’s thinking become more emotionally reflective and constructive. Once an individual becomes emotionally reflective and constructive, the choice of behaviour is positive. The Emotional Learning System helps individuals
balance feelings and thoughts to produce intentional behaviours that are called emotional intelligence skills.

The Emotional Learning System consists of five steps. Step A (Self Assessment: Explore) requires that one develop an intentional self-assessment habit. Step B (Self-Awareness: Identify) involves the process of identifying one’s experiences as either thoughts or feelings and labeling the emotion. Step C (Self Knowledge: Understand) involves insight and understanding of an emotion that allows one to make a choice about behaviours. Step D (Self Development: Learn) involves learning various ways to improve one’s behaviour and experience positive outcomes. Step E (Self Improvement: Apply and Model) requires that one practice emotionally intelligent behaviour to achieve personal success (Nelson & Low, 2003).

Students who achieve high levels of achievement in their academic and career are self-directed learners who have mastered the cognitive and emotional curricula. For over 200 years, colleges and universities have espoused two curriculums, the cognitive and emotional. The cognitive curriculum is overt and focuses on academic content areas, grade point averages and semester hours. The emotional curriculum is covert and is based on relationships, social activities, recreation, collegiate sports and organizations, as well as, what students want to do at any particular time. The emotional curriculum is skills oriented with behaviours that occur both inside and outside the class room. These skills, attitudes and behaviours are
important factors associated with student achievement along with success. High levels of emotional intelligence will positively impact personal, academic and career success (Nelson & Low 2003).

Annaraja and Jose (2005) observed that rural and urban B.Ed. trainees did not differ in their self-awareness, self-control, social skills and emotional intelligence. Audichya (2005) observed that boys are able to control their emotions and are able to express them in a socially approved manner due to biological reasons and Boys have lesser anxiety. Devi and Uma (2005) revealed that the parental educational occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism.

Harrod and Scheer (2005) described that emotional intelligence levels were positively related to females parents’ education and household income and also described Emotional intelligence as the dependent variable, father’s education and sex were both predictors. Amritha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers.

Pablo Fernandez - Berrocal and Natalio Extremera (2006) made a study on “Emotional Intelligence a theoretical and Empirical Review of Its First 15 years of History”. In this manuscript a theoretical and empirical review of the first 15 years of history of EI is presented. The authors give relevant keys about future considerations for research on EI. The authors (1) propose some ideas concerning the measurement of
the construct and the use of ability and self-reported measures. 2) discuss the learning, development, and training potential of EI; and 3) consider the cross-cultural validity of EI. The concept of Emotional Intelligence (EI) has generated a broad interest both in the lay (Goleman, 1995) and scientific fields (Mayer & Salvoey, 1997; Salvoey & Mayer, 1990), overshadowing other less spectacular classical psychological concepts, such as personality, or even a concept having bad press as IQ (Grewald & Salovey, 2005; Sternberg, 2002). There are several sociological and epistemological reasons to explain the fast and wide diffusion of the term EI in professional fields. One of these reasons regards the acknowledgement made by professionals of the importance and relevance of emotions and feelings for their work outcomes. In this sense, EI has become a satisfactory and appropriate theoretical scaffold within organizational and educational fields to organize their everyday work, both for evaluative and formative tasks (Caruso & Salvoey, 2004; Feldman-Barret & Salovey, 2002). However, this fast and wide diffusion of the term EI in the lay, and, specially, in applied fields such as education and organizations has oversimplified the concept and generated expectations of results beyond scientific data available to date as a cost (Matthews, Zeidner, & Roberts, 2002; Mayer, 1999).

Andre Penrose and Chris Perry and Ian Ball (2007) reviewed on “Emotional Intelligence and teacher self efficacy. The contribution of teacher status and length of experience”. According to that practicing teachers and principals in selected Government schools in Victoria
provided data on their levels of emotional intelligence and teacher efficacy beliefs. The data supported the theoretical exportations of a linkage between emotional intelligence and teachers self efficacy. Regression analysis showed that neither gender nor age moderate this relationship. However length of teaching experience and current status add significant direct effects on predicting teacher self efficacy but did not moderate the relationship between emotional intelligence and teacher self efficacy. These findings are significant as this now demonstrates a relationship between levels of emotional intelligence in teachers, their self efficacy beliefs and teacher effectiveness.

Eamonn Victor Pugh (2008) studied on “Recognising emotional intelligence in professional standards for teaching”. This project conducted in a primary school explored the hypothesis that student teachers could reflect upon feedback to improve their use of emotional intelligence in the classroom, thereby making consequent improvements to their teaching as defined by the required professional teaching standards. Four student teachers and their teacher mentors participated with a teacher educator to provide two data sets - joint lesson observations records and semi-structured interviews. The joint observations were conducted with the teacher educator, using an observational checklist based on an emotional intelligence competencies framework, and the mentor, assessing demonstration of the required professional standards. Two lessons per student were observed with a four week interval. Shortly after the second observation,
student teachers and mentors were interviewed in peer pairs. The outcomes show linked improvements in terms of emotional intelligence and the professional standards, with the mentor and student teacher participants confirming the value and relevance of assessment through an emotional intelligence filter. The findings have implications for emergent and established teachers in school and higher education settings. They call for a learning community to share good practice and support each other’s development through observation, discussion and modeling of emotionally-intelligent teaching and conduct. The study concludes that higher education programmes and partner schools would benefit from time, curriculum provision and government agency support to recognise, reflect upon and develop emotional intelligence in teaching.

