Chapter II
Review of Related Literature

2.1 Introduction

In research work, review of related literature is very important and complex aspect. Without study of related literature, we cannot complete our research work. Researcher in the field of research wants to get all the information. Review of related literature is an important step in conducting an investigation. It extends a lot of facilities to the researcher in sharpening the problem, framing the research hypothesis, reflecting the tools, identifying an appropriate research design and exploring the ground for undertaking the study. Review of related literature helps the investigator in understanding the problems and builds up ideas and insights for better prospective and therefore, is an essential aspect of research. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. Those areas can be selected in which positive findings are likely to add to the knowledge in a meaningful way. In the previous chapter, the introduction part, a brief explanation about the problem selected its need and significance, variables, objectives formulated and the operational definitions were given. In the present chapter, the researcher had gone through the literature related to the study to acquire the required knowledge to carry on the study according to the set objectives.

2.2 Classification of Related Literature

The related literatures classified in three heads and the heads are as follows:-

1) Studies related to Cognitive Styles

2) Studies related to Social Intelligence
3) Studies related to Emotional Intelligence

2.3 Studies Related to Cognitive Styles

Seetharaman, D (2015) conducted a study on teaching effectiveness of B.Ed Student Teachers in relation to teaching Aptitude hemisphericity cognitive style And academic proficiency. The study revealed that the teacher education program would take into account structural changes in the system of education. It should enhance entry qualification, entrance exam aptitude test, expanding duration, modifying curriculum and practice innovative teaching techniques, changing instructional arrangement, besides schools, community, teacher education colleges and university system have to more collaborations towards building a shared commitment for a paradigm shift in teacher education. It should ensure efficient and effective implementation of teacher education programmes.

Ancel Maria (2014) conducted a study on Cognitive style and selected non cognitive variables in relation to achievement in mathematics of pupils of standard X. The study revealed the close association of cognitive style and different non- cognitive factors viz; attitude towards Mathematics, classroom environment for Mathematics, home environment for Mathematics and home practice for Mathematics with achievement in Mathematics. Hence the teachers must be aware of these relationships while designing the learning experiences and evaluation techniques. The parent’s role also is very crucial in the child's development. They should provide their children with a conducive home environment to bloom their abilities. They should create an atmosphere of systematic study habits and provide them with necessary learning facilities.

Maria Saroja.M (2014) conducted a study on Influence of cognitive style and multiple intelligence on academic achievement of prospective teachers of biological science.
1. Teachers can cultivate linguistic intelligence by adopting the following techniques of teaching: creative writing, brainstorming activities, formal speaking, poetry, reading, story-telling/story creation, verbal debate, lecture, discussion, journal writing, word and vocabulary.

2. Teachers can foster musical intelligence by integrating environmental sounds, instrumental sounds, music composition/creation, music performance, percussion vibrations and rhythmic patterns.

3. Visual–spatial Intelligence can be fostered by utilizing charts, graphs, diagrams, graphic organizers, video tapes, colour coding systems, art activities, doodling, microscopes and computer graphics software, active imagination, colour/texture schemes, drawing, mind mapping, painting and sculpting.

Meera Thakur (2012) conducted a study on Teacher Effectiveness as Related to Cognitive Style and Emotional Competence. Teaching is a highly skilled job and requires proper training and preparation on the part of teacher. Teaching includes all the activities of providing education to other. Thomas (1992) on the importance of teaching excellence said that great teachers give us a sense not only of who they are, but more important, of who we are, and who we might become. They unlock our energies, our imaginations, and our minds. Excellence in teaching is not something that one inherits. Good teachers are born but more of them are made by hours of hard work, hours of reflection and positive attitude towards teaching and their pupils. Teacher effectiveness is not a function of single behavior but depends on a variety of teacher behaviors, e.g. their personality type, cognitive style, emotional competence, attitudes, morale, teacher-pupil interactions, classroom climate they create and their good mental health and adjustment etc. Teachers pose compelling questions,
explain options, teach us to reason, suggest possible directions, and urge us on. The best teachers, like the best leaders, have an uncanny ability to step outside themselves and become liberating forces in our lives. Successful teachers are vital and full of passion. They love to teach as a painter loves to paint, as a writer loves to write, as a singer loves to sing. They have a serious purpose and yet enjoy enormously what they do. They teach their subject or whatever -- as if it really mattered. They can get excited about their subject no matter how many times they have held forth on it. They push themselves just as they push their students, and their courses become memorable learning experiences. The place and importance of the teacher in a society can never be overestimated. As a person who imbibes, interprets and disseminates the culture and traditions of the past, and as the maker of one and all, his position is unique and second to none. He influences his pupils by what he says, and even more by what he does. His attitude toward his pupils, toward his world of work and life in general, his philosophy of education put into practice, his interest, ideals and aptitude condition and are, therefore, important for pupil growth. A teacher is many things to many people, and many things succinctly stated in colloquy, even to him. He has to keep a balance between his duty to serve the sovereign, the state and the society, and his task of advancing learning in such a way that it is used to criticize, control and guide the actions of the sovereign, the state and the society. The teacher is a dynamic force of the any school. A school without teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. There is no greater need for the cause of education today than the need for strong manly men and motherly women as teachers for the young. As social engineers, the teachers can socialize and humanize the young by their man-like qualities. With the growing recognition that teacher quality is critical in preparing students for a
society undergoing far-reaching economic and social changes, the need for policies and strategies to strengthen teacher preparation, and as a consequence, teaching, is even greater. It will be teacher and teaching quality that will ultimately be the most important factor in raising achievement for all students. Well-prepared, committed teachers will need to play multiple roles as instructors, coaches, facilitators, mentors and so forth. In order to play these roles well they will need to engage in broader and more empowering partnerships with key stakeholders and be committed as well to continual learning. In the field of education, researchers have argued that cognitive styles have predictive power for academic achievement beyond general abilities (e.g., Sternberg & Zhang, 2001). In general, they affect the way in which information is obtained, sorted, and utilized. It is also described as a stable and persistent personality dimension which influences attitudes, values, and social interaction.

**Basu (2010)** conducted a study on the cognitive development of prospective teachers at elementary and secondary level results showed that majority of the prospective elementary and secondary teachers function at the formal operational level of cognitive development of the prospective elementary and secondary school teacher. Also no significant gender differences came to light when the levels of cognitive development of male and female prospective elementary and secondary school teachers were compared.

**Manjula, Saraswathi and Prakash (2009)** revealed on cognitive profile of children with reading and writing difficulties and found that children with reading and writing difficulties were found to have low scores in cognitive and comprehension abilities when compared to normal children. The percentage difference in scores among normal and difficult children
ranged from 18-20, indicating that providing suitable remedial programmes certainly helps them to improve their abilities.

**Chirayat and George (2009)** found that factors like adequate depth of feeling; encouragement positive emotions, self-control etc. play a major role in positive attitudinal behavior in the employees. it has also been found out that only 33.3% of respondents were able to use stress reducing techniques properly from the correlation analysis, it was found that all the factors of emotional competency and anxiety were positively correlated except for the factor of „suspiciousness” from the chi-square tests, it was found that age of the employees had association with many factors like tension, self-control And maturity etc. also from the Likert score it could be concluded that the attitude of the employees towards the organization is favorable.

**Kenth (2009)** made an investigation of cognitive style, learning style and study skills as predictors of academic achievement of prospective teachers and found that examination mastery along with cognitive style and imaginative style was found to be a good predictor of academic achievement.

**Yun (2008)** observed on critical reflection among elementary school teachers: An examination of content ,cognitive style, and integrate complexity and found that nearly half of the reflections were focused on students and their achievement (versus, for example, the teachers” own behaviour).When teachers experience was considered, novice teachers seemed more likely to reflect on student , success, teacher interaction, and student behavior, than on professional development and classroom instruction.
Mehra (2008) studied the effect of cooperative learning on achievement and retention in Mathematics with different cognitive styles by taking a sample of 112 students of 7th grades and found that students when exposed to cooperative learning yielded better mean gain on achievement and retention scores as compared to those taught through conventional group learning; field independent and dependent students yielded comparable mean gain on achievement scores but field independent students exhibited better retention than field dependent group of students; field independent and field dependent students yielded better mean gains on achievement and retention scores through cooperative learning than conventional group learning.

Celene (2007) studies improving young children’s social and emotional competence: A randomized trial of the preschool „PATHS“ curriculum. The results suggest that after exposure to PATHS. Intervention children ad higher emotion knowledge skills and were related by parents and teachers as more socially competed compare with drawn at the end of the school year compeered to controls. Ending from this and other randomized clinical trials confirm that the preschool „PATHS“ program is clearly a promising practice for improving children’s social and emotional competence.

