CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

“The review of related literature serves multiple purposes and is essential to a well-designed research study. It generally comes early in the research process and it can contribute valuable information to any part of the research study”.

(Wiersma, 2011)

This literature review chapter is considered as one of the most indispensable part in research. It is an essential prerequisite and intellectual pursuit to actual planning and execution of any research project. It plays the pivotal role at the crucial junction for planning of the study, in the sense that it is essential for the development of the problem and to find out an effective approach to its solution. The task of review of literature is highly creative and tedious because the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for his study. The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naïve and will often duplicate work that has already been done better by someone else (Borg,1990).

The review of literature gives the valuable information of the methodological tools which were applied in the previous researches and their study findings provide the tips and support to the new researchers to avoid any errors done in the earlier works. Further this chapter also provides the idea of useful hypotheses and gives suggestions for research and also eliminates the duplication of earlier research work (Best, 2010).

The review components serve in the formation of tentative and testable hypothesis and it is spread as a record of delineation and delimitation generally in the formal report or thesis. (McGrath, 1970).
Education as a discipline has a wide base diverse concerns. Its knowledge base helps in authentic understanding of educational phenomena and also in relating the process of education (Koul, 2005). Realizing the importance of review Best (2010) says “a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remained to be solved.

The formal system of education in India is divided into three levels such as elementary education, secondary education and higher education. Secondary education is of great importance in the educational hierarchy. It impacts the quality of higher education and world of work in a very large measure. The enrolment at the secondary and senior secondary education is rising steadily, but the enrolment ratio or transition rate is still under fifty per cent (Sibal, 2009). There is, therefore, a crying need to raise the enrolment level at the secondary and senior secondary levels and studying the issues faced by these students, who are at the adolescent stage of their lives.

The previous chapter has elaborated that adolescents are facing many problems and there are sufficiently a large number of them who need therapy. Yoga has been very effective in curing the humans both at physical and psychological level. There has been an acceptance of yoga, for such effectiveness, among the people of world-wide nations and this is based on the findings of scientific researches. In recent days, yoga has been accepted as an applied science in maintaining good health, fitness and peaceful life.

The research in yoga practices needs much background to understand the research problem of the study. The present study is an intervention study evaluating the effectiveness of a yoga module in enhancing the emotional intelligence and reducing the academic stress of adolescent students of Evergreen Public School Vasundhara, Delhi.

This chapter deals with an overviews of theories and models of emotional intelligence and academic stress and a detail review of research studies conducted in these disciplines. A number of studies have been conducted by various researchers around the globe on the problems related to adolescent students and some of the glimpses of research findings have been presented in this Chapter to justify this piece of research.
This study analyzed the effect of yoga practices on Emotional Intelligence and Academic Stress of adolescent students. This chapter comprises of four sections.

- Section I is about overview of theories and models of Emotional Intelligence and Academic stress.
- Section II describes the reviews related to Yoga practices i.e. asana, pranayama and meditation, Emotional Intelligence and Academic Stress.
- Section III discusses the overview of the related literature used in present study.
  Section IV identifies the research gap on the basis of previous study findings.

The researcher has endeavored to study the review of related literature on the variables of yoga practices, emotional intelligence and academic stress and note down the results in the scientific manner. The present chapter has been organized under the following heads

**Section I - Theoretical overview**

**2.2 EMOTIONAL INTELLIGENCE**

Emotional intelligence became popular towards the end of the 20\(^{th}\) Century, though the roots of emotional intelligence can be traced to Darwin's early work. He worked on the important of emotional expression for survival and adaptation. In 1920 E.L. Thorndike at Columbia University used the term social intelligence to explain the skill of understanding and managing other people. Piaget in his early writing talked about effect and intelligence (Mayer and Cobb, 2000).

Gardner’s (1983) theory of multiple intelligence includes intrapersonal and interpersonal intelligences. He had given intrapersonal intelligence as an ability to understand one's own emotion and interpersonal intelligence an ability to know others emotions and intentions. Social intelligence may be sub divided into emotional and motivation intelligence (Mayer and Geher, 1996).

The first time the term emotional intelligence was used by Wayne Payne’s doctoral thesis (1985) but the term emotional intelligence was formally proposed by Peter Salovey and John Mayer. The Yale psychologist in 1990 in Journal of imagination and personality later Danial Golemans work on emotional intelligent made this concept popular.
2.2.1 Models of Emotional Intelligence

This section discusses about the emotional intelligence theory and models. The models and theories of Emotional Intelligence suggest that emotional intelligence skill can be taught and that individuals can learn and improve their competence. It is very important for researchers to understand every aspect of emotional intelligence and it will provide a thorough knowledge which will be very helpful in research work.

Models in their simple meaning and use stand for a theoretical description of the structural composition and application context of a particular construct. (Mangal and 2015)

2.2.1.1 Salovey and Mayer Four-Branch Ability Model of Emotional Intelligence

This model has been predicted on the belief that skills are needed to reason about emotions and to use emotional material to assist reasoning can be learned.

Branch I: This branch of the model involves skills needed to perceive and assist feelings.

Branch II: This ability model concerns using emotions and emotional understanding to facilitate thinking so emotionally intelligent person can harness emotions and work with them to improve problem solving and to boost creativity. The more the emotions are used in efforts to make good decisions, the greater the increase in emotional intelligence.

Branch III: This branch highlights the skills needed to foster an understanding of complex emotions, relationships among emotions and relationships between emotions, as well as behavioral consequences. Person with these skills understand that emotions such as jealousy and envy are destructive in their own right. (due to psychophysiological repercussions) and that they fuel maladaptive interpersonal behavior. It probably results in a proliferation of negative emotions. Appreciating the dynamic relationships among emotions and behavior gives an emotionally intelligent person the sense that they can better “read” a person or a situation and act appropriately, given environmental demands.
Branch IV: It involves numerous mood regulation skills. These skills are difficult to master because regulation is a balancing act. With too much regulation a person may become emotionally repressed. With too little, one’s emotional life becomes overwhelming. People who become good at regulating their moods also are able to share these skills with others. According to this branch, one can manage their emotions and at the same time instill confidence in others to be open to feeling and manage them appropriately.

These 16 skills associated with the four branches of emotional intelligence are robustly associated with positive inter-personal functioning.