Amit Kauts and Ms. Richa Saroj (2010) Studied on “Teacher effectiveness and Occupational Stress in Relation to Emotional Intelligence among Teachers at secondary stage”. The study is based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers at secondary school stage. Six hundred secondary school teachers were selected as a sample for the study. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pether, Upinder Dhar was used to measure the emotional intelligence of teachers, Teacher Effectiveness scale (TES) by Pramod Kumar and Dr.D.N.Mutha was used to measures the effectiveness among teachers and occupational
stress index (OSI) After analysis it was found that teachers with high emotional intelligence were having less occupational stress and more teacher effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Sreekala Edannur (2010) reviewed on “Emotional Intelligence of Teacher Educators”. According to this study character development is to be the foundation of a society wherein, selfishness, violence and out of control emotions tear apart the goodness of day to day life of people. Our children have to be taught the ability to read emotions in others, to value others’ needs, to care for fellow human beings, to show compassion and to exercise self-restraint. These are qualities that possess proven benefits and are relevant to and appreciated in all human societies. An individual who has control over urge of emotions will be able to take another person’s perspective, which leads to tolerance and acceptance of differences. These capacities are crucial in an increasingly pluralistic democratic world. This can lead to the development of a community wherein people live together in mutual respect and peace. Working on the emotions for positive gain, and encouraging emotional growth of children in classroom has become more crucial now than ever before. Researches show that academically successful people had higher levels of emotional competencies. For
helping students to acquire the skills of emotional competencies, in the first place, teachers need to be trained in Emotional Intelligence, to manage their own emotions and those of others. Emotional Intelligence is as relevant for teacher educators as it is for the teachers and learners. The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

**Armin Mahmoudi (2011)** reviewed on “Emotional Intelligence among the B.Ed., Teacher Trainees”. This study indicates that Building one's emotional intelligence has a lifelong impact... Emotional intelligence [EI] refers to the ability to perceive, control and evaluate emotions. In this paper, the authors have analyzed the emotional intelligence among the B.Ed., teacher trainees. The study objectives of the emotional intelligence among the B.Ed., teacher trainees are to assess and to find out in respect to the variables. The hypotheses formulated for the study of the emotional intelligence among the B.Ed., teacher trainees and there exist no significant differences with respect to variables. The sample comprised 300 B.Ed., teacher trainees studying in the five B.Ed., colleges of Yasouj district in Kohgiloyeh. The tool used “Emotional Intelligence Scale” for the collection of data. The investigator used descriptive analysis, ‘t’ test, ‘F’, test was adopted. Finally
concluded the emotional intelligence among the B.Ed., teacher trainees is normal.

D.A. Adeyemo (2011) Studied on “Emotional Intelligence and self-efficacy as Predictors of Occupational stress among Academic staff in a Nigerian University”. The study seeks to explain the interactive and relative effects of emotional intelligence and self-efficacy on occupational stress of university academic staff. It made use of simple random sampling in selecting 300 academic staff from all the eight faculties of the institutions. The study sample responded to three valid and reliable instruments. Emotional intelligence scale, General perceived self-efficacy scale and occupational stress scale. Data analysis involved the use of Pearson correlation and multiple regression procedure to investigate predictive capacity of the independent variables on the dependent variable. The results indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress. On the basis of this finding, it is suggested that emotional intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress.

Bennett, D. (2011) revealed that relationship between Emotional Intelligence of Managers and Organisational Commitment of
Subordinates is significant. Cahill, A. (2011) observed that team cognitive style and leader emotional intelligence can lead to radical change in organization. In a recent study Mehrotra, S. (2011) reported that because emotional intelligence training on managerial effectiveness of middle line managers has increased.

**P. K. Paul, and N. K. Mondal (2012)** studied on “A Study of Emotional Intelligence Level between Secondary School Teachers: A Study in Burdwan District in West Bengal”. This study tries to analyze the nature and extent of emotional intelligence among some selected secondary level school teachers of Burdwan district in West Bengal. The study covers three hundred teachers both in urban and rural areas encompassing different sex, age, teaching experiences, qualification and training. The results revealed that few factors have significantly positive impact on enhancing the level of teachers’ emotional intelligence (EI) while some are non significant on EI. Students’ t-test has been used to test the hypotheses whether any variation of average EI among teachers’ exist or not. Finally, it can be concluded that the extent of EI among teachers’ is significantly affected by their own personality, attitude along with age, experience, qualification and training.
2.4 Studies on Particular Emotional Intelligence Skills

2.4.1 Interpersonal Communication Competency:

A major component of personal satisfaction, academic achievement and career success is the ability to establish and maintain positive and healthy interpersonal relationships. Parents, friends, peers, teachers, mentors and other professionals have positive influence in students' emotional and academic development. The interactions with all of these important people form an important part of the emotional and academic curriculum. The quality of interpersonal relationships in school, career, and in life strongly affects one’s ability to develop and complete meaningful academic and career goals (Nelson & Low, 2003).