Sayed (2006) studied the relationship between cognitive style and personality traits of secondary school students and found significant differences between field dependent and field independent groups on personality factors A, B, C, D, E, G and Q4; field dependent students were reserved, less intelligent, affected by feelings, excitable, assertive, having weaker super ego, uncontrolled and tensed; field independent students were warm hearted, more intelligent, emotionally stable, undemonstrative, obedient, having strong super ego,
controlled and relaxed; no significant difference existed between field dependent and field independent groups on the personality factors F, H, I, J, O and Q2.

Altan (2006) in their study investigated the cognitive style, achievement scores and attitude towards computer among university students and found that there was no significant relationship between cognitive style and academic achievement; cognitive style and attitude towards computer

Malathi (2006) studied the learning style of higher secondary students of Tamil Nadu with the objective to find out the correlation between learning style and achievement of higher secondary students by taking a sample of 160 students and found that the learning style of higher secondary students was good and there was no significant difference in the learning style of higher secondary students in terms of their class and type of school; significant difference in learning style between boys and girls studying in higher secondary school and the correlation was higher between learning style and achievement which indicates that higher the achievement scores, the better the learning style among higher secondary students.

Aruna (2006) studied the influence of cognitive style, intelligence and classroom climate on process outcomes in science by taking a sample of 1000 pupils of standard IXth of secondary school of Kerala through proportionate stratified sampling technique and found that boys and girls differ significantly at 0.01 level in the mean scores of cognitive style, intelligence, classroom climate and dependent variable process outcomes in science; urban and rural school students were not significant at 0.05 level with regard to cognitive style and the high mean score was associated with urban subjects; government and private school students were not significant at 0.05 level for cognitive style and intelligence; the relationship between
cognitive style and process outcomes in science was significant, positive but low; cognitive style and intelligence had significant effect on process outcomes in science; the main effect of cognitive style and intelligence on process outcomes in science was significant implies that the level of process outcomes in science was different for different levels of cognitive style and intelligence.

**Geetanjali (2006)** studied the academic achievement in relation to cognitive style and hemispheric style at secondary stage and found that cognitive style had a significant effect on students achievement; more the field independence of the students, higher the academic achievement.

**Kumar and Ravindren (2005)** studied organizational stress and coping as a function of cognitive style and found that in the case of coping styles such as task strategies, logic, home and work relationship, time management and involvement executives differ considerably with respect to their basic cognitive styles.

**Sara (2005)** studies aspects of social and emotional competence in adult attention deficit/hyperactivity disorder. Social and emotional competence was evaluated using self report and behavioral measures in adults with attention deficit/hyperactivity disorder (ADHD) and 8 Controls. Adults with ADHD viewed themselves as less socially competent but more sensitive towards violation of social norms than controls. Films depicting emotional interaction were used to assess linguistic draperies of free recall and perceived emotional intensity. Although adults with ADHD used more words to described the senses. They used fever emotion related words, despite rating the emotions depicted as more intense then did controls. In contrast no group differences for words depicting social or cognitive processes
were observed. Overall adults with ADHD appear more awarded their problems in social versus emotional skills.

Debut (2005) studied cognitive style and cognitive ability of tribal and nontribal school students and found that tribal pupils were more oriented towards field dependence independence than non tribal; male and female tribal and nontribal students differed in field dependence, whereas this difference was not noticed in case of field independence; cognitive style was associated with academic achievement.

Panda (2005) studied the effect of cognitive style and adjunct question on learning from connected discourse and found that field independent students learn and retained prose significantly more than field dependent students; field independent students proved to be significantly superior to field dependent students in processing and comprehending scientific textual material, at all levels of question, and at both the retention test.

Pureyidathil (2005) examined the cognitive processes and adjustment of TV viewers and found that light viewers were better than heavy viewers in the cognitive skills of analytical thinking, figure evaluation, similarity exploration and verbal facility; heavy viewers were more inquisitive than the light viewers; in adjustment, the light viewers were better and girls were better than boys.

2.4 Studies Related to Social Intelligence

Agarwal, Rajiv (2013) conducted a study on Social intelligence and teacher effectiveness. The dimension of social intelligence is found significantly correlated with, academic, moral, personality and composite teacher effectiveness, the D-sensitivity dimension with academic, professional, moral, personality and composite teacher effectiveness, the G-sense of
humour dimension with academic dimension teacher effectiveness and composite social intelligence is found significantly correlated with academic, professional and personality dimensions of teacher effectiveness and composite teacher effectiveness. However those dimensions were found significantly correlated but obtained value of correlation is negligible. Thus it can be concluded that social intelligence is not good predictor of teacher effectiveness, which agree with the finding of M.W.Hatcher.

Rahim, Afzal (2012) studied to test a structural equations mode of supervisors’ social intelligence (SI), and creative performance (CP). Data on SI, IJ, and CP were collected with questionnaires from a collegiate sample of 351 days of employed undergraduate business students at a southern at a southern university and their colleagues who had the same supervisor. The questionnaires required an observer (subordinate A) to indicate to what extent their supervisor displayed SI and their perceptions of IJ and another observer (subordinate B) to estimate their supervisor’s CP. Data analyses with LISREL provided full support for the model which suggests that socially intelligent supervisors positively contribute to IJ which enhances their own CP. Implications for management, directions for research, and limitations of the study are discussed.

Beheshtifar, Malikeh and Fateme Roasaei (2012) studied that Interest in social intelligence has known a renaissance under the general term of social effectiveness constructs. The abilities of emotional intelligence are the basis for the construction of human relation, communication ability, and sensitivity to errors which are described as social intelligence. Social intelligence defines in terms of behavioral outcomes as one’s ability to accomplish relevant objectives in specific social settings. It may be regarded as an overall construct for understanding how successfully people manage social relationships. A key aspect of social
intelligence development is learning to be as clear and present as possible. Besides, leadership as a social process that is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization. Some emerging leadership theories imply that social intelligence is more important for leaders, because cognitive and behavioral versatility and flexibility are important characteristics of competent leaders. Individuals who are socially intelligent appear to experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem-solving abilities, experienced leadership, and positive interpersonal experience. Social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success. It is suggested to measure a manager’s social intelligence and help him or her develop a plan for improving it.

Jeloudar Soleiman Yahyazadeh (2011) studied that there were significant differences between teachers’ age groups and their social intelligence. Further a significant relationship was noted between teachers’ social intelligence and the six strategies of classroom discipline strategies (discussion, recognition, involvement, hinting, punishment and aggression).

Geake, John G. and Miraca U. M. Gross (2011) found that a frequent reason for teachers not making special provisions for a gifted child is that the child is “not fitting in socially.” The conjecture that a psychological source of such negative affect has evolved along with human language was tested with a large sample (N = 377) of teachers in England, Scotland, and Australia who were undertaking continuing professional development (CPD) in gifted education. Quantitative indicators of teachers’ subconscious feelings toward gifted children were measured using a five-dimensional semantic differential instrument. Oblique factor analysis produced a three-factor structure, namely, general characteristics of gifted children
including high cognitive abilities, social misfits, and antisocial leaders. Teachers’ negative affect toward gifted children concerns the potential use of high intelligence toward social noncompliance. The factor scores for teachers completing the CPD programs were lower for the social noncompliance factors and higher for the general factor compared with scores of teachers commencing the programs.

Gnanadevan, R (2011) finding out the social intelligence of higher secondary students in relation to their socio-economic status. Social intelligence scale by Chadha and Gananesan was administered to a random sample of 400 higher secondary students. Social Intelligence of higher secondary students was found to be high. The social intelligence scores of higher secondary students were found to differ significantly with respect to caste, mother’s education and parent’s income. Differences with respect to gender, father’s education and mother’s occupation were not significant.

Juchniewicz, Jay (2010) investigated the influence of social intelligence on effective music teaching. Forty teachers from “exemplary programs” and “more challenging programs” across band, chorus, orchestra, and general public school music programs were administered the Interpersonal Perception Task-15 (IPT-15). In addition, 84 external evaluators viewed teaching excerpts of 12 “exemplary” and “challenged” teachers and rated the (a) overall effectiveness and (b) main attribute that influenced their evaluations of each teaching excerpt. Results indicated no significant differences between the IPT-15 scores of “exemplary” teachers and “challenged” teachers. The external evaluators rated teachers identified as “exemplary” significantly higher than they rated teachers labeled as “challenged”. The majority of attributes influencing external evaluators’ ratings of overall teacher effectiveness were social, constituting more than 85% of all responses. All teachers
who demonstrated effective social skills were perceived as effective teachers. Effective communication skills were the most frequently cited attributes for “exemplary” teachers, whereas ineffective classroom management was the most listed attribute for why teachers were rated ineffective.