**Table 2.1:** Salovey and Mayer’s Four Branch Ability Model of Emotional Intelligence

<table>
<thead>
<tr>
<th>Branch 1: Perceiving Emotions</th>
<th>Ability to identify emotion in a person’s physical and psychological states</th>
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<tbody>
<tr>
<td></td>
<td>Ability to identify emotion in other people</td>
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<td></td>
<td>Ability to express emotions accurately and to express needs related to them</td>
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<td></td>
<td>Ability to discriminate between authentic and inauthentic emotions</td>
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<thead>
<tr>
<th>Branch 2: Using Emotions to Facilitate Thought</th>
<th>Ability to redirect and prioritize thinking on the basis of associated feelings</th>
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<tbody>
<tr>
<td></td>
<td>Ability to generate emotions to facilitate judgment and memory</td>
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<td></td>
<td>Ability to capitalize on mood changes to appreciate multiple points of view</td>
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<td></td>
<td>Ability to use emotional states to facilitate problem solving and creativity</td>
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<tr>
<th>Branch 3: Understanding Emotions</th>
<th>Ability to understand relationships among various emotions</th>
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<tbody>
<tr>
<td></td>
<td>Ability to perceive the causes and consequences of emotions</td>
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<td></td>
<td>Ability to understand complex feelings, emotional blends, and contradictory stats</td>
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<tr>
<td></td>
<td>Ability to understand transitions among emotions</td>
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<tr>
<th>Branch 4: Managing Emotions</th>
<th>Ability to be open to feelings, both pleasant and unpleasant</th>
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<tr>
<td></td>
<td>Ability to monitor and reflect on emotions</td>
</tr>
<tr>
<td></td>
<td>Ability to engage, prolong, or detach from an emotional state</td>
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<tr>
<td></td>
<td>Ability to manage emotions in oneself and others</td>
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</tbody>
</table>
2.2.1.2 Daniel Goleman’s Model of Emotional Intelligence

During the period of 1990’s, the most eminent writer Daniel Goleman was aware of work of Salovey and Mayer and wrote the popularized landmark book which gives an idea about EI in both private and public sector. This model of emotional intelligence focused on workplace competencies (Boyatzis et al., 2001; Goleman, 1998, 2001). Goleman’s first book described that EI consists of five important components include motivating oneself, handling better relationships, managing emotions, understanding one’s emotions and recognizing others emotions. The second book of Goleman was established in 1988 and proposed a performance theory with respect to firms on the basis of EI model. This model was adapted and created to predict the personal outcomes and effectiveness in an organization based on various competencies was discussed by previous researchers. Such competencies have created the most successful and brilliant employees (Goleman, 2001).

Currently, this model represents four essential important dimensions that are subdivided into twenty competencies (Boyatzis et al., 2001; Goleman, 2001). Firstly, self-awareness makes the individual understand one’s emotions and impact by using gut feelings to guide decisions. This awareness includes accurate self-confidence, self-assessment and emotional self-awareness. Secondly, Self-management support in controlling one’s own impulses and emotions and is helpful in adapting to new environment. This construct covers adaptability, achievement drive, trustworthiness, conscientiousness, and initiative and self-control competencies. Thirdly, social awareness comprises of empathy, organizational awareness and service orientation. It creates an ability to react, understand and sense of other’s emotions whereas understanding social networks. Lastly, fourth construct is relationship management that maintains the relationship with others and needs the capability to influence, inspire, building bonds and teamwork, change catalyst, leadership, collaboration and developing others (Goleman, 1998). This Goleman model clearly represented the four dimensions which are necessary to develop the competencies that are essential for the overall growth. For instance, in the organisation or any institutes, self-awareness gives the fundamental idea to the individuals for the improvement of learned capabilities. Further one’s own self-assessment includes their advantages and disadvantages.
helpful for decision making process; this would support to play a leading role in team work. According to Goleman (2001), emotional competence is defined as a learning capability on the basis of EI which leads to outstanding performance at work. Hence, this model clearly supports the present study as adolescents develop their emotional competence to achieve academic success and decrease the stress.

2.2.1.3 Reuven Bar-On model of Emotional Competence

Another model which was developed to measure the EI is Reuven Bar-On model. It depicted the emotional social intelligence of individuals. This model of EI supports the success and performance of any work as process oriented rather than outcome oriented (Bar-On, 2000). Further, this model is helpful to understand the social and emotional capacities which surround the individuals, to understand and also deal with strong emotions. Moreover, model supports one to adapt to change and solve issues of personal or social environment (Bar-On, 1997).

![Reuven Bar-On’s Model of Emotional Social Intelligence (ESI)](image)

**Figure 2.1:** Reuven Bar-On’s Model of Emotional Social Intelligence (ESI)

2.2.1.4 Bar-On’s Model of Emotional Intelligence

In this model represents five EI components each components have five segments such as **Interpersonal** (interpersonal relationship, social responsibility & empathy),
**Intrapersonal** (independence & self-actualization, assertiveness) **general mood** (happiness, optimism), emotional self-awareness, self-regard), **adaptability** (problem solving, flexibility & reality testing) and **Stress management** (impulse control and stress tolerance). Bar On recommended that EI has been developed through treatment, programming and training over long time (Bar-On, 2000). Further, this model anticipated that those people with higher than normal E.Q’s are generally more productive in handling pressures and demands of environment. Bar On described that an insufficiency in EI means an absence of success and the existence of emotional problems, for example, issues in adapting to one's surroundings. Generally, Bar-On considers both cognitive intelligence and EI equally contribute to an individual’s common intelligence, this indicates one’s potential to achieve success in life (Bar-On, 2000).

![Figure 2.2: Bar-On's Model Of Emotional Intelligence](image)

### 2.2.1.5 KAB Model of Emotional Intelligence

KAB Model of Emotional Intelligence introduced by Emily A. Sterrett (2008) has focus on two dimensions: Self and Social. The common areas of these dimensions are Knowledge, Attitude and Behavior. Hence the term KAB, that stands for Knowledge, Attitude and Behavior. There are six areas in total. Knowledge in Self dimension is known as Self-awareness. It refers to precisely comprehending one’s own feelings,
preferences, goals and values: sensing how others feel about oneself and using that information to guide one’s behavior. Attitude in Self dimension is called Self-confidence. It implies a “can do” attitude. It is a belief in oneself helping one overcome self-doubt and take reasonable risk. It refers to being assertive and not aggressive; being goal directed; admitting mistakes and moving on. Behavior in the self-dimension is referred to as Self-control. It dwells on coping with stress, controlling emotional moods or outbursts without over control; being adaptable; balancing rational and emotional considerations. Knowledge in social dimension is termed as Empathy. It means easily reading and understanding others; having empathy; listening well; reading non-verbal cues. Attitude in social dimension is labelled as Motivation. It implies taking initiative; having a positive outlook; being creative; inspiring others; doing things one believes in and is committed to. Behavior in social dimension is dubbed as Social Competency. It deals with finding common grounds to establish rapport and minimize conflict; persuading and influencing others; being likeable and having positive relationships; having integrity