The ability to develop and maintain healthy interpersonal relationships requires application and modeling of some important emotional intelligence skills. Effective communication (assertion) and emotional self control (anger and anxiety management) relate to effective interpersonal emotional intelligence. These interpersonal skills allow individuals to effectively work with groups and teams. The ability to effectively work with groups and teams is conducive to personal, academic and career success (Nelson & Low, 2003).

A study assessed the extent to which variables associated with self presentation (perceived deficits of interpersonal competence, heightened expectations of rejection), approaches to shyness and social support mediated the association between shyness and loneliness. Two hundred twenty five college students completed self report
measures of shyness, loneliness, expectations of rejection, interpersonal competence and close social support. Results suggested that low levels of interpersonal competence predicted reductions in social support (Jackson, Fritch, Nagasaka & Gunderson, 2002).

Another related study compared interpersonal communication skills, study habits and attitudes and academic achievement of twenty three female and sixteen male students. Students were economically disadvantaged college freshman assigned to a counseling group focusing on interpersonal communication skills building. They were administered several assessments to measure interpersonal communication. Students who participated in the interpersonal communication skills building group showed improved grade point averages (Francis, McDaniel & Doyle, 1987).

2.4.2 Assertion:

Assertive communication is the ability to effectively communicate with other individuals by expressing thoughts and feelings in a direct manner. This important communication skill allows individuals to communicate in a manner that is non threatening to avoid hurting other people's feelings. The skill of assertion allows the communicator to respect his/her rights as well as the rights of others involved in the dialogue. Assertion is essential to constructively express and communicate strong emotions like anger, fear and sadness without hurting oneself or others (Nelson & Low, 1999).
The skill of assertion is critical to developing and maintaining strong and healthy relationships. Assertive communication is a learned skill used in stressful or difficult situations. If the skill of assertion is not learned and developed, individuals are left with only two forms of verbally expressing feelings and thoughts; they are aggression and deference. (Nelson & Low, 1999).

In stressful or difficult situations the automatic emotional responses are fear and anger. These emotions trigger verbal responses that are either aggressive or deferring. An aggressive verbal response is hurtful to other people as well as oneself and violates other’s rights and can be damaging to the character of the person demonstrating aggression. In a deferring verbal response, other people never know what the communicator is truly feeling and trying to express because of fear or anxiety (Nelson & Low, 1999).

A study examined the importance of negative assertion and its effects on long-term, naturalistic relationships. Fifty pairs of female undergraduate roommates participated in the study. One member of each pair completed a self report measure of negative assertion while the other member evaluated the general likeability and social competence of her roommate and also completed a self report measure of assertion. Results suggested that higher levels of assertive behaviour were associated with perceptions of greater competence and likeability (Kern, Paquette, 1992).
Another research study examined the academic self concept of one hundred thirty three undergraduate college students who completed a self concept assessment. College personnel were concerned with students’ self concept, scholastic ability, academic skills and confidence in the classroom, especially in relationship with instructors. Results of this research concluded that assertion and time management appeared to be areas of concern when addressing the above mentioned skills. (Harrison, 1993).

2.4.3. Anger Management:

Anger Management is the ability to express anger in a constructive way in relationship to oneself and others. The skill of anger management allows individuals to communicate with others without violating, overpowering, dominating or discrediting the other person’s rights, thoughts, feelings or behaviours. Anger management is the emotional skill that specifically targets and constructively deals with aggression in communication under stress (Nelson & Low, 1999).

In order to develop the skill of anger management, there must be an understanding that anger is a normal human response that everyone experiences. Most individuals fail to recognize and identify this emotion accurately, thus producing a negative verbal response. Anger is a self defeating and damaging emotion that can be detrimental to one’s health and mental well being. A person who does not develop the skill of anger control may feel powerless and out of control when faced with stressful or difficult situations. Many people who have trouble with this skill
blame others for making them upset which causes a demonstration of aggression. People who do not develop the skill of anger management fail to accept responsibility for their actions and make excuses for not changing their explosive behaviours (Nelson & Low, 1999).

When individuals learn to recognize anger and express positive control over this powerful emotion, the quality of life improves and positive outcomes soon follow. Individuals must develop and improve the skill of anger management in order to achieve personal, academic, and career success. Without this powerful emotional intelligence skill, individuals will continue to harm themselves as well as others. This behaviour is not conducive to personal success (Nelson & Low, 1999).