**Cavas, Bulent (2010)** stated that it is commonly believed that learning styles are not really concerned with “what” learners learn but rather “how” they prefer to learn and it is also an important factor for students’ academic achievement and attitudes. The purpose of this study was to investigate the learning styles of pre-service teachers enrolled at elementary education department of Faculty of Education in Turkey. The sample consisted of six hundred six pre-service teachers from elementary science, mathematics and class teacher program. The Kolb’s Learning Style Inventory was used to determine the pre-service teachers’ learning styles as divergent, assimilator, convergent and accommodator, and the information sheet for demographic factors such as gender, grade, program and age was used to collect information from participants. The data were analyzed by using frequency, percent value, mean scores, standard deviation, independent samples t-test and one-way ANOVA. The results show that (i) the dominant learning style among the pre-service teachers is divergent and it is followed by accommodator learning style, (ii) the learning style components did not significantly differ by gender in all three groups, except for Active Experimentation, (iii) the mean scores for Abstract Conceptualization (AC), Active Experimentation (AE) and AE-RO scores of pre-service science teachers were significantly different from class teachers, (iv) the grade level progress, the mean scores of CE, AE, AC, AC-CE, and AE-RO also increases.

**Chien, Wen Tsai and Chen, Hui Wu (2010)** studied that The international tourist hotel industry is a typical high-contact service industry. The employee’s service behavior is the
key factor of success for “the moment of truth”. This study uses two variables, “social intelligence” and “ingratiation behavior”, which are borrowed from psychology and organization theory to explore the impact on the service behavior of first line employees. The study surveys 212 international tourist hotel employees with the questionnaire, and uses SPSS 17.0 software to analysis data. According to the empirical results of this study, social intelligence has positive significant correlation relationship with ingratiation behavior. This study suggests that social intelligence can be the one of selection standard while recruiting employees of international tourist hotel, and the entrepreneur should use the strategies to suitably reduce employee’s ingratiation behavior and set the training policy for improving employee’s cooperation to raise the international tourist hotel managerial performance.

**Jennings, Patricia A. and T. Greenberg (2009)** proposed a model of the pro-social classroom that highlights the importance of teachers’ social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation. This model proposes that these factors contribute to creating a classroom climate that is more conducive to learning and that promotes positive developmental outcomes among students. Furthermore, this article reviews current research suggesting a relationship between SEC and teacher burnout and reviews intervention efforts to support teachers’ SEC through stress reduction and mindfulness programs. Finally, the authors propose a research agenda to address the potential efficacy of intervention strategies designed to promote teacher SEC and improved learning outcomes for students.

**Wessel, Jean (2008)** described and compared the emotional-social intelligence (ESI) of students in nursing, physical therapy and health science programs, and to determine the
relationship between ESI and each of leadership, caring and moral judgment. Subjects were 154 students from nursing, physical therapy and bachelor of health science (BHSc) programs in a Canadian university and a physical therapy program in an American college. Data were collected by means of self-report measures of ESI, leadership, caring, and moral judgment. The measures included the Bar-On Emotional Quotient Inventory Short (EQ-i:S), the Self-Assessment Leadership Inventory (SALI), the Caring Ability Inventory (CAI), the Caring Dimensions Inventory – 35 (CDI-35) [for nursing only] and the Defining Issues Test (DIT-2) [for physical therapy and BHSc only]. One-way analyses of variance (ANOVA) revealed no differences between groups for the EQ-iS, SALI, or DIT-2. There were significant differences for the Courage subscale of the CAI between students in the American physical therapy program and in the Canadian nursing program (p=.025). Pearson correlation coefficients were significant for EQ-i:S and each of SALI (r=.53), CAI-Knowledge (r=.59) and CAI-Courage (r=.60). The EQiS scores were not related to the CDI (r=.15) or the DIT-2 (r=.06). The results of this study confirmed the positive relationship between ESI and leadership and suggested that ESI may be an important construct in caring. There were no major differences between students in different health science programs, and ESI was not related to moral judgment.

Danforth, S. & Boyle, J. R. (2007) Examined that Behaviour management is a set of interactions employed to assist teachers to influence the students’ behaviour and teach them to act positively. These interactions are developed not only to reduce teacher’s stress but to help these professional people and the students to establish social climates of cooperation, a setting in which children and adults can learn together, play together, and build quality relationship.
Bryan Jeremy Cavins (2005) explored the relationship between Emotional, Social Intelligence (ESI) and student leadership practices among college student leaders. Additionally, analyses were conducted to determine if these constructs related to student performance within a university-sponsored, co-curricular, four-year leadership development program (Program). The study of Emotional Intelligences and its relationship to effective leadership is evident in the literature; however, little if any research has applied this concept to student leadership practices and more specifically, student performance within a leadership development program. Eighty-Three students enrolled in the Program completed the Emotional Quotient Inventory, EQ-I (Bar-On, 1997) and the Student Leadership Practices Inventory, S-LPI (Kouzes & Posner, 2005). Additionally, the Program director completed a modified 360-degree assessment to help measure the extent that participants’ self-reported scores (EQ-I and S-LPI) were supported by their performance within the Program.

Pearson correlations found that many S-LPI subscales positively correlated, either moderately or strongly, with the following EQ-I variables: overall ESI, the intrapersonal subscale, Self-Actualization, the Interpersonal subscale, Social Responsibility, Empathy, Stress Tolerance, the Adaptability subscale, Problem Solving, the General Mood subscale and Optimism. Among leadership practices, Modeling the Way, Enabling Others to Act, and Inspiring a Shared Vision correlated most frequently with the ESI construct.

Top Performers in the Program scored significantly higher than did other performance groups (Middle and Bottom Performers) in 11 out of the 21 ESI variables. Additionally, Top and Middle Performers scored significantly higher than did Bottom Performers in the following S-LPI subscales: Modeling the Way, Inspiring a Shared vision, and challenging the process.
In terms of demographic differences and ESI, significant differences were identified with gender, age, GPA, race, year in the Program (cohorts), and mother’s education level. And within student leadership practices, significant differences were only identified with GPA, race, and father’s education level. Within four of the five SLPI subscales, participants with fathers who had 2- and 4-year degrees scored significantly higher than participants with fathers with did not have a college degree. Implications for practitioners of student leadership development programs are outlined, particularly of student leadership development opportunities. Recommendations for future research are discussed.

**Kaur, Harpreet and Ashu Kalaramma (2004)** undertaken to assess the existing levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and two sexes. The data was collected from randomly selected four high schools in the villages of Ludhiana –I block of Ludhiana district. Home environment was assessed by using Mishra’s Home Inventory, Social Intelligence was assessed by using Chadha and Genesan’s (1986) Social Intelligence Scale and to know the socio-economic status, Kulshreshta’s Socio-Economic Status Scale (1981) was used. Results revealed that socioeconomic status has got effect on social intelligence. Home environment also showed positive impact on social intelligence.

**2.5 Studies Related to Emotional Intelligence**

**Murugan, Dr. (Mrs.) D. Mohana (2015)** a Study on Emotional Intelligence among B.Ed. Student Teachers in Relation to Gender, Type of Institutional Management and Their Fathers’ Education. The present study aims at investigating the emotional intelligence among B.Ed. Student Teachers in relation to gender, type of institutional management and their fathers’ education. The study has been conducted with 610 B.Ed., college Student Teachers
studying in Puduchery region. The sample was selected by using random sampling technique. The findings of the study reveal that the emotional intelligence among B.Ed. Student Teachers is high. It is noted that the emotional intelligence among B.Ed. Student Teachers is not influenced by gender, type of institutional management and their fathers’ education.

**Objectives of The Study:**

*The present study has the following objectives.*

1. To find out the level of emotional intelligence among B.Ed. Student Teachers.
2. To find out whether there is significant difference in the emotional intelligence among the B.Ed., Student Teachers with respect to gender.
3. To find out whether there is significant difference in the emotional intelligence among the B.Ed., Student Teachers with respect to the type of institutional management.
4. To find out whether there is significant difference in the emotional intelligence among the B.Ed., Student Teachers with respect to their fathers’ education.

**Hypotheses of the Study**

The following hypotheses are formulated from the above objectives.

1. The level of emotional intelligence among B.Ed. Student Teachers is low.
2. There is no significant difference in the emotional intelligence among the B.Ed., Student Teachers with respect to gender.
3. There is no significant difference in emotional intelligence among the B.Ed., Student Teachers with respect to the type of institutional management.
4. There is no significant difference in the emotional intelligence among the B.Ed., Student
Teachers with respect to their fathers’ education.

Findings

On the basis of the findings of the study the emotional intelligence among B.Ed., Student Teachers is high. It can be concluded that gender, type of institutional management and their fathers’ education have no significant effect in emotional intelligence among the B.Ed., Student Teachers in Puduchery region.