2.2.1.6 Mangal’s model of emotional intelligence

Mangal’s Model of Emotional Intelligence” taken into account the various emotional skills belonging to intra-personal and inter-personal realms of one’s Emotional intelligence

<table>
<thead>
<tr>
<th></th>
<th>Intra personal realm</th>
<th>Inter-personal realm</th>
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<tbody>
<tr>
<td>Awareness</td>
<td>Intra-personal awareness</td>
<td>Inter-personal awareness</td>
</tr>
<tr>
<td>Management</td>
<td>Intra-personal management</td>
<td>Inter-personal management</td>
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</tbody>
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Table 2.2: Mangal's Model of Emotional Intelligence

In the present model, intra-personal and inter-personal realms of one’s emotional intelligence two separate realms which helps adolescents to make use of emotional intelligence in the personal, social and professional life.

The intra-personal realm of one's emotional intelligence takes into account what we generally call the inner self. The inter-personal realm of one's EI, on the other hand, is
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concerned with one's outer-self, the abilities and skills of maintaining relations with others. Consequently, here the skills and abilities comprising one's intra-personal realm help one in knowing and managing once own feelings and emotions in a proper way, the skills and ability belonging to inter personal realms of his emotional intelligence on the other hand prove helpful in getting along with others by taking care of their feelings and emotions.

In this way with the help of certain skills belonging to the intra-personal and inter-personal realms of his emotional intelligence, an emotional intelligent person is said to be equipped with the necessary competency helpful to him in knowing and managing the feelings and emotions related to the self and others with a sole purpose of seeking harmony with the self and others resulting in the attainment of the self-defined goals in his personal, social and life.

The abilities, traits and skills involved in acquiring the necessary emotional competence related to the various areas or domains of the above-mentioned model may be outlined and explained as given in Table –

![Figure 2.3: Key Domains of Emotional Intelligence](image)
2.3 ACADEMIC STRESS

Academic stress is a mental distress with respect to some apprehended frustration associated with academic failure, apprehensive of such failure or even an awareness of the possibility of such failure (Gupta & Khan, 1987). In the context of school, academic stress means a pervasive sense of urgency to learn all these things which are related to or prescribed by the school (Shah, 1988).

Studies show that even low or moderate levels of stress can intrude work performance. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged period may create over-whelming frustration and anxiety in the students which may in turn adversely affect their morale, academic achievement, mental health, study habits and adjustment styles. Excessive academic stress may lead to a burnout, which is characterized by emotional exhaustion, feeling of low accomplishment and depersonalization of students, which can affect both health and academic performance.

Castiello and Umita (1988) stated that cognitive stress evolved from coordination of multiple tasks leads to slow response, though it has less effect on the accuracy of the result. Cognitive responses of stress result in the failure to focus on any work. Also, students' performance is hampered by excessive academic stress as revealed by number of studies in the field. Ramamalini (1993) was found a significant correlation between academic stress and family support.

Rangaswamy (1982) said that comparing the less-achieving or normal students, the high achieving adolescent students are traced to have higher alteration frustration and sentimental imbalances. Morris (1990) stated that adolescent students always face academic stress in school and they compete with each other to get better grades. Levine (1970) (in Dobson, 1980), explained that stress has a relationship with a specific situation like a learning environment in school and the inability to do work perfectly and the failure to achieve anything that is desired.

Frustration, Anxiety, conflicts and pressure are the important sources of stress. One can safely infer that among the adolescents, academic achievement is a primary
source of stress. Gupta and Khan (1987) stated that a typical example of an academic school scenario, the students reaction to an expected frustration as mental stress resulting in failed academic examination or even the consciousness of a possible failure. The study conducted by Sarma (2014) indicated that Parental pressure indirectly predicted suicidality through Academic Stress and depression.

Cognitive reactions of stress result in the inability to concentrate on any task. Stress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). There are many responsibilities and pressure cause stress to the adolescent students such as the need to achieve good academic grades, character building and also good attitude besides trying to comprehend with their personal needs. Berg and Keinan (1986) also found that imposing excessively high self-expectation was the most trouble stressor leading to academic stress, Shirom (1986) Study revealed that examination related stresses were found to be causing high stress followed by class assignment overload. The pressure to perform well in the examination or test and time allocated makes academic environment very stressful. This is likely to affect the social relations both within the institution and outside which affects the individual person’s life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003).

2.3.1 THEORIES OF ACADEMIC STRESS

2.3.1.1 Ecological Systems Theory (1979)

The ways in which the individual development can be influenced by different environments has been clearly recognized by one of the first theories. As stated by this theory, a child is lodged in a sequence of environments, and each environment’s expectation and type can have an influence on the development of the child. The passage of time further influences the whole system. The child being placed in the middle, there is a possibility of bi-directional influence of the environments with each other. In India, the students of the high school perform in a variety of environments, which is suggestive of the Ecological Systems Theory (1979) which is apt in examining the educational issues in the present study.
**Microsystem**

The Microsystem is the most proximal environment, which incorporates environments with which the child contacts regularly. High school students in India have contact with numerous Microsystems; including schools, peer groups and parents. The behavior of the students, future and present expectations for performance, activities and interests of the students may be influenced by these interactions.

**Macrosystem**

The Macro System is the most distal environment that incorporates bigger contextual factors such as social conditions, laws and cultural values in the Indian setting. For example, cultural values such as the stressing on particular kinds of professional and educational preferences, social conditions such as socio-economic class and laws, all affects the higher secondary student’s educational experiences. In addition, another factor of the macro-level that has influenced education is the significant economic and social changes that happened recently in India, which consequently affected the Indian youth’s available professional and educational opportunities.

**2.3.1.2 Systems theory input-output model**

In 1956, Ludwig Von Bertalanffy developed a model of input-output using the System’s theory. In reference to the study by Koontz and Weihrich, (1988) it states that the organized enterprise does not exist in a vacuum; it is related to the established environment. Moreover, the inputs from the external environment is also included and received by the firm which is converted in output in the later phase. Similar to the study the students are admitted in the university based on different qualities and different socio-economic environment and also belongs different environment. The university management converts these students in performer through the teaching and the students convert in professional through learning, this scenario is the output.