A study examined men's and women's models of anger management. One hundred one males and one hundred one females responded to a self-report questionnaire. The results suggest that males and females use situational cues in their frameworks of anger expression. Females report using internal feeling cues to determine whether or not to express anger whereas males do not. Males report that they express anger more when they perceive anger and aggression in their social environments whereas females do not unless they are also feeling angry. Females report that they suppress anger less and express anxiety and guilt less when they perceive their social environment as supportive (Heinze, 1995).
Bickmore (1997) states that conflict resolution can be a school based learning opportunity to help influence students’ development of knowledge on how to handle aggression and violence. Just like violence, non violence is a learned behaviour that can be taught in schools. Conflict resolution can be integrated in literature, Mathematics, Science and Social Studies classes. The author states that important opportunities exist to teach anger management in the class rooms dealing with every day situations in school. Students who possess positive liberty can develop skills necessary to participate in non violent management of aggression as citizens.

2.4.4 Anxiety Management:

Anxiety management is the ability to effectively deal with anxiety (fear) and constructively communicate with others. When the skill of anxiety management is not present, people experience high levels of deference. Deference is the degree to which an individual demonstrates a communication style that is indirect, self-inhibiting, self-denying and ineffectual of the expression of thoughts, feelings and behaviours. In essence, deference involves the emotion of fear that must be understood to employ the anxiety management emotional intelligence skill (Nelson & Low, 2003).

An ability to convert deference to the skill of assertion improves self-esteem, relationships with others and the ability to positively manage stressful and difficult situations. Most individuals who have high levels of deference are kind, polite and sensitive individuals who
are afraid of saying the wrong things or hurting other people’s feelings. The fore mentioned characteristics are positive attributes as long as they do not impede what one is truly trying to communicate. An assertive skill allows individuals to maintain their sensitivity while still being true to one’s thoughts, feelings and behaviours ((Nelson & Low, 2003).

A study examined whether the use of anxiety reduction and mathes study skills techniques incorporated in a basic algebra course would lower college students’ math anxiety and increase achievement. The study consisted of ninety four college students enrolled in college algebra courses. Two professors each taught one control group and one treatment group. Treatment groups used anxiety reduction and math study skills techniques such as collaborative learning, journal writing, addressing anxiety and test taking skills, while the control group was taught without these techniques. Results of the study indicated a significant reduction in anxiety and an increase in achievement for the treatment groups. A Math Anxiety Rating Survey was used to determine the levels of anxiety (Miller, 2000).

2.4.5 Personal Leadership Competency:

Effective leadership is the ability to understand other people’s thoughts, needs, values and goals. The skill of leadership allows individuals to acknowledge the differences of other individuals and be able to effectively and accurately communicate the differing view points.
When this process is accomplished, individuals have demonstrated emotionally intelligent leadership (Nelson & Low, 2003).

An ability to establish and maintain effective interpersonal relationships that are genuinely comfortable with different individuals and groups reflect the comfort (social awareness) emotional intelligence skill. To take it a step further, when an individual understands and accepts differing viewpoints from different individuals or groups, the emotional intelligence skill of empathy has been demonstrated. Comfort and empathy skills are interdependent to employ effective leadership (Nelson & Low, 2003).

Decision making is another skill that is crucial to effective leadership. Reasoning and emotions are interactive and essential to the decision making process. Intuitive wisdom contributes to the emotional mind and influences the decision making ability by providing energy and stamina to assist with the accomplishment of personal goals. Decision making is a process that involves reason and emotion, and when understood helps unlock cognitive thoughts which produce good decisions. Once a decision has been made, the skill of positive change must occur to achieve personal, academic and career success. Positive change is an action, not a reaction. Through the process of decision making and positive change, personal and group goals can be successfully accomplished (Nelson & Low, 2003).

A study using longitudinal data from eight hundred seventy five students at 10 higher education institutions assessed whether student
participation in leadership education and training programs has an impact on educational and personal development. Results indicated that leadership participants showed growth in civic responsibility, leadership skills, multicultural awareness and personal and societal values (Cress, Astin, Zimmerman-Oster & Burkhardt, 2001).

2.4.6 Comfort:

Comfort is the ability to positively impact others and develop trust and rapport in interpersonal relationships. A comfort skill can be expressed in verbal and non-verbal ways. Establishing rapport is the best example of non-verbal communication. Rapport is achieved through good eye contact, a pleasant greeting and a willingness to self disclose. Active listening is a good way to make a positive connection with another person that requires the willingness of a person to truly pay attention to what another person is saying and communicating back to that person that he/she has been heard and understood (Nelson & Low, 1999).

Relationships determine whether people are satisfied or dissatisfied with their lives. Establishing rapport, through active listening can help initiate and maintain healthy and productive relationships. Good relationships do not just happen; they are built through a conscious effort which requires active participation. In today’s society a big emphasis is placed on reading and writing and not on learning how to listen and communicate understanding to another person. Therefore, people are left to manage the best way they know, which is not always
effective. Developing the skill of comfort will allow people to begin a process of establishing and maintaining strong and healthy relationships and ensure their personal, academic and career success (Nelson & Low, 1999).

A study consisting of forty four college students assessed whether failure (a negative event) would attribute to a similar negative external target. Participants worked on a task ostensibly created by three other people and received failure feedback. Self-awareness was either high or low and people believed that their likelihood for improving in the future was either high or low. Results suggested that participants perceived the negative group as being responsible for their failure relative to self and the positive group member (Silvia & Duval, 2001).