Mahesh B. Bharvad (2015) a study of Emotional Intelligence and Adjustment among School Student Teachers. Aim of the research is to find out the Emotional Intelligence and Adjustment among School Student Teachers so investigator selected three groups one is type of faculty second is type of area and third is sex. In the present research, the researcher had selected 240 units by sample random technique. In each group, 30 Student Teachers were selected. Scale was use for data collection is personal datasheet; Emotional Intelligence Scale developed by Dr. P.P.Patel and Dr. H.P.Patel was used The Reliability coefficient 0.89 and split-half method, Reliability coefficient 0.85 and The Adjustment Inventory by M.M.Bell. The reliability score of adjustment inventory comes to 0.85. 2x2x2 factorial design was used and data were analysis by ‘F’ test.

Objective of Study:

1. To examine effect of emotional intelligence and adjustment among school Student Teachers.

2. To study the effect of emotional intelligence and adjustment among type of are among school Student Teachers.

3. To study the effect of emotional intelligence and adjustment with type of stream among
school Student Teachers.

4. To study the relationship between emotional intelligence and adjustment among type of sex among school Student Teachers.

5. To examine effect of emotional intelligence and adjustment with reference to type of area and stream among school Student Teachers.

**Hypothesis:**

1. There are no significant effects between the mean of the scores on emotional intelligence of urban and rural school Student Teachers.

2. There are no significant effects between the mean of the scores on stream of emotional intelligence of among urban and rural school Student Teachers.

3. There are no significant effects between the mean of the scores on sex of emotional intelligence of among urban and rural school Student Teachers.

4. There will be no significant interactive effects between the mean of the scores on stream of emotional intelligence of among urban and rural school Student Teachers.

5. There will be no significant interactive effects between the mean of the scores on types of area and sex of emotional intelligence of among urban and rural school Student Teachers.

6. There will be no significant interactive effects between the mean of the scores on types of stream and sex of emotional intelligence of among urban and rural school Student Teachers.

**Findings:**

1. It was seen that male urban and rural school Student Teachers significantly differ on
Emotional Intelligence score as compared to female urban and rural school Student Teachers. It means there is a high Emotional Intelligence of male urban and rural school Student Teachers.

2. It is observed that there is a significant interaction between stream and sex of Emotional Intelligence of Science and Arts school Student Teachers.

3. It was seen that there is more adjustment of urban Student Teachers from rural Student Teachers.

4. It is observed that male urban and rural school Student Teachers significantly differ on Emotional Intelligence score as compared to female urban and rural Student Teachers. It means there is more adjustment of female urban and rural school Student Teachers (Area of urban and rural).

5. Hence, it is seen that there is a significant interaction between types of area and stream of adjustment of urban and rural school Student Teachers. It means both school results are closure in the level of adjustment.

Tohid Moradi Sheykhja1, Dr. Kamran Jabari, Dr. Rajeswari. (2014) conducted a study on Emotional Intelligence and Social Responsibility of Boy Student Teachers in Middle School (Iran). The present study has been undertaken to know the relationship between emotional intelligence and social responsibility of boy Student Teachers in middle school using correlation. Survey method was adopted for the study. Data were collected from 100 boy Student Teachers studying in Miandoab City of Iran during the academic year, 2012-13 who were selected randomly. The tool used by the investigator is Bar-On’s Emotional Intelligence Questionnaire (1997). For analysis of data and interpretation of results Mean,
Standard deviation, coefficient of determination and Pearson’s Co-efficient Correlation techniques were used. The finding shows that between emotional intelligence and social responsibility of Student Teachers there is a significant and positive relationship. Similarly interpersonal relationships and the social responsibility of Student Teachers, there was a significant positive correlation. Finally Interpretation and some Recommendations have been given by the investigator based on the findings.

OBJECTIVES OF THE STUDY

1. To find out the relationship between emotional intelligence and social responsibility of boy Student Teachers in middle school.
2. To find out the relationship between interpersonal relationships and social responsibility of boy Student Teachers in middle school.

HYPOTHESES OF THE STUDY

1. There is a relationship between emotional intelligence and social responsibility among boy Student Teachers in middle school.
2. There is a relationship between interpersonal relationships and social responsibility among boy Student Teachers in middle school.

FINDINGS AND DISCUSSIONS

Pearson’s correlation coefficient was used to test the first hypothesis. The results of the first hypothesis suggests that the Pearson correlation coefficient between EI and social responsibility of Student Teachers to be 0.72. The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination $r^2=0.518$ is obtained. It can be concluded that 8% 51.8 of the variance in Student Teachers’ scores on emotional intelligence and social responsibility are shared. In general, the research hypothesis (H1) of study is
approved. So between emotional intelligence and social responsibility of Student Teachers there is a significant and positive relationship.

Pearson's correlation coefficient was used to test the second hypothesis. The results of the second hypothesis suggests that the Pearson correlation coefficient of the relationship between individual and social responsibility of Student Teachers to be 0.72. The correlation coefficient is significant at the 0.000 level. So given that the coefficient of determination r² = 0.518 is obtained. It can be concluded that 51.8% of the variance in Student Teachers' scores on interpersonal relationships and social responsibility are shared.

In general, the research hypothesis (H1) of study is approved. So the relationships between the interpersonal relationships and the social responsibility of boy Student Teachers in middle school, there was a significant positive correlation

**Arti Devi (2014)** conducted a study on Emotional Intelligence In Relation To Self Concept Achievement Motivation And Academic Achievement Of Student Teachers Of Punjab.

**OBJECTIVES**

The present study was designed to achieve the following objectives:

1. To study the Emotional Intelligence of Student Teachers from B.Ed. Colleges viz.-a-viz. Government, Aided and Self financed.
2. To study the Emotional Intelligence of Male and Female B.Ed. Student Teachers.
3. To study the Emotional Intelligence of B.Ed. Student Teachers of Science and Humanities group.
4. To study the Emotional Intelligence of B.Ed. Student Teachers in relation to Gender, Self-Concept, Achievement Motivation and Academic Achievement.
5. To study the Emotional Intelligence of B.Ed. Student Teachers from Science and
Humanities group in relation to Self- Concept, Achievement Motivation and Academic Achievement.

**FINDINGS**

The following conclusions are drawn after the analysis and interpretation of data in the present study.

The results obtained for Emotional Intelligence in respect of Government, Aided and Self-financed training colleges revealed that Type of College showed significant difference in the Emotional intelligence of the student-teachers. Student-teachers of Aided and Government colleges had higher Emotional intelligence compared to student-teachers of Self-financed training colleges because Aided and Government colleges put extra efforts for higher achievement of student-teachers in the examinations. Student-teachers get more individual attention, more teaching-learning facilities, more planned curriculum and co-curricular activities and teachers are friendly. Self-financed training colleges impose strict discipline and rigid formalities have to be followed by the student-teachers for maintaining discipline.

The study revealed that Emotional Intelligence of Male student-teachers was significantly higher than the Emotional Intelligence of Female student-teachers. The underlying reason may be that Male student-teachers are more self opinionated, liberal, analytical, independent, resourceful, and controlled than Female student-teachers. Female student-teachers are more stressed and tense. It is due to imposition of certain restrictions on Females compared to Males. Some of the student-teachers are married and have children; some others have to help in household activities besides their studies, which again puts extra pressure on them. The short period of the B.Ed. course and numerous responsibilities on the Female student-teachers accounts for their stress, tension and frustration. Males are more
extroverts, liberal, analytical, independent, resourceful, expressive, tough, easygoing, and more experienced and have more tolerance power. Moreover, Males find opportunities to channelize their energies in some other field.


The objective of this study was to find out whether there is any significant influence of cognitive self-management and emotional intelligence on teaching competency of B.Ed. Student Teachers in distance Education. The method adopted in the present study was survey type of research. The population for the study consisted of all the Student Teachers studying the B.Ed. degree course through distance education mode in Indira Gandhi National open University, Tamil Nadu open university.

Sundaranar university study centers at Tirunelveli, Thoothukudi and Kanayakumari districts. The investigator used simple random sampling technique for selecting the sample. The investigator randomly selected 716 B. Ed Student Teachers. The findings revealed that the male B.Ed. Student Teachers are better than female B.Ed Student Teachers in systematic problem solving, task efficacy and cognitive self-management. The Student Teachers from government schools are better than the Student Teachers from private schools and aided schools in their systematic problem solving and task-efficiency and cognitive self-management the Student Teachers from girls schools are better that the Student Teachers from co-educational schools and boy’s schools in positive focus. The Student Teachers from joint families are better than the Student Teachers from nuclear famines in their self-awareness. Multiple correlation analysis showed that the score is significant influence of
positive focus, systematic problem solving and task efficacy, self-blame, reasonable goal setting and cognitive self-management and emotional intelligence of the B.Ed. Student Teachers on their teaching competency.