However, the argument by Robbins (1980) stated that firms are illustrated as processors, generators and absorbers and the mission and vision of the firm is influenced by various interdependent factors. Moreover, Robbins identified the factors within the firm which influences the other components and subsystem of the firms. Hence, in order to obtain the estimated output the processor, generator and the
input needs to be monitored and function well. The study by Saleemi (1997) crossed referred research work of Robbins (1980) which concluded the achievement of firm’s mission and vision is possible only through the team work. Moreover, based on the input output model, it is evident that students with high social economic background, good knowledge and high admission points can perform well. However, the factors like facilities, management support, good lecturers needs to be considered and this is identified as the shortcoming of this particular theory.

2.3.1.3 **Self-Determination Theory (SDT)**

According to Deci and Ryan's self-determination theory (1985, 1991), the different motivational profiles of intrinsic and extrinsic motivation described above can be further classified in terms of autonomy as self-determined motivation (i.e., autonomous regulation, acting based on one’s free will and choice and for one’s own pleasure and satisfaction) and non-self-determined motivation (i.e., controlled regulation, acting for external reward, behaving to avoid punishment, or attempting to avoid feelings of guilt).

The Self-Determination Theory (SDT) describes that individuals who act for intrinsic motivation and integrated and identified regulations have high levels of perceived autonomy, whereas individuals who engage in tasks for extrinsic motivation external regulation and extrinsic motivation introjected regulation have low levels of autonomy. However, a motivation, which is not acting at all or acting without intent, lacks autonomous and controlled regulation.

In educational contexts, the Self-Determination Theory (SDT) suggests that high academic achievement is a function of a student’s sense of autonomy or self-determination. That is, students who perform their works independently without the control of external factors have higher levels of academic achievement compared to those students whose works are constrained by external factors. In other words, the different types of achievement motivation discussed above have differential effects on students’ learning and academic achievement. This theory has confirmed that independent types of motivation (i.e., self-determined motivation) leads to positive outcomes like achievement, whereas controlled types of motivation which results in negative outcomes include dropping out of school (Guay and Vallerand et al., 1997).
The intra-individual and social factors infected the activities and behaviors to which extent it is integrated and internalized, which either obstruct or assist the process. Hence, the environmental conditions support every individual to support essentially their optimum development, independence, competence and growth in still more self-determined or autonomous types of behavioral regulations.

2.4 CONSTRUCTS OF ACADEMIC STRESS

Stress is an unavoidable part of life, everybody encounters stress in one’s life; it can take a toll on students’ academic success, mental health and physical health. It is caused due to changes in new tasks, interpersonal relationships, changes in lifestyle, higher workload and numerous other things. The most extreme levels of stress can hinder efficacy of work and result in meager performance in academics and during such time it affects one’s complete happiness. Senior secondary school students who have experienced stressful life events also reported worse health outcomes and reduced quality of life most of the time. The Stressor is a factor or stimulator responsible for further burdening the intellectual or leading to physical pressure. These stressors could be subjected to categorization in context to intensity, regularity or duration of the stress (Hussien & Hussien, 2006)

Numerous investigators analyzed the demographic factors and the stress of students which have affected their academic performance. The study of Hamaideh (2011) determined the stress responses among the university students and also examine the study between variables and student stressors. According to the study the topmost stressors group experienced by students was self-imposed stressors followed by strain over their brains.

Sarma (2014) analyzed the adolescents stress in five constructs like self-esteem, parental pressure, academic stress, suicidality and depression among students from the cities such as Chennai, Kerala, and Delhi. Prevalent data of suicidal ideation and attempt history were also collected. Reporting on their experience over the past six months, 5% of the participants endorsed suicidal ideation and 12.3% of the participants admitted to having deliberately attempted to hurt or kill themselves. Results indicated that parental pressure predicted Academic Stress, stress predicted depression, and
depression predicted suicidality. Parental pressure indirectly predicted suicidality through Academic Stress and depression. Mushtaq and Khan (2012) investigated the factors which affect the academic performance like communication, proper guidance, learning facilities and family stress.

2.5 SOURCES AND CAUSES OF ACADEMIC STRESS

The children of the underdeveloped nations are exposed to numerous issues in their everyday life, which are the obstructions to their advancement. The child experiences a lot of strain and stress inside the school and also outside. The increasing number of suicides and suicidal attempts among adolescents is an avid indicator of this deplorable state of affairs. In recent years, out of all the stresses confronted by late teenagers and young adults, Academic Stress has emanated as a critical problem of the mental health. The causative factors consist of environmental as well as personal factors. There are situational factors such as rigidly disciplinarian home atmosphere, vast syllabus and strict teachers coupled with over-ambition of parents, unfriendly and frosty peers and so on. Then there are personal factors relating to the adolescent such as learning inabilities, ego and self-esteem, sexual development issues, poor health, etc. Some studies which have been conducted on the reasons and sources of Academic Stress are given as under:

In his study Vyas (2006) pointed out that higher the age of the student-teachers, the stress is lowered. Further, the source of Academic Stress observed in the demographic levels of studies Chakrbarthy (2007) reported that the educational level of family influenced the Academic Stress of the female students than male students. The occupational level of fathers is not significantly influencing the level of the Academic Stress of the students of non-formal learning was investigated by Jayachandra Naidu (2007). The study of Mahapatra (2007) analysed in the regional background of the B.Ed. Students did not show any significant effect on the teaching success and Academic Stress. Moreover, the study of Dharma Raja (2008) reported that the stress level was higher and achievement was low in computer course of rural adolescent students in comparison of urban adolescent students of higher secondary school.
Vamadevappa and Usha (2006) in a study revealed that there is a positive and significant relationship between parental involvement and Academic Stress among the higher secondary students. Good parental involvement leads to higher Academic Stress. And the stress of girls is less than the boys among the higher parental involvement group.

In a study on students of class X Nagaraju (2004) reported that the correlation between Academic Stress, Academic achievement and Anxiety, achievement and stress is positive and significant but the correlation between intelligence and stress is negative and significant.

2.6 YOGA

One of the greatest gifts of India’s old Vedic Philosophy to the world is Yoga. Yoga’s basic text is the Yoga Sutra which was written by Indian thinker Patanjali in the second century B.C. The origin of the term yoga is from a Sanskrit word **yuj** which means To Join, To Unite’ To Combine, To Integrate’ or Unite’. Yoga literally means integration at all levels of one’s existence. The term yoga refers to the integration of personality, which we divide broadly into three important aspects: the physical, the mental / intellectual and spiritual. Conventionally, the amalgamation of the individual self with the divine, universal spirit or cosmic consciousness is the method of yoga. Additionally to its numerous spiritual benefits, it is also developing as a vast effective and popular system of healing and health. It is said that “Yoga is the science of sublimation”. Sublimation means transformation.