Another research study consisted of one hundred fifteen first year college students at a large Midwestern University that involved the relationship the Learning Environment Scale of the 1994 Strong Interest Inventory and twelve scales of the College Student Inventory. These students were recruited to participate in this programme to improve their academic performance and promote their career exploration. The College Student Inventory was an accurate measure of academic comfort which is related to student performance (Spreda & Donnay, 2000).
2.4.7 Empathy:

Empathy is the ability to understand and constructively respond to the expressed feelings, thoughts and needs of others. The skill of empathy involves demonstrating to the sender that he/she is being heard and understood. Empathy allows the sender to feel that his/her feelings are understood without any reservations. Sender feels completely comfortable sharing and expressing true feelings without the threat of being judged. Receiver engages in active listening and establishes rapport to portray an environment conducive to communication (Nelson & Low, 1999).

Empathy is a skill that is one step further than active listening. Active listening is part of the process, but the skill of empathy has some therapeutic value to it. Senders feel truly accepted by the receivers and therefore create a sense of acceptance at a personal level. This particular skill is most essential in relationships with significant others. Empathy involves putting everything aside and acknowledging the sender’s point of reference. Empathy involves letting a person know that their feelings and thoughts are important regardless if one disagrees. Empathy involves a level of respect for a person regardless how separate and different they are (Nelson & Low, 1999).

Empathy is associated with words like trust, acceptance, caring and respect for healthy relationships. Feelings of safety and comfort when one is in a significant relationship are by-products of empathy because of the ability to put one’s own feelings and thoughts aside to
accept and value the other person’s frame of reference (Nelson & Low, 1999).

A study examined the relationship between emotional intelligence and health habits of male and female college students that consisted of two hundred seventy eight college students from health education courses. Participants answered questions of demographics, Emotional Intelligence (EQI), Emotional Intelligence Survey (EIS) and the Health Habits Survey (HHS). In the EQI factor, empathy was revealed as the strongest and the only statistically significant predictor of healthy habits (Yates, 2000).

**Ghosn's (2001)** research suggests that literature in the classroom will enhance student’s emotional intelligence. She believes that literature can foster emotional intelligence by providing vicarious emotional experiences that shape the brain circuits for empathy and help students gain insight to human behaviour that can promote new learning in language and vocabulary which can, in turn, create new language structures.

### 2.4.8 Decision Making:

Effective decision making skills are the ability to use problem solving techniques and conflict resolution strategies in solving personal problems. Decision making skills require the use of a systematic process to address problems that occur in everyday life. Decision making skills are critical in life because no one is ever free from
problems. The human brain tends to create problems more rapidly than one can solve them, thus creating a “snowball” effect. People have the ability to create problems in their minds with negative outcomes. The key is how one perceives problems and the ability to resolve them (Nelson & Low, 1999).

Most problems are viewed as barriers or blocks that hinder our progress towards personal goals and positive outcomes. Problems are seen as things that get in the way of happiness and the pursuit of a healthy and productive life. Therefore the ultimate goal is to eliminate problems. However, problems will never be eliminated. A more constructive view is to see problems as challenges that will have positive solutions and as opportunities to actively mature in life (Nelson & Low, 1999).

A study investigated the relationship between problem solving skills and depression among first and second year college students. A sample of two hundred ninety students from a University was employed. Beck’s Depression Inventory and Heppner’s Problem Solving Scale were utilized. Results suggested that non-depressed student averages were significantly higher on problem-solving scales than the depressed students. General orientation and decision making variables accounted for twenty nine percent of the variance in depression among the college students (Hamdi, 1998).

Another research study consisted of one hundred fifteen first year college students at a large Midwestern University. The study involved
the relationship between the Learning Environment Scale of 1994 Strong Interest Inventory and twelve scales of the College Student Inventory. These students were recruited to participate in this program to improve their academic performance and promote their career exploration. College Student Inventory was an accurate measure of academic comfort which is related to student performance. The study concluded that further studies must be done to account for occupational decision making process of students concerning career exploration (Spreda & Donnay, 2000).

2.4.9 Leadership:

Leadership is an action oriented demonstration of self-empowerment, interpersonal and goal achievement skills. The skill of leadership is a set of personal and goal directed behaviours that have positive consequences which develop and gain momentum to positively influence other people. Leadership is self directed, based on internal values and characteristics that are observable by others and interpreted as self-confident behaviour. These observable and meaningful behaviours have a significant impact on others which draw them to follow and model the behaviours (Nelson & Low, 1999).

Leadership, as an emotional intelligence skill, means providing direction with momentum for others in ways that are meaningful, valued and respected. Self esteem, assertion, empathy and goal attainment skills strongly influence the emergence of leadership behaviours. Leading others to the achievement of goals and desired outcomes
requires that leaders believe in themselves, share their thoughts and feelings in an assertive manner and take the initial calculated risk to move in a direction that will bring out shared accomplishment and success (Nelson & Low, 1999).