**K.Subramanyan (2011)** conducted a study on the effect of emotional intelligence and study skills of high school Student Teachers. The aim of the present investigation was to study the effect of emotional intelligence and study skills of high school Student Teachers. 60 high school Student Teachers constituted the sample of the study. Emotionally intelligence scale developed by Natankumar Thangjam and Usha Ram (1999) and study skills inventory developed by Prof. Ramamurthy and Geetah (1977) were administered on the sample to assess their level of Emotional Intelligence and study skills. Based on the findings of the study it was concluded that there was no significant differences with regard to the impact of gender on Emotional Intelligence and study skills of high school standards.

**Khushvinder Kumar (2011)** conducted a study of emotional intelligence and family environment as determinants of academic achievement of teacher – trainees. The present study analyzed if there was any significant difference in the Academic Achievement, Emotional Intelligence and Family Environment of male and female teacher-trainees. It also studied if there was any significant relationship between Academic Achievement and Emotional Intelligence; Academic Achievement and Family Environment; Emotional Intelligence and Family Environment of teacher trainees. Sample consisted of 145 B.Ed. Student Teachers (61 males and 84 females) selected randomly from four education colleges of Ludhiana district. Descriptive survey method of investigation was used in the present study. t-test and Karl Pearson’s correlation was used to find out the differences of male and female teacher-trainees on the three variables and relationship of Academic Achievement.
with Family Environment and Emotional Intelligence and further the relationship between Family Environment and Emotional Intelligence. Findings of the study revealed that Emotional Intelligence is gender-based whereas Academic Achievement is not. Male and female teacher-trainees differ significantly on Cohesion and Acceptance and Caring dimensions of Family Environment while they do not differ significantly on the other six dimensions i.e. Expressiveness, Conflict, Independence, Active Recreational Orientation, Organisation, and Control. Academic Achievement is not related with Emotional Intelligence and different dimensions of Family Environment of teacher-trainees. Emotional Intelligence and Family Environment are significantly and positively related (except on Conflict and Organization dimensions of Family Environment).

Sheeja V. Titus (2010) conducted a study on the influence of meta-cognition and emotional intelligence on teaching competency of secondary teacher education Student Teachers. The objectives of the study were to find out the level of emotional intelligence of the secondary teacher education Student Teachers, to find out the relationship between teaching competency and emotional intelligence of the secondary between education Student Teachers. The investigator used survey method to study the problem. The investigator had used stratified random sampling technique for selecting the sample. The investigator randomly selected 900 Student Teachers from 18 B.Ed. colleges in Kanyakumari, Tirunelveli and Tuticorin districts. The findings of the study revealed that female secondary teacher education Student Teachers are better than male secondary teacher education Student Teachers in their self awareness, self-motivation, self-regulation, social awareness and social skills. The correlation analysis revealed that there is remarkable relationship between teaching competency of the secondary teacher education Student Teachers in their emotional
intelligence.

**Jyotika Gupta (2010)** conducted a study on emotional intelligence among depressive and non depressive adolescent girls. For this purpose, a sample consisting of 335 girls studying in 9th class as selected from the government schools of Punjab state. The Beck Depression Inventory and personal profile survey by Surabhi Purohit were administered to the sample. Data was analyzed using percentage analysis and ‘t’ ratio. The results revealed that 10.60% adolescent girls are falling in the category of mildly to severely depress. 15.45% adolescent girls are in the category of highly emotionally intelligence. Further the results showed that high depressive group score high on self awareness, social skills and total emotional intelligence as compared to low depressive group.

**Jeyaseelan Selvakumar and Arumugaranj (2010)** conducted a study on emotional intelligence of higher secondary commerce Student Teachers in Tiruchendur taluk. The major objectives of the study were to analyze the emotional intelligence of higher secondary commerce Student Teachers in Tiruchendur taluk in terms of class XI and XII and nature of school – unisex and co-education; to analyze the academic achievement of higher secondary commerce Student Teachers in terms of class XI and XII and nature of school – unisex and co-education and to analyze the relationship between emotional intelligence and academic achievement of higher secondary commerce Student Teachers in terms of class XI and XII and nature of school – unisex and co-education. The population of the study consisted of all the higher secondary Student Teachers studying in commerce group in the higher secondary schools of Tiruchendur Taluk. The investigator selected 358 Student Teachers from five different schools of Tiruchendur Taluk through stratified random sampling technique. The results were there was no significant difference in emotional intelligence of higher secondary
commerce Student Teachers with reference to class; there was significant difference in achievement of higher secondary commerce Student Teachers with reference to class and there was significant difference in achievement of higher secondary commerce Student Teachers with reference to nature of school; there was no significant relationship between emotional intelligence and achievement of higher secondary commerce Student Teachers with reference to class.

**Indu and Nishakumari (2010)** conducted a study on emotional intelligence of college Student Teachers. The major objectives of the study were to examine the sex differences in emotional intelligence; to examine the difference between graduate and post graduate Student Teachers on emotional intelligence and to examine the role, if any, that subject specialization play when predicting the emotional intelligence of Arts, Science and Commerce Student Teachers. Survey method was chosen in this study. The study was conducted on under graduate and post graduate Student Teachers from various colleges in Coimbatore city. The sample size was 504. The major findings showed that there was no significant difference between emotional intelligence of male and female Student Teachers; under graduate and post graduate Student Teachers showed significant difference in their emotional intelligence and there was no significant difference in the total emotional intelligence of Arts, Science and Commerce Student Teachers, but there was significant difference in the dimensions like interpersonal skill and adaptability.

**Theresa AVM K, (2010)** Influence of the Encounter Group Processes on the Emotional Intelligence of the Women Survivors of Child Sexual Abuse. Child sexual abuse (CSA) is one of the traumatic experiences whose effects are carried into the adulthood. One of the severest impacts of CSA on the survivors is distortion in their emotional experience and
expression This difficulty in dealing with emotions is reflected in the way they experience and express their painful emotions and the coping strategies they develop to deal with the day to day emotion loaded situations. The aspect of personality that deals with emotional experience and expression is called as” Emotional Intelligence” (Mayer and Salovey, 1990). The literature emphasizes the context of the group as a better choice in dealing with the survivors of CSA (Saxe 2005) and in training EI of the individuals. The groups that emphasize emotional experiences and expressions during the group process are encounter groups. At the same time there is dearth of empirical information regarding the influence of encounter group process on emotional intelligence of the women survivors of CSA. Hence this study aimed at understanding “The influence of Encounter Group Process on the Emotional Intelligence of the Women Survivors of Child Sexual Abuse.” The group process, for the purpose of this study was conceptualized with 5 phenomena namely: experiencing and expression of intense emotions, self disclosure, and feedback, dealing with the conflict and group structures.

**Nanda P.K. and Chawla Asha (2009)** conducted a study on Impact of Age and Family Type on Emotional Maturity of Urban Adolescent Girls.

1. The results showed that it is very clear that type of family definite has impact on emotional maturity.

2. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family. Hangal Suneetha and Aminabhavi Vijayalaxmi A. (2007) Self-Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Home makers.
1. The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents.

2. The results revealed that the adolescent children of homemakers have significantly higher self concept.

3. It was also noticed that children of employed mothers have Higher Secondary Emotional maturity and female children of employed mothers are highly achievement oriented.


1. He concluded that the feeling of satisfaction of the old age home residents forms an important dimension of study of elderly.

2. The paper examines the lives of the residents of six old age homes in Orissa (a state in India) and probes the issue of life satisfaction of the residents.

3. The study also attempts to understand the lives of the residents within the framework of two major theories in social gerontology, namely the - 9 - disengagement theory and the activity theory.

4. While disengagement theory deals with disengagement from societal and family roles, activity theory contends that engagement in various roles facilitates the elderly to adjust to the later years of their life.

Vyas, Charu (2008) conducted a Comparative Study of Anxiety, Emotional Maturity, Security Insecurity among Adolescents of Co-Education and Unisex Education Schools. The statistical evaluation of various hypotheses has revealed the presence of:

1. Insignificant difference in anxiety of adolescence boys coming from coeducation and
unisex education school.

2. Insignificant difference in anxiety of adolescent girls coming from coeducation and unisex education school.

3. Insignificant difference in anxiety of adolescence Boys and Girls coming from coeducation and unisex education school.


5. Thus, there is no significant difference in Anxiety, Emotional maturity and security - Insecurity of Boys and Girls coming from coeducation and unisex education school.

Ogrenir (2008) A study was conducted for “Investigating the relationships between emotional intelligence and pre-service teachers' views of teacher effectiveness” by Ogrenir at the Pennsylvania State University, USA. This study was aimed to examine the relationship between EI and teacher effectiveness beliefs of Elementary and Kindergarten Education pre-service teachers. The researcher also studied pre-service teachers' beliefs about teacher effectiveness with regards to their number of years in college of education, gender, and GPA. Besides these, the study examined the pre-service teachers' EI with regards to their years in college of education and GPA. The sample included 99 Student Teachers at The Pennsylvania State University, College of Education, with Elementary and Kindergarten Education Major. Data were collected using two tools: Bar-On Emotional Quotient Inventory Short Form and Teacher Effectiveness Beliefs Survey. Data analyses involved descriptive statistics, ANOVA, and Pearson correlation.