Yoga is now universally recognized as scientific discipline by modern scientists. Apart from its prominent spiritual values, its contribution towards value education, maintenance of health from the treatment of stress related psychosomatic and other chronic disorder are being acknowledged. The available data from research work indicates that yogic slow breathing practices promote dominance of the parasympathetic system can help control stress and contribute to treatment programs for some chronic diseases (Kennedy,1990) For proper intellectual development, education should include meditation, asana and pranayam in its curriculum because all these lead to mental health, hygiene, peace, concentration and mental development Sivananda .(2007)
Patanjali is been considered a great authority on yoga. He was the first writer to organize yogic knowledge into a comprehensive system. In his Yoga sutras Yoga was defined by Patanjali as the capability to comprehend and control mind fluctuations. "Fluctuations of the mind" corresponds to any content of the mind as it keeps changing every moment. Ashtanga yoga is based on Yoga Philosophy of Patanjali. In Sanskrit "Ashta + anga" is Ashtanga. "Ashta" means Eight and "Anga" is limbs so it means Eight Limb path. The eight limbs of ashtang yoga are –

1. **Yama (Principles of moral code)**
   - Ahimsa - A principle of non-violence
   - Satya - A principle of truthfulness
   - Asteya - A principle of non-stealing
   - Brahmacharya-Continence/Celibacy
   - Aparigrah-A principle of non-hoarding or non-possessiveness

2. **Niyama (Personal discipline)**
   - Shoucha-Purity
   - Santosh-Contentment
   - Tapa-Endurance
   - Swadhyaya-Self study
   - Eshwar Pranidhan-Dedication

3. **Asana (Yoga Postures/positions)**
   A stable and comfortable posture which helps to attain mental equilibrium.

4. **Pranayama (Yoga Breathing)**
   Extension and control of breath.

5. **Pratyahara (Withdrawal of Senses)**
   A mental preparation to increase the power of mind.

6. **Dharana (Concentration on objects)**
   Concentration of mind on one object and its field.
7. **Dhyan (Meditation)**

Withdrawing mind from all external objects and focusing it on one point and meditating on it.

8. **Samadhi (Salvation)**

State of super bliss, joy and merging

Today yoga is not a philosophy but as a system of practical discipline. The application of yogic techniques is seen for getting the benefit physical as well as psychological well-being. Yoga has been reported to decrease perceived stress (Latha and Kaliappan, K. 1992; Walia JJ, Mehra P et al. 1992; Sahajpal P and Ralte R 2000) and reactivity to stressors (Schell F, Allolio B et al. 1994), enhance stress related coping (Nespor K 1993; Shannahoff-Khalsa DS, Ray LE et al. 1999), reduce symptoms of depression (Berger B and Owen D 1992; Ernst E, Rand J et al. 1998; Janakiramaiah N, Gangadhar B et al. 2000; Mishra M and Sinha RK 2001; Jorm A, Christensen H et al. 2002) and anxiety (Berger B and Owen D 1992; Nespor K 1993; Telles S and Naveen K Woolery AMH, Sternlieb B et al. 2004; Bijlani RL, Vempati RP et al. 2005; Lavey R, 2005), decrease anger, tension and fatigue (Berger B and Owen D 1992; Lavey, R. 2005), enhance psychological well-being (Gore M 1988; Berger B and Owen D 1992; Nespor K 1993; Schell, F. Allolio, B. et al. 1994; Telles S and Naveen K 1997; Shannahoff-Khalsa DS, Ray LE et al. 1999; Malathi A, Damodaran A et al. 2000; and reduce sleep disturbance. (Sahajpal P and Ralte R 2000). According to Michalsen et al.(2005) showed a rapid stress reduction and anxiolysis among 24 mentally distressed women who participated in a two-weekly 90 minutes iyengar hatha yoga class for 3 months. In 2006, Gupta et al, studied the short-term impact of a comprehensive but brief yoga lifestyle intervention, based on yoga, on anxiety levels in normal and subjects with different diseases. The intervention consisted of āsanas, prāṇayama, relaxation techniques, group support, individualized advice, and lectures and films on philosophy of yoga, the place of yoga in daily life, meditation, stress management, nutrition, and knowledge about the illness. Anxiety scores, both state and trait anxiety were significantly reduced.

Research has shown that specific prāṇayama practices can have relaxing effect on the sympathetic nervous system thereby reducing stress levels (Telles S, Nagarathna R et al. 1994). Studies on different types of meditation have
consistently shown increased mental alertness even while being physiologically relaxed. Om meditation has also been shown to provide this psycho-physiological rest (Telles S, Nagarathna R et al. 1995). Meditation showed reduced oxygen consumption suggesting psycho-physiological rest. Thus, these yogic practices be it physical or breathing or mental, practiced independently or as a combination seem to produce better mental alertness even while being physiologically relaxed both in the sick and healthy persons that may account for the reduction in anxiety and depression (Telles S, Nagarathna R et al. 1995)

Additionally, in several yoga studies; alertness and academic performance improvement has been reported. Research by Reddy and Ravikumar (2001), Mainty and Samanta (2001) and Tiken, et al. (2002) have found that yogasana improves significantly motor fitness of girls and boys. Studies by Lohan and Rajesh (2002), Madanmohan et al. (2013), prove both physical and physiological variables of adults could be improved through yogasana. Woolley et al. (2004), Butler et al. (2005) and Lavey et al. (2005) have shown encouraging results on depression with yoga as an intervention. Naug (1975) have shown favorable effects of yoga on anxiety.

The consolidated impact of these yoga disciplines makes all the systems perform their functions in congruity with one another, bringing about complete health of the body and mind. Yoga practices actually lead a person to attain a mental equanimity state, where an individual has full control over the responses to favorable or unfavorable external events and also the intensity of the responses are moderate. The science of yoga is a powerful stream of knowledge that facilitates the practitioners to accomplish serene mind, radiant physical health, and creates the capability for a social living that is harmonious. Yoga harnesses the will, calm the mind, and steady the emotions with sharpness of intellect and all of these plays a major role in human upliftment Therefore, the effective yoga practice holistically should make it possible for the adolescent students to cope with the academic stress and pervasive challenges of emotional intelligence. Hence, this study tries to examine the effectiveness of these yoga practices on Academic Stress and Emotional Intelligence amongst adolescent students.
SECTION II-

2.7 REVIEW OF RELATED LITERATURE

The researcher has endeavored to study the review of related literature on the variables of yoga practices, emotional intelligence and academic stress and note down the results in the scientific manner.