Positive leadership is a skill that is valued and respected. Manipulation and coercion are never popular to achieve shared outcomes and objectives. Leadership is best understood by example; therefore, the leader must be well-versed in the skill and process of leading others to personal, academic and career success (Nelson & Low, 1999).

A study described the personality characteristics of failing university students. One hundred three students were evaluated using the Sixteen Personality Factor Questionnaire. Results suggested that certain personality traits relate to academic failure. Data encourages of the existence of other personality traits which limit success. One of the traits that contributes to academic failure is poor leadership (Sanchez, Rejano & Rodriguez, 2001).

Another study examined factors influencing minority students to apply for student leadership offices at a predominantly White Non Hispanic Christian College. Four African American and two Hispanic American students in leadership positions at the College were asked about the obstacles they encountered while applying for office and while in office.
The minority students’ responses suggest that the level of involvement in student leadership roles depends on whether or not the campus is accepting. A school environment that encompasses a sense of belonging for minority students will cultivate minority leadership. Minority students who become more involved with student leadership roles will help nurture their success in school performance, both academically and personally (Hill, 2000).

2.4.10 Self-Management Competency:

Effective self-management is the key to high levels of academic and career success. Self-management skills are central to higher achieving and productive students who learn how to motivate themselves, learn valuable time management skills, complete tasks and never give up and are flexible to positively adjust to an ever changing environment. The underlying notion to self-management skills is that if people accept responsibility for their own learning and success, they will improve their achievement. An ability to be the best student or person lies in the cognitive domain of the mind. The emotional mind provides the energy to achieve one’s personal goals and the personal satisfaction one feels when they are accomplished (Nelson & Low, 2003).

Drive strength skills obtain its energy from the emotional system which provides motivation to self as the initial step to achieving personal goals. Commitment ethic is the skill that many people disregard, yet it is essential to the pride and dependability one feels in achieving excellence. As pressure to do more work and perform effectively, the
skills of time management and positive change become more essential to the well-being of an individual (Nelson & Low, 2003).

O'Keefe and Berger (1999) developed a comprehensive approach to self management that can be used to increase academic and personal achievement. The ABC Model integrates and unifies research-based and self change strategies. ABC is an acronym for affect, behaviour and cognition. The level of motivation one experiences, study habits, how one manages time, views of one self, others and the environment will greatly influence success in College and beyond.

**2.4.11 Drive Strength:**

Drive strength is the ability to complete meaningful goals that bring about personal satisfaction and positive feelings of accomplishment. In order to obtain consistent goal achievement one must use proactive action goal setting and apply it daily. Setting goals and completing them is an important process to maintaining positive mental health and productive living. When people experience success through goal achievement, their drive strength continues to manifest itself, thus creating a way of living that is conducive to success. When the inverse happens, people become depressed and lose energy to accomplish personal goals. Through drive strength, goal achievement creates positive feelings about oneself and behaviour (Nelson & Low, 1999).
Drive strength consists of action goal setting or creating meaningful activities. The most important aspect of action goal setting is defining what is meaningful, valuable and important to self. If one develops action goals that are meaningful, the rewards for completing the goals have a strong impact on creating positive feelings. However, if one spends energy and time on what is expected of them or what they should do, one will end up feeling tired, sad and empty. Action goal setting is a way to avoid boredom or depression and a sure way to guarantee happiness and success (Nelson & Low, 1999).

A study examined variables that predict academic achievement. The variables examined were student, home and instruction. Specifically, the variables explored were prior achievement, motivation, interpersonal skills, study skills, participation and behaviour problems. One hundred two students were examined. Results suggested that only motivation and prior achievement demonstrated large total effects with current academic achievement. Motivation and prior achievement are interrelated (Diperna, 2000).

Another study investigated the effects of professors’ instructional methods and university students’ conceptual levels of achievement and motivation in a course designed to teach computer technologies. The study concluded that matching high-conceptual-level learners with student-centered instruction and low-conceptual-level learners with teacher-centered instruction enhanced students’ achievement and motivation. Overall, students exposed to student-centered instruction
demonstrated greater motivation than students exposed to teacher-centered instruction (Hancock, Bray & Nason, 2002).

**2.4.12 Time Management:**

Time management is the ability to organize daily tasks in a personal productive time schedule and use it effectively for task completion. Effective time management allows people to manage time rather than responding to the demand of time. Action goal setting will help with effective time management to prioritize and develop a process to complete set tasks (Nelson & Low, 1999).

Restrictions of time will always play a major part in one’s mental health, as to whether one deals with time in a productive manner or a destructive manner. One must manage responsibilities within time restrictions. These demands bring about pressures that may prohibit one from achieving his/her goals. Self-control is a direct by-product of time management. Self-control is managing one’s responsibilities rather than one’s responsibilities managing one. Effective time management is self-managed and self-directed behaviour that allows one to complete tasks with less effort, making one's time experience manageable. Time is our greatest resource and is the same for everyone; how we manage it will determine how successful we are in providing harmony to our thoughts, feelings and behaviours (Nelson & Low, 1999).