This study found that pre-service teachers are concerned mostly with teacher related
factors, and then student-related factors, and the least in other personnel-related factors. Some significant differences existed in pre service teachers' teacher effectiveness beliefs associated with emotional intelligence skills. Moreover, this study found that teacher effectiveness is influenced by years in College of Education and gender. The findings indicated that Pre-service teachers possess EI skills in average range, but their EI with respect to stress management, and adaptability account for some differences in GPA. It was recommended that future research should be conducted to improve the quality of teacher education.

Robitaille(2008) Emotional intelligence of teachers: An exploratory study of differences between general and special education teachers, was conducted at the Union Institute and University, Ohio, USA. This study was aimed to find out the relationship between EI, teacher effectiveness and teacher certification. Differences between special education teachers (certified in ‘Emotional and Behaviour Disorders’ – EBD, N = 34) and general education teachers (N = 30) was found using a measure of EI and perceived effectiveness. It was hypothesized that the special education teachers would score higher on both the measures. Scores on the intrapersonal, interpersonal and stress management were found using composite scales of the Bar On Emotional Quotient Inventory (EQ-i) and discriminate function analysis was carried out using these scores; teacher certification was considered as the grouping variable and the Teacher Perception Scale as the predictor variable. No significant differences were found between the two groups. The results of secondary exploratory analysis of the data indicated significant differences between the two groups of teachers with regard to grade level and type of classroom setting. On the whole, the study found out that special education teachers also reflect the general population of teachers and
are not significantly different in their perceptions of effectiveness and their intrapersonal, interpersonal and stress management skills.

**Singh SanjaSingh Sanjay Kumar & Singh Shailendra, (2008) Managing Role Stress through Emotional Intelligence: a Study of Indian Medico Professionals.** The study was designed to investigate the relationship as well as the impact of Emotional Intelligence (EI) on to the perception of role stress of medical professionals in their organizational lives. It was conducted on a sample size of 312 medical professionals consisting of 174 male and 138 female doctors working for privately managed professional hospital organizations. The findings of the study indicate no significant difference in the level of EI and perceived role stress between genders, but significantly negative relationships of EI with organizational role stress for both the gender and the medical professionals as a whole. The study also found EI of both the gender and the medical professionals as a whole to predict significant amount of variance in the total variance in their perceived role stress. The findings of the study have been discussed and interpreted in the light of research findings of other researchers. The findings of the study have got important in academic as well as practical implications and that have been clearly stated. The authors hope that the findings of the study will provide much more respite to the HR professionals of hospital organizations in India to effectively manage the medical professionals.

**Srivastava Nidhi (2007) conducted a study on Emotional Intelligence in Relation to Advisements in Environmental Studies.**

1. It is evident that T-ratio is significant at 05 levels.

2. This means there is significant difference in emotional intelligence of Higher Secondary and low achievement in environment studies, low achievers in this subject exhibited less
emotional intelligence.

3. Emotionally intelligent Student Teachers may be more emotionally stable and sensitive to this environmental issues than their less emotionally counter parts, this can facilitates their learning about the environment. This finding draws indirect support from the views of Golden (1996) that 80% of persons success in life depends on emotional intelligence. Therefore, the curriculum makers should prepare the content of EVS in such a way that Student Teachers use their emotional intelligence.

Hwang (2007) conducted a study on the relationship between emotional intelligence and teaching effectiveness at the Texas A&M University – Kingsville, USA. The study was to explore the effect of EI skills in effective teaching and to find out whether or not self-reported emotional skills were related to teaching effectiveness as evaluated by college Student Teachers. The correlational research conducted in the study was quantitative. The tools used to collect data were: (i) Emotional Skills Assessment Process (ESAP), (ii) Teaching Effectiveness Evaluation (TEE). ESAP was used to measure teachers' emotional intelligence skills, and TEE was used to measure teaching effectiveness by Student Teachers at the end of a course taught. The sample for the study consisted of teachers at one Institute of Technology in Taiwan. Emotional intelligence scores, in which the scores of 10 EI skills were included, were collected from the self-report on the ESAP of faculty members. The statistical methods of univariate descriptive statistics, ANOVA, and Pearson product-moment correlation coefficient were used for data analysis and to answer the research questions. It was found that EI skills were significantly related to teaching effectiveness among the sampled teachers.
Liang (2007) conducted a study on the relationship between personality type and emotional intelligence in a sample of college and university faculty in Taiwan, at the Texas A & M University – Kingsville, USA. Higher education institutions have been searching for ways to enhance the effectiveness of Student Teachers and faculty to address the problems and challenges of recruitment, retention, and quality issues for faculties and Student Teachers for which EI skills play a major role. The current study focused on identifying and determining the EI skills and personality type factors impacting faculty performance and success in post-secondary education. i.e., the study investigated whether there was any relationship, of EI and personality type among the faculty teaching in Taiwan.

A sample of 100 faculty members from colleges and universities in Taiwan was taken. Eighteen hypotheses were framed and tested to explore the relationship between personality type and EI. A quantitative approach was used to collect and analyze data. Two inventories, the Myers-Briggs Type Indicator (MBTI) and the Emotional Skills Assessment Process (ESAP) were utilized for data collection. A one-way ANOVA was applied to analyze the data. Major factors evaluated were personality type, gender, and age. Dependent variables were six sub scores from the ESAP. Data analyses revealed a significant relationship function between faculty’s personality type & EI skills and their age & EI skills; but not between gender and EI skills.

Drew (2007) a study on “The relationship between emotional intelligence and student teacher performance” was conducted at The University of Nebraska– Lincoln, USA. The objective of the study was to determine whether Student Teacher Performance (STP), (as measured by a behaviour-based performance evaluation process), was associated with Emotional Intelligence (EI), (as measured by a personality assessment instrument). The
A sample consisted of 40 student-teachers. The study revealed that EI, as assessed by the Bar On EQ-i, and College Supervisors' assessments of STP were related. However, data collected from the Cooperating Teacher and Student-Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.

**Dubey Ruchi (2007)** conducted a study on Relationship between Emotional Intelligence and Academic Achievement of Undergraduate Student Teachers.

1. It was found that there is not relationship between emotional Intelligence and Academic achievement of undergraduate Student Teachers of Arts and science Standard.
2. The only exception is the Maths group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

**Sharma, Kanak, (2007)** conducted a study on Emotional Intelligence among Adolescents in Relation to Adjustment and Defence Mechanism.

1. For leading a happy and contented and life a balance between Emotional intelligence and adjustment and defense Mechanism is refused.
2. Teachers, Parents, and society may provide such guidance and training for the development of these propensities by which adolescents shall be able to lead a happy and contented life and may be successful in professional life too.

3. Emotionally intelligent person are well adjusted as they can perceive and assimilate emotions of self and others and tune in them according to the situations.

4. Emotionality has no relation with defense to the mechanism as emotional Intelligence teaches one to face reality boldly. Whereas defense mechanism is a means to run away from the real life situation in order to relieve from stress.

Schutte, Malouff, Thorsteinsson, Bhullar, & Rooke, (2007) conducted a study to Evaluate the Relationship between Emotional Intelligence and Addiction. A meta-analytic study assessing health behaviors and emotional intelligence found that higher emotional intelligence was significantly associated with better health. Studies have established a negative relationship between emotional intelligence and alcohol consumption (Austin, Saklofske, & Egan, 2005).

Shah (2006) conducted a study on “Emotional Intelligence of Upper Primary Student Teachers of Gujarat State in Relation to Certain Variables”. The major objectives of the study were to construct and standardize an emotional intelligence scale for upper primary school Student Teachers of Gujarat State and to study the relationship of emotional quotient with sex, area, socio-economic status and IQ. From this study it was found that there was no significant difference in the mean scores on E I with regard to sex, area, socio-economic status and IQ.

Romould (2006) conducted a doctoral study on “Development of an Enneagram Educational Programme for Enhancing Emotional Intelligence of Student-Teachers” at the Maharaja
Sayajirao University of Baroda. The study was intended to develop an Enneagram Educational Programme and to assess the effect of this intervention programme on the emotional competence of B. Ed student–teachers. A sample of 40 student-teachers, from the B.Ed colleges of Jharkhand State in India, was selected at random and twenty student-teachers each were allotted for the experimental group and control group. The data were collected with the help of Emotional Intelligence Scale (Shutte,1998), EQ map questionnaire and other techniques, and analyzed quantitatively and a significant difference was found between the Mean scores for the components of EI of the experimental and control group, in the pre- and post– intervention administration of the scale.