2.7.1 Sources of Review of Related Literature

The researcher collected the review of related literature on yoga practices, emotional intelligence, Academic stress research paper posted in website, professional association newsletters, drafts, conference papers, dissertations, thesis, professional association papers, college and university publications, articles based on international, national, regional, state level, books, research studies, encyclopedias, research surveys, research reviews, and abstracts.

2.7.2 Format Followed in Review of Related Literature

The researcher has followed the following structural ways for wrote literature review materials (figure no 5) in the research study.

Figure 2.4: Format Followed in Review of Related Literature
Chapter 2

Literature Review

The researcher has endeavored to study the review of related literature on the variables of yoga practices, emotional intelligence and academic stress and note down the results in the scientific manner. The present chapter has been organized under the following headings -

a) Review of related literature in yoga practices
b) Review of related literature in emotional intelligence
c) Review of related literature in academic stress

2.7.3 Review of related literature in yoga practices

Amit. (2003) Conducted a study on effect of selected yoga training practice on achievement and academic stress of the students. The objective of the study was to investigate the efficacy of yoga training practice on achievement and academic stress of the students and found that yoga training negatively co-related with academic stress and there was positive co-relation between yoga training and academic achievement. Meditation leads to an overall improvement in students achievements.

Bora, M. (2004) conducted a study on effect of surya-namskar, bhramari-pranayam, yog-nidra and Om recitation. The objective of the study was to evaluate the effect of surya-namskar, bhramari-pranayam, yog-nidra and Om recitation on students of Gayatri Vidyapeeth, Haridwar, and found that there was significant co-relation between surya-namskar, bhramari-pranayam, yog-nidra and Om recitation with psychological well-being, happiness, self-realization and general intelligence of the students.

Khandaet, B. (2004) conducted a study on effect of nadishodhan pranayama and kapalbhatikriya on male students. The objective of the study was to find out the efficacy of nadishodhan pranayama and kapalbhatikriya on depression among male students and found that there was a significant difference in their depression after yogic intervention.

Nandita and Sunita (2004) conducted a study on effects of yoga exercise on self-concept and mental health of secondary school students. The objective of the study was to examine the efficacy of yoga exercise on self-concept and mental health of secondary school students and found that yoga exercise has a positive effect on the self-concept and mental health of secondary school students.
Constantine, S. (2005) conducted a study on meditation among school students. The objective of the study was to determine the effect of meditation on stress among school students. The study found that meditation reduces stress and that the school system is very enlightened by allowing its students to learn meditation and yoga.

Fontaine, K. L. (2005) conducted a study on effects of yoga in the USA. The objective of the study was to determine the positive effects of practicing yoga among school children. The study found that yoga helps the children to collect their thoughts and tune them.

Casden, D. R. (2005) conducted a study on the effect of ashtanga yoga on autonomic, respirator, cognitive functioning, Psychological symptoms and somatic complaints. The objective of the study was to examine the effect of ashtanga yoga on autonomic homeostasis and respiratory function, cognitive functioning, psychological symptoms and somatic complaints and found significant improvement in breath holding time, positive mood, energy, quality of life, sleep quality, concentration, short term memory and cardiovascular fitness. Findings of the study suggested that ashtang style yoga may be used as an intervention in a variety of clinical settings.

Chaya, et al. (2006) conducted a study to examine change in the basal metabolic rate (BMR) of individuals doing yoga practices. The objective of the study was to investigate the total change in the basal metabolic rate (BMR) by doing yoga practices i.e. asana, pranayama, meditation for six months. This study showed that there was a significant reduction in basal metabolic rate (BMR) which was linked to reduced arousal.

Sakthignanavel, D. (2006) conducted a study on effect of continuous running, yogic pranayama and combination of continuous running and pranayama on mental health. In the study it was found that the mental health of the pranayama group had significantly increased in comparison to continuous running group and control group.

Voll, C. B. (2006) conducted a study on effect of yoga on attention and self-concept in special education preschoolers. The objectives of the study was to examine the effectiveness of yoga intervention on self-concept and on tasks behaviour in special
education preschool children and found that there was no significant positive effect of yoga intervention on special education preschoolers but in some students, tasks behaviour decreased during intervention phase. In this study other samples and different yoga intervention method was suggested for further study.

Bonura, K. B. (2007) conducted a study on the impact of yoga on psychological health of older adults. The objective of the study was to understand and examine how yoga impacts older population in relation to their psychological health and found that yoga practice was significant for all trait variable i.e. anger, anxiety depression, well-being and general self-efficacy. Yoga participants improved more in comparison to exercise and control group. Self-control was proposed as a mechanism underlying the impact of yoga on psychological health.

Joshi, B. (2007) Conducted a study on effect of kapalbhati kriya and anolom vilom pranayama. The objective of the study was to examine the effect of kapalbhati kriya and anulom- vilom pranayama on anxiety level, depression level and on vital capacity of lungs of college students and found that there was significant difference in their anxiety level, depression level and on vital capacities of lungs.

Wheeler and Wilkin (2007) conducted a study on influence of yogasana on perceived stress level among college students. The aim of the study was to determine influence of Yoga Asana on perceived stress level over a ten- week period. The study findings recommended that Yoga Asana change and reduce the perceived stress.

Abadi, et al. (2008) conducted a study on role of yoga in treatment of children with Attention Deficit Hyperactivity Disorder (ADHD). The objective of the study was to evaluate the effect of yoga on Attention Deficit Hyperactivity Disorder (ADHD) and found that there was a significant difference in the ADHD scale.

Mehra, V. & Sharma, A. (2008) conducted a study on Effect of yogic practices on social stress and academic stress among female adolescents. The objectives of the study was to find out the efficacy of yogic practices on components of social stress, viz., social frustration, social conflict, social pressure and social anxiety and components of academic stress viz., academic frustration, academic conflict,
academic pressure and academic anxiety of senior secondary school students. In the
study it was found that students exposed to yogic practices experienced reduction in
both social stress and academic stress.

Shapiro, et al. (2007) conducted a study to measure the impact of yoga on depression
among adult participants with a diagnosis of unipolar major depression who were both
in remission from their symptoms and also taking anti-depressant medication and
found that participating in yoga classes decreased symptoms of depression. Other
symptoms such as anxiety, anger, and neurotic symptoms also decreased.

curriculum in public schools. The finding of the study reported that yoga does enhance
the learning environment, supporting both teacher and student in the class room.