A study examined factors associated with academic time use and academic performance of college. Seventy-nine junior and senior level college students were used for the sample. The two instruments used
for this study were a time diary and the Time Management Behaviour Scale. Results revealed that time management skills and study time were positively associated with quarter grade point averages for college students. Grade point averages increased only .025 points per additional study hour per week, suggesting that study time must increase substantially for grade point average to improve noticeably (Fortner & Zulauf, 2000).

In another study, students enrolled in a college study skills course reported procrastination in three critical tasks. Students reported procrastination in studying for exams, writing term papers and keeping up with weekly reading. Results report that procrastination scores were positively correlated with the number of perceived barriers to their academic success. The problems associated with achieving academic success included time management and lack of academic preparation for college (Kachgal, Hanser & Nutter, 2001).

2.4.13 Commitment Ethic:

Commitment ethic is an emotional intelligence skill that gives one the ability to complete tasks, assignments and other responsibilities in a dependable and satisfactory manner. People who have high levels of commitment ethic possess an inner self-direction, self-motivation and persistence in completing tasks, assignments and/or responsibilities regardless of difficulties that may arise during the course. Commitment
is strongly related to a personal positive feeling of completion and satisfaction as opposed to stress and burnout (Nelson & Low, 1999).

According to the research, commitment is the most important predictor of personal achievement satisfaction. As a result individuals experience high levels of achievement and personal excellence. Commitment ethic is a skill that organizes the ability to produce quality work and gain personal satisfaction for completion of a desired task, assignment and/or responsibility. Commitment ethic is observable through individuals who commit to a project and through persistence and hard work, are able to produce quality work. Other individuals observe this behaviour and realize that they can fully depend on individuals with high levels of commitment ethic to get the job done extremely well (Nelson & Low, 1999).

A research study revealed that student expectancies concerning persistence in college and sources of conflict to withdrawal from college were related to selected pre-college performance, scholastic ability and personality variables. The study suggested that lack of commitment to educational pursuits leads to adequate performance but subsequent underachievement (Marks, 1967).

Another study examined how fulfillment of college expectations affects students’ social integration. Analysis showed that the fulfillment of social expectations for college positively affects both social integration and subsequent institutional commitment. The study also revealed that the greater the degree of social integration and
institutional commitment, the more likely students will return to the university to complete their academic career (Helland, Stallings & Braxton, 2002).

2.4.14 Positive change:

Positive change is a skill that is a reflection of an individual’s positive level of satisfaction with his/her current behaviour. A high level of positive change reflects how satisfied one is, and is the first step to planning a positive personal change. Positive change is essential to developing and maintaining physical and mental well-being (Nelson & Low, 2003).

Positive change also reflects the degree to which an individual is motivated and ready for change. People may identify that they want change but do not have the self-confidence to make positive change. It is important to have self-confidence to feel better about change when faced with difficult personal, academic and career demands. Positive change can produce personal satisfaction from achieving excellence (Nelson & Low, 2003).

A study examined the relationship among crisis growth outcomes and explored potential determinants of crisis growth. Two hundred students transitioning to college were examined for the sample. Results revealed that change in social strain was strongly related to changes in coping and adjustment for men and those with many stressors, while change in social support was strongly related to changes in coping and adjustments for women and those with few stressors (Wonacott, 2001).
Another study examined data from the Michigan Study of Adolescent Life Transitions to study the role of leaving home and going to college on change and stability in leisure patterns. Data set consisted of six hundred two females and three hundred fifty two males. The study concluded that transition events are particularly useful in predicting female leisure pattern stability or change. For males, the most useful predictor for leisure pattern stability or change was leaving home (Raymore, Barber & Eccles, 2001).

2.4.15 Intrapersonal Development Competency:

Intrapersonal skills are related to constructive thinking. Constructive thinking allows individuals to be less than perfect and make mistakes, yet remain positive about the evaluation of oneself. No one can experience high levels of achievement without making mistakes and experiencing failure along the way. An ability to remain positive and modify behaviours that are conducive to success will have a significant impact on personal achievement (Nelson & Low, 2003).

Self-esteem and stress management are critical skills that people must achieve at an intrapersonal level. Feelings of self-worth and self-confidence produce an inner drive that will allow individuals to successfully handle the stressors of personal, academic and career demands. If individuals do not develop and maintain these essential intrapersonal skills, self-defeating thoughts and self-destructive behaviours will soon follow (Nelson & Low, 2003).
A research study examined the education experience of twenty-one women who were academically successful, yet disadvantaged as children over a two year period. The study concluded that resilient women who had endured stress as children often developed a highly advanced level of emotional intelligence was encouraged, the women’s academic performance improved (LePage-Lees, 1997).

2.4.16 Self Esteem:

Self-esteem is the ability, belief, and/or skill to view oneself as a positive and competent individual who successfully accomplishes personal goals. A person who demonstrates high levels of self-esteem has self-confidence, self-regard and self-worth in the ability to achieve personal excellence. Positive self-esteem is deeply rooted in personal achievement and well being (Nelson & Low, 1999).