**Barent (2005)** conducted a study on “Principals’ level of emotional intelligence as an influence on school culture” at Montana State University, USA. This study measured the EI and influence on school culture of fifteen principals randomly selected from school districts in Wyoming. The Mayer-Salovey-Caruso EI Test (MSCEIT) was used to collect data. Data analysis gave rise to (1) hierarchical linear model of the current status of teachers’ perceptions of the school culture in four categories (shared vision, facilitative leadership, teamwork & cooperation, and nurturing a learning community) and (2) the current status of the four categories of emotional intelligence of the principals (managing emotions, using emotions, understanding emotions, and perceiving emotions). The findings of the study are clear indicators for the influence of emotionally intelligent principal on the school culture.

**Boyd (2005)** conducted a study on “The emotional intelligence of teachers and Student Teachers' perceptions of their teachers' behaviour in the classroom” at the Indiana University of Pennsylvania, USA. Meeting the variety of intellectual, social, and emotional needs of children in classroom is a challenging task for teachers. The teacher-student relationship
affects success of Student Teachers (hence the effective learning), although effective teaching depends upon knowledge about content, strategies, and techniques associated with it. The following were some of the research questions: Does emotional intelligence influence the teacher-student relationship? Do educators with high EI relate better to Student Teachers? What are Student Teachers' perceptions of teachers' EI in the class room. The results indicated that there was significant difference between those teachers who scored well in the EI test and those who displayed emotionally intelligent behaviours as perceived by Student Teachers in the classroom. It was remarked that teachers' perceptions of how Student Teachers feel about them or the classroom environment they create, are not always accurate. The Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) may indicate emotional intelligence knowledge but it cannot predict how individuals will be perceived by others. Also it was found out that teachers who are emotionally intelligent do not necessarily use it in the classroom. Lastly, teacher behaviour matters to Student Teachers in terms of relationships & perceptions, and in creating the feeling that the classroom is emotionally safe. It was concluded that an emotionally safe classroom is more conducive to learning.

**Rosales (2005)** a study was conducted on the relationship between emotional intelligence and communication styles in middle school teachers, at the St. Mary's University, Texas, USA. In this study for examining the relationship, 40 school teachers employed at a South Central Texas Middle School were selected. An Instrument for measuring EI (Bar-On EQ-i) and another for Measuring communicator styles (Norton's Communicator Styles Measure) were used. The null hypothesis that there was no relationship between EI and communicator styles in the sampled group of middle school teachers was rejected. The findings indicated a negative significant correlation between the composite score of EI and the dramatic
communicator style. The results of supplemental analysis supported the rejection of the null hypothesis; further additional analyses were also carried out and as such no significant relationships were found. Conclusion of the study indicates that the sampled middle school teachers having high EI were not, as such, good communicators.

Kamla-Raj, J. Hum. Ecol., Katyal S. and Awasthi E. (2005) conducted a study on Gender Differences in Emotional Intelligence among Adolescents of Chandigarh. 150 Student Teachers of 10thclass from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized “Emotional Intelligence Test”.

The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level. Hence findings are just suggestive of the trend.

Phillips (2005) The study “An analysis of emotional intelligence and faculty qualities necessary for success in a non-traditional classroom setting” was conducted by at the Walden University, Minnesota, USA. This study aimed to assess competencies of faculty teaching non-traditional college Student Teachers (defined as adult Student Teachers over 25 years of age) who have worked for several years prior to pursuing a college degree. This study explored whether there is any relationship between self-reported ratings of EI and teaching success as evaluated by the non-traditional Student Teachers in the ‘end-of-course’ evaluation. Some senior faculty members (N=52) participated in the study; they completed the EQ-I: S assessment of emotional intelligence. Scores obtained from EQ-I scale were correlated with the ‘end-of
course’ student evaluations of teachers. Additionally, interviews were conducted with faculty who scored the highest and the lowest on EI to understand whether such faculty members were incorporating techniques associated with EI into their classroom settings. No significant relationships between scores on the assessment of EI and scores on the student end-of-course evaluations were found. The qualitative analysis of the narrative interviews indicated that both the group of faculty who scored high and low on the EI assessment did stress on flexibility and strong interpersonal relationship skills in the classroom. However, the faculty members who scored high on the EI assessment did demonstrate more optimism than did those scoring low on the assessment of EI. It was suggested that further researches should be conducted to determine what specific behaviors are exhibited by teachers with high EI, which would benefit non-traditional as well as traditional adult Student Teachers' success. Better selection of instructors and a more effective classroom culture can be made effective by the identification of faculty competencies necessary for teaching non-traditional adult Student Teachers, which in turn could help Student Teachers to achieve their academic and professional goals. It may also help to provide needed skilled employees in organizational environments, and help these workers to become responsible and productive citizens in their work place and their society as a whole.


1. Boys are significantly emotionally stable than girls.
2. There is no significant difference between boys and girls in academic achievement.
3. There is no significant relationship between emotional stability and academic achievement of the Student Teachers.
**Okech (2004)** conducted a study on “An exploratory examination of the relationships among emotional intelligence, elementary school science teacher self-efficacy, length of teaching experience, race/ethnicity, gender, and age” by was carried out at the Texas A&M University – Kingsville, USA. The sample consisted of South Texas public school teachers in the age group of 23 - 65 years (N=180) categorized with respect to gender (14 males and 166 females), race/ethnicity (31 African Americans (3 males and 28 females), 49 Hispanics (7 males and 42 females), 98 Whites (3 males and 95 females), and 2 ("Other" (1 male and 1 female)). The study examined differences in emotional intelligence between male and female teachers, and among African American, Hispanics, and white teachers.

Co-relational and causal- comparative-research design approaches were used to conduct the study. The Multifactor Emotional Intelligence Scale (Mayer, Caruso, & Salovey, 1999), the Science Teaching Efficacy Beliefs Instrument (Riggs & Enochs, 1990), and a demographics questionnaire were used to collect the data. An independent-measures t test, the Pearson r, and the one-way MANOVA were the statistical techniques used to analyze the data. Results indicated that there existed a significant positive relationship between EI and teacher self-efficacy; but it is very much surprising to note that no significant relationship was found to exist between EI and "length of teaching experience," and between EI and age. Normally, with experience and age, EI is assumed to be growing even till old age-this requires further research. Statistically significant differences were also found in EI with respect to gender, and among the three race/ethnicity groups.

**Pathan (2004)** conducted a study on Emotional intelligence of secondary teachers at D.Ed. College, Navapur, Maharashtra. This study examined the level of emotional intelligence (EI) of secondary school teachers in relation to gender and age. The tool used for the study was a
structured questionnaire called ‘Emotional Intelligence Test’, developed by Chadha and Singh (2001). The results indicated that nearly all the teachers under study were under ‘low’ category of emotional intelligence. There was no significant difference between the emotional intelligence of males and females, and the age was independent of EI.

Prakash, G.N. & Sri Vastava (2004) conducted a study “From Emotional Interplacement to Emotional Literacy”. People who maintain long term relationships actually live longer than those who are alone understanding and managing emotional resources states understanding and using effective communications skills and the ability to respond to our emotional lives but also to the quality of our physical lives reframing consciousness greater sensory acuity managing emotional resource states an choiring communication skills as well as other relaxation techniques for monitoring the inner emotional life and for maintain a relationship with our as liver are all the strategies we must the emotionally literate to balance the forces as change in the world.

Mohanasundaram (2004) conducted a study on emotional intelligence and achievement of teacher trainees at primary level at Government College of Education, Thanjavur. The study revealed that men and women teacher trainees did not differ in their EI. There was significant but low positive correlation between emotional intelligence and overall academic achievement of teacher trainees. The teacher trainees of co-educational institutions were at a higher level, than that of other types in their EI. There was significant but low positive correlation between EI and achievement in educational science subjects.


1. The correlation values between parental encouragement and academic anxiety are very
low.

2. Academic anxiety is negatively correlated with parental encouragement and positively correlated with emotional stability in girls.

3. The correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negatives in Muslim boys.

4. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys.

Haskett (2003) conducted a study on the “Emotional intelligence and teaching success in higher education” at the Indiana University, USA. He studied the underlying emotions that differentiate the most effective faculty and others at institutions of higher education, by using a theoretical model that predicted a relationship between EQ and effective teaching. Based on his study, it is clear that it is not only the actions/behaviours taken by faculty that are important, but the underlying attitude (related to EQ) behind the actions that has the greatest influence on effective teaching.

Kornreich (2002) conducted a study to Evaluate the Relationship between Emotional Intelligence and Addiction have pointed out that the ability to identify emotions is tightly and negatively associated with interpersonal problems, and these problems seem to be a mediating factor between emotional identification deficits and alcoholism. Matyassy (2006), in their study on Hungarian alcoholic patients, have examined decoding capacity for emotions. They found no difference between alcoholic patients and the control group described by a maximum extent of social drinking.