Sidhaye, N. and Anaspura, A. (2008) conducted a study on effect of yoga and
meditation on emotional intelligence of B. Ed. students. The objective of the study
was to find out the effect of yoga and meditation on emotional intelligence of B. Ed.
students and found a significantly higher emotional intelligence in B. Ed. students as a
result of yoga and meditation.

Amit and Neelam (2009) conducted a study on yoga and academic performance stress
effect. The objective of the study was to analyze the yoga effect on academic
performance with respect to stress. The results indicated that the students who have
practiced yoga performed well in academics. Moreover, the study showed that the
low-stress students performed better than the high-stress students thus establishing
that stress affects the performance of students.

Bakshi, A. and Kumari, A. (2009) conducted a study on efficacy of yoga on academic
performance and social well-being of adolescent students. The objective of the study
was to analyse the effect of yoga practices on subjective well-being and academic
performance among male and female adolescents of age group 14-15 years of Jammu
city. The results indicated that yoga has significantly affected the subjective well-
being and also contributed towards enhancement of academic performance of the
adolescents, irrespective of their gender differences.
Berger, et. al (2009) studied the efficacy of yoga on inner city children's well-being. The objective of the study was to examine the effect of yoga on inner city childrens’ well-being, and found that post yoga intervention well-being. was enhanced. Improvement in well-being, specifically in behaviour directly targeted by yoga was reported. The finding of the studies suggested yoga as a preventive intervention as well as a means of improving of children's perceived well-being.

Jadhav, S. G. and Havalappanavar, N. B. (2009) conducted a study on yoga’s impact on stress and well-being. The objective of the study was to determine the significance of yoga on anxiety and subjective well-being. The results showed that there was a significant decrease in both state and trait anxiety levels and positive change in the subjective well-being of the students.

Kauts, A. and Sharma, N. (2009) conducted a study on effect of yoga on stress and academic performance of adolescents. The objective of the study was to evaluate the relationship between stress and academic performance with the effect of yoga. It was found that the students who had had yoga training improvised their academic performance and the students who belonged to low-stressed category showed more improvement than the students in high stress. The study concluded that yoga intervention program was effective and improved the academic performance of the students.

Kumar, A. (2009) conducted a study on effect of yogic exercise on Emotional intelligence of adolescent students of senior secondary class. The objective of the study was to investigate the relationship between yoga exercises and emotional intelligence of adolescent students. The study found that there were significant difference between experimental and control group with respect to gender.

Kumar, A. and Kumar, M. M. (2009) conducted a study on effect of yogic exercise on academic stress of secondary level school students. The objective of the study was to examine the Effect of yogic exercises on academic stress of secondary level students, and it was found that academic stress of secondary school level students reduced after yoga practices.
Rudra, B. and Geetika, K. (2009) conducted a study on effect of suryabhedana pranayama and kapalbhati on logical memory of college girls. The objective of the study was to examine the effect of suryabhedana pranayama and kapalbhati on logical memory of college girls, and found significant increase on logical memory of experimental group after post-test as compared to control group college girls.

Sathyaveni (2009) conducted a comparative study between yogasana and aerobics in relation to abdominal strength, flexibility and selected physiological variable such as breath holding, resting heart rate, blood pressure and oxygen consumption and on selected cognitive variables i.e. concentration, memory and mental fatigue. The objective of the study was to compare the effectiveness of yogasana and aerobics in relation to abdominal strength flexibility, breath holding, resting heart rate, blood pressure and oxygen consumption, concentration, memory and mental fatigue. It was concluded from the finding of the study that yogasana training showed significant difference on cognitive variables i.e. concentration memory and mental fatigue of male subjects.

Seth, R. G. and Pasarkar, A. (2009) conducted a study on effect of yoga programme on anxiety and mental health among adolescents. The objective of the study was to find out the effect of yoga on anxiety, self-concept, locus of control and emotional intelligence of adolescent students and found a significant effect of yoga on anxiety and self-concept. No significant effect of yoga training was observed in emotional competence or on locus of control of adolescents.

Asai, K. K. (2010) conducted a study on effect of yogic exercises on physical fitness of girls. The objective of the study was to examine the efficacy of yogic exercises on physical fitness of girls and it was found that the higher performance abilities in flex arm hand, bent knee sit-up and 50 yard dash were significantly contributed by the selected yogic exercise. However, the exercises could not help to improve the performance abilities in standing broad jump and medicine ball put.

Gregoski, et al. (2010) examined the effectiveness of health education control (HEC) and breathing awareness meditation (BAM). In this study 166 African American adolescents were selected who were having moderately high blood pressure. The
health education teachers were assigned to conduct the sessions of in-school intervention for 3 months. The study findings revealed that the treatment of BAM had reduced the heart rate and blood pressure of adolescent students.

Mendelson et al. (2010) conducted a pilot randomized controlled trial study for assessing the acceptability, feasibility and preliminary outcomes of a yoga and school-based mindfulness intervention. The study selected four urban public schools to study the intervention or wait-list control condition. The study results recommended that the intervention was attractive to students, teachers, and school administrators which had a positive influence on problematic responses to stress including emotional arousal, intrusive thoughts and rumination.

Shenbagavalli and Divya (2010) conducted a study on yoga practices. The objective of the study was to analyze selected yoga practices and psychological skill training on selected psychomotor and psycho-physiological variables of higher level respondents. Results indicated that there is a positive significant difference in somatic anxiety, cognitive anxiety, hand-eye coordination, reaction time, self-confidence and heart rate, while the insignificant difference was observed in body temperature, systolic blood pressure and diastolic blood-pressure.

Charbonneau, C. M. (2011) conducted a study on the effect of the practice of Kundalini yoga on middle year students in an urban school. The objective of the study was to investigate the relationship between the practice of kundalini yoga and the development of interpersonal and intrapersonal awareness in middle year students. The finding of the study concluded growth in interpersonal and intrapersonal awareness in physical flexibility and intrapersonal and interpersonal awareness.

Gopal et al. (2011) conducted a study on yoga and its impact on immune responses. The objective of the study was to analyze the effect of integrated yoga practices on immune responses in examination stress. The results indicated that in yoga group, no significant difference was observed in physiological parameters during the examination stress, whereas in the control group, a significant increase was observed. Likewise, the indicators of psychological stress showed highly significant difference between experimental and control group.
Katzman, M. A. et. al (2012) conducted a study on impact of yoga on adults (ages 18 to 65) diagnosed with generalized anxiety disorder. The objective of the study was to examine the effect of yoga on adults diagnosed with generalized anxiety disorder and who had taken previously outpatient treatment such as cognitive behavior therapy (CBT) and the mindfulness based stress deduction program and lacked success. The finding of the study indicated that there was significant change in anxiety level of adults that was not attained in clinical treatment or anxiety.