Positive self-esteem is a reflection of the ability to value oneself despite negative stressors in life. People who perform positive evaluations and judgements about self will feel better about themselves, thus producing positive affirmations about self which are conducive to productive living. Negative evaluation and judgement about self will produce a sense of rejection of self, which is associated with self-defeating thoughts and behaviours (Nelson & Low, 1999).

Self-esteem is not a fixed trait that can never be developed. Self esteem is an emotional intelligence skill that is self-directed; therefore, it can be developed and applied daily as a process of personal growth and development. Positive self-esteem is developed and maintained
through experiencing success and effectively dealing with the demands of living. How one values self is a factor associated with mental health, positive relationships with others, achievement in school and career success (Nelson & Low, 1999).

A research study explored academic performance as a multi determined number of contributing influences including academic factors, personality variables, family characteristics and environmental factors. Results revealed that personal adjustment was predicted by coping strategies. Parents who fostered autonomy, locus of control and self esteem in their children resulted in positive personal adjustment (Stoever, 2002).

Another study examined the relationship among self-esteem, academic performance, motivation and persistence on task. Two hundred eighty nine students were given a questionnaire to obtain the findings. The study revealed that students who demonstrated high levels of self esteem outperformed other groups in academic achievement as measured by grade point average and showed more persistence on task (Leondari, Syngollitou & Kisseoglou, 1998).

2.4.17. Stress Management:

Stress management is an emotional intelligence skill which gives one the ability to choose and have self-control in response to external stressors. This skill helps to regulate the emotional intensity of a
stressful situation and use cognitive coping strategies to effectively confront and deal with the stressors (Nelson & Low, 1999).

Stress is an unavoidable by-product of the mind’s response to a demand placed on it. Positive stress management is derived from the “new” brain which gives the ability to think. Positive stress management is the cognitive coping skills that the “new” brain processes during a stressful event. The “old” brain is only capable of two responses when faced with stressful situations. These two responses are either fight (anger) or flight (fear). These “old” brain responses are involuntary learned emotional responses triggered by an external threat. When a psychological threat is experienced, one can exercise positive stress management which elicits a relaxation or calming response. By practicing relaxation techniques, one can develop positive stress management when faced with stressful situations (Nelson & Low, 1999).

A research study explored college student stress. Study participants consisted of nine undergraduate male and female college students enrolled in a fifteen week semester. Participants were given a Daily Hassles Scale-Short Form and the Exercise-Stress Questionnaire. Results revealed that academic pressure was the stressor that most commonly led to high stress due to interpersonal difficulties. Exercise was found to be an effective means of stress management and provided additional benefits highly valued by the participants (Bolger, 1997).
**Segrin and Flora (2000)** presume that poor social skills make students vulnerable to psychosocial problems pursuant to the experience of stressful life events. The study reveals that college freshman who demonstrated low social skills predicted increased psychosocial problems. The study also found that social skills interacted with stressful life events to predict changes in depression and loneliness in college students.

**Lopes, P.N., et al (2006)** examined the evidence that emotional intelligence is related to job performance and affect and attitudes at work and with few exceptions relations between EI and workplace outcomes remained statistically significant after controlling for other predictors, including age, gender, education, verbal ability, the big Five personality traits and trait effect.

The relationship between self report and performance measures of EI and role of EI in actual social competence in three studies by Brackeett., MA et.al., (2006) and results indicated that perceptions of one’s EI and emotional abilities are not an accurate indicator of EI and actual competence.

**Bar-On R.(2006)** provided a detailed outline of his theory of Emotional Social Intelligence. Reis D.L. et al., (2007) investigated whether a performance measure of EI is related to reasoning about social situation using versions of the Wason Card Selection Task. The results are the first to directly suggest that EI is mediated in part by mechanisms supporting social reasoning.
In two studies Dunn, EW et al., (2007) examined whether people who are high in emotional intelligence (EI) make more accurate forecasts about their own affective responses to future events and observed High EI individuals exhibited greater affective forecasting accuracy. Emotion Management, a sub component of EI, emerged as the strongest predictor of forecasting ability.

Kirk B.A. et al., (2009) observed that High emotional self efficacy was associated with higher EI, as measured by the MSCEIT, higher positive mood and lower negative mood. Emotional self-efficacy showed evidence of incremental predicative validity in that it remained associated with positive and negative mood after EI was controlled.

2.5 Summary of Literature Review:

Nelson and Low (2003) state that:

- Emotional Intelligence is the single most important influencing variable in personal achievement, career success, leadership, and life satisfaction.

- Emotional Intelligence is a learned ability requiring a systematic experience-based approach to learning.

- Schools and colleges do not provide a practical and systematic model to learn emotional intelligence skills.

- Learning emotional knowledge and skills requires an internal, active, learner-centered approach.

- Emotional intelligence consists of specific skills, behaviours and attitudes that can be learned, applied and modeled by students to improve personal satisfaction, achievement and career effectiveness.

Thus, one can hypothesize that emotional intelligence skills are correlated to and predictive of efficiency and performance of teachers.