Mendes (2002) a study was conducted on “The relationship between emotional intelligence and occupational burnout among secondary school teachers” at the Walden University,
Minnesota, USA. The study was aimed to compare the emotional intelligence (EI) and occupational burnout of secondary school teachers. The sample consisted of 49 credentialed secondary teachers. EI was measured by the Multifactor Emotional Intelligence Scale – MEIS, and burnout levels were measured by the Maslach Burn out Inventory-Educators Survey - MBI-ES. EI theory agrees that effective leadership is possible only if emotions are recognized, understood, and managed. Quantitative analysis resulted in the following four significant findings:

(a) In the high emotional exhaustion sub-group (N=15) there was a negative correlation between emotional exhaustion and the ability to manage emotions (-.53)

(b) In the emotional exhaustion sub-group (N=15) there was a negative correlation between personal accomplishment and the ability to manage emotions (-.65)

(c) In the low personal accomplishment sub-group (N=36) there was a positive correlation between emotional exhaustion and the ability to manage emotions

(d) In the total sample (N=49) a positive correlation was found between the number of years of teaching and the ability to identify emotions (r = .33, p ≤ i.e., with more experience, teachers were found to be better in identifying emotions. Implications of these findings suggested designing new teacher programs, based on the theory of EI and the field of emotions.

Nair (2002) A doctoral study was conducted on the “Construction of a Tool for E I and Integrity” by at the M. S. University of Baroda. The aim of the study was to develop a test to measure EI and Integrity and to investigate their contribution in making an executive successful in her/his career or profession. Sample of the participants for the test which was conducted in two phases were: first phase with 107 consisting of Post-graduates, M. Phil and Ph. D Student Teachers of the M. S. University and the second phase with 109 consisting of
post-graduates, M. Phil and Ph. D Student Teachers of the University as well as professionals, house wives and teachers from outside. There were 114 items (90 of EI and 24 of Integrity) on the 19 dimensions (14 of EI and 5 of Integrity) for the final constructed test, after rigorous item analyses. This final test was administered on another sample of M. Phil and Ph. D Student Teachers as well as professionals, housewives and teachers for establishing the reliability of the test. Through rigorous verification of four formulated hypotheses, the following conclusions were drawn: 1) there is significant relationship between EI and Integrity; higher the EI level, higher is the level of integrity. 2) No significant relationship exist (a) between EI and executive success, (b) between Integrity and executive success(c) successful & not so successful executives in terms of EI and Integrity levels. The main contribution of his study to the field was the reliable and valid tool (but yet to be made available to others) to deal with EI and integrity.

Walker (2001) conducted a study on the “Emotional intelligence of the classroom teacher” at the Spalding University, Kentucky, USA. This was a qualitative as well as quantitative research intended to explore the significance of using a research tool that incorporated the theories of Cognitive Psychology, Psychology of Mind, Learned Optimism and Resilience, to raise the EI and self-esteem of classroom teachers over a period of 30-days. The Emotional Competence Inventory (ECI), by Hay Acquisition Company, and (subjective) self-report questionnaires were used as pre-test and post-test measures to measure significant changes in the experimental group (Ne = 12) versus the control group (Nc = 14). The four clusters of ECI which represent a set of emotional competencies were used as the measure of EI. The participants were compared for their scores in ECI and the self-report questionnaires. The scores obtained from the ECI suggested that all the participants possessed ‘above average’
and ‘higher’ EI. Even though most of the participants in the control group and experimental group improved on the post-test ECI, there was no significant change in the results of the ANCOVA in relationship to the research tool, but self-report questionnaire at the end (post-test) showed greater change over the 30 days research period for all the participants.

**Lizy (2001)** undertook a study to determine the effect of group counselling among adolescents in enhancing their emotional competence. A group counselling program consisting of 12 sessions spread over a span of 16 days were given to experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence.

**Byron (2001)** conducted a study on “The effects of emotional knowledge education in the training of novice teachers” was conducted at the Columbia University Teachers College, New York, USA. The researcher took the definition of Emotional intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thoughts; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”.

Understanding one's own emotional processes can have far-reaching effects for social functioning and quality of life. Further, emotional intelligence may have significant relevance in the dynamic preparation and training of both novice teachers and their constituents. In this study, the researcher investigated emotional intelligence as a factor in the training of novice teachers and their adjustment and transition from the role of student to the role of teacher.

In this study, the emotional intelligence rating of a specific group of novice teachers using
the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) was determined. Then it was studied whether emotional education workshops have an effect on the novice teacher's emotional intelligence rating and one’s ability to ascertain and advance this knowledge in his / her own classroom during the pre-service experience. The MSCEIT measures the four-branch model of EI, viz. Perceiving emotions, facilitating thought, understanding emotions, and managing emotion. A sample of 37 participants from a private, Four-year college in Long Island, New York was used. They were encouraged to participate in the study in order to get training and useful skills in the first-year itself. The demographic information collected indicated that the majority of the participants in this study were women, were white, and had completed some college studies. From the analysis of the data obtained, it was shown that emotional knowledge workshop was effective in increasing the emotional knowledge skills of novice teachers.

Rao (2001) developed and implemented an in-service training programme for teachers of Navodaya Vidyalayas in enhancing their ability in meeting Student Teachers’ emotional needs. The major objectives of the study were to identify the emotional need of Student Teachers; to develop an in-service programme for teachers in meeting student’s emotional needs and to implement and study the effectiveness of the developed programme for Navodaya Vidyalayas. The training consisted of Counseling Skills, Rational Emotive Therapy and Transactional Analysis. These training inputs helped teachers to look at their own behaviour and the impact that they were making on Student Teachers. This helped them to be more sensitive and caring towards their Student Teachers.

Alexis-Boyd (1998) conducted a study on “The emotional life of teachers: A heuristic inquiry” at the University of Cincinnati, Ohio, USA. This study was conducted on a sample
of eighteen public school teachers. The emotional life of teachers was studied and it was found out that teaching would have a deleterious effect on the lives of teachers. This study pointed out the growing evidences for the harsh realities of today's class rooms which might be as a result of teachers' ability to live up to the expectations of Student Teachers. Teachers sought mental, physical and emotional afflictions to get remedy through some means which were not always effective. The findings of the study suggested a need for the development of interventions and programmes that would help teachers to deal more effectively with the negative effects of teaching profession on their emotional lives.

Anand Radhakrishnan & Udayasuriyan G, (1998) conducted a study on Emotional Intelligence and its Relationship with Leadership Practices. In recent years leadership and emotional intelligence have become hot topic in management and organization researches. We made an attempt to study the relationship between emotional intelligence and leadership. Emotional intelligence is the ability to perceive and express emotion to stimulate thought, understand and reason. It also regulates emotion in oneself and others. Leadership refers to the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organizations of which they are members.

Oscar-Berman (1990) conducted a study to Evaluate the Relationship between Emotional Intelligence and Addiction were the first to draw attention to the fact that alcohol addicts, especially those suffering from Korsakoffs syndrome, have difficulties in identifying and decoding emotions mediated by facial expressions. Recently, a Belgian team has confirmed this result in several publications. In their studies, alcohol patients, examined shortly after a detoxification treatment, scored lower on the EFE test than the healthy control group or people suffering from OCD (Kornreich, 2001).
**Garvin’s (1987)** conceptualization of group structures i.e. communication structure, role structure, leadership structure, power structure and sociometric structure were considered for phenomenon, coping strategies (emotion focused, appraisal focused and problem focused) using qualitative content analysis.

The findings revealed that the women in the group were affected emotionally, cognitively and physically due to the experience of CSA. They shared struggling with feelings like anger, fear and hatredness towards men, sadness and depression, shame and guilt. Their management of these emotions was by avoiding, impulsive outbursts and swallowing. They developed self punishing tendencies and low self esteem. They found themselves becoming more and more withdrawn and unable to share about them even when the situations demanded.

**Gossop and Eysenck (1980)** conducted a study to Evaluate the Relationship between Emotional Intelligence and Addiction, found similar results on a larger study comparing drug addicts and controls. In addition the results showed low L scores (low social desirability).

**Summary of Related Literature**

The above review of related literature enabled the investigator to develop a wide perspective of the nature of interaction of the variables concerned by the present investigation. It helped the investigator to frame the hypothesis and design the appropriate tools for the present investigation. The independent variables were selected on the basis of thorough review of related literature and studies. The studies related to Cognitive Styles show inconsistency in the relationship between Social Intelligence and Emotional Intelligence.}

Most of the studies used cognitive style tool that assess field dependent and field independent category and hardly any study was conducted on cognitive style that assess
systematic, intuitive, integrated, undifferentiated, and split cognitive style (that was used, assessed in the present study). Most part of these studies revealed positive correlation between Cognitive Styles, Social Intelligence and Emotional Intelligence. A few studies revealed no significant relation between these variables. It should be noted that population of these studies were different such as secondary school students and Student Teachers at different levels.