Khalsa, S. B. et. al (2012) conducted a study on effect of mental health benefits of yoga in secondary school students. The objective of the study was to analyze the potential mental health benefits of yoga among adolescents in secondary school. There was significant difference in mental health in secondary school students. These preliminary result suggested that implementation of yoga is acceptable and feasible in a secondary school setting and had the potential to play a protective and preventive role in maintaining mental health.

Roberts et al. (2012) conducted a study on training on altering emotional memory. The objective of the study was to determine if mindfulness training altered emotional memory. The study found that mindfulness training altered emotional memory recall whereby mediators showed a greater increase in positive word recall. Long term concentrative meditation has been found to show a better performance on cognitive performance. Practice of meditation brings about changes in structure and functioning of parts of brain which are responsible for emotions. Higher cortical areas are important for emotional regulation. Activation of these areas helps in regulation of emotion. It would be worthwhile to integrate yoga into education so that the adolescents are benefited with a better socio-emotional health.

Swamy et al. (2014) conducted a study on effectiveness of yoga on prevalence of depressing symptoms among professional students. The objective of the study was to examine efficacy of yoga on widespread depressing symptoms among professional students. The study findings revealed that yoga is effective in reducing the depressive symptoms of the professional students.
Thomas and Erica (2014) conducted a study to analyze the social cognitive theory's idea of reciprocal with incorporating yoga poses, relaxation and breathing techniques in the classroom. The objective of the study was to evaluate the effectiveness of yoga practices in decreased score fighting and stress. The study findings revealed that mindfulness activities like breathing, relaxation techniques and yoga improve attention and focus among students.

Ashton's (2015) systematic reviews evaluated the effectiveness of relaxation techniques in improving behavioral and emotional outcomes for children. It was found that relaxation techniques which involve breathing, progressive muscle relaxation, yoga and visualization are effective in improving emotional outcome of students.

Bluth et al. (2015) conducted a randomized pilot study of a school-based mindfulness program. The aim of the study was to test the school-based mindfulness program for stress alleviation among students. The results indicated depression reduction in the experimental group in comparison with the control group. Initially, lower credibility was observed among the students in the mindfulness class than the substance abuse class. However, by the end of the course, the credibility increased for the mindfulness class while there was a decrease in credibility for the substance abuse class. It was implicated by Qualitative acceptability measures that the mindfulness class aided in stress alleviation. It was observed from the study findings that the students wanted the classes to continue.

Gallego, et. al (2015) investigated whether the mindfulness training has significant changes in the manifestation of anxiety, depression and the stress of students when compared to another group who undergoes physical activity program and a control group. The study result findings revealed that the effects of reducing the identified variables are higher for the mindfulness group than for the control group and physical education group. Therefore, it was deduced that mindfulness exercises which involve physical Education can help to reduce manifestations of anxiety and stress caused by exams in students.

HC et al. (2015) conducted a study to analyse the effect of practicing yoga for one year on automatic and respiratory variables. The objective of the study was to examine the effect of yoga on automatic and respiratory variables. The study observed that there is a
decrease in heart rate which follows the intervention of yoga group. In addition, there is significant difference in Respiration rate and Mean Respiration Rate that indicates increase in parasympathetic activity in yoga group when compared to control group. Hence, it transpired that practicing yoga frequently for one year can reduce the physiological arousal and progresses the ability to adapt to demanding situation.

Reddy and Kumari (2015) conducted a study to investigate the effect of yoga practices on attitude and cognitive function towards violence. The objective of the study was to evaluate the effectiveness of short term yoga practice on attitude and cognitive function towards violence in school children. The study findings indicated that yoga intervention displayed significant result in cognitive function and that there is no significant result in attitude towards violence in school children.

**2.7.4 Review of related literature in emotional intelligence**

Farooq (2003) conducted a study on emotional intelligence of students of academic performance. The objective of the study was to determine the effect of emotional intelligence on academic performance of adolescent students. The results indicate that those students with a high score on Emotional Intelligence particularly in the domains of stress management skills, general moods, adaptability, intrapersonal skills and interpersonal skills are inclined to have good academic performance, when compared to those students who have scored low on the above mentioned scales. However, gender difference on academic performance showed no significant differences.

Bhalla, S. and Nautiyal, D. K. (2004) conducted a study on scholastic achievement and emotional Intelligence of boys and girls. The objective of the study was to find out the relationship between emotional intelligence and academic achievement in relation to gender. The study found that there was a positive correlation between Emotional Intelligence and academic achievement among boys and girls of high school.

Katyal, S. and Eliza, A. (2004) conducted a study on self-esteem and emotional intelligence in relation to gender. The objective of the study was to evaluate the relationship between self-esteem and, emotional intelligence in relation to gender.
difference. The results indicated that the girls were higher on emotional intelligence and self-esteem than boys.

Pandey, R. and Tripathy, A. N. (2004) conducted a study on development of emotional intelligence on some preliminary observations. The objective of the study was to investigate developmental changes and gender differences in emotional intelligence in the Indian context. The study found that there was an increase in emotional intelligence with age, and females were more proficient in managing and handling their own emotions as well as those of others.

Tiwari, P. S. N. and Srivastava, N. (2004) conducted a study on schooling and development of emotional intelligence. The objective of the study was to find out the relationship between perceived environment quality of home, school and emotional intelligence. The study found that gender had no significant effect while the medium of three components of emotional intelligence i.e. expression, appraisal and utilization of emotions, perceived environmental quality of home as well as school, was positively rested on emotional intelligence.

Tyagi, S. K. (2004) conducted a study on emotional intelligence of secondary teachers in relation to gender and age. The objective of the study was to determine the level of emotional quotient and to compare the emotional quotient of male and female secondary teachers. The study found that the level of emotional intelligence is low and independent of gender and age.

Bhatia, J. and Kumar, G. (2005) conducted a study on various aspects of emotional intelligence. Based on characterization of the emotional intelligence a scale in Hindi had been developed. The objective of the study was to measure various aspects of emotional intelligence on different samples. Details were presented about the psychological nature of the scale, items selection, try out, and scoring and item analysis. Different procedures followed for estimating reliability and validity of this scale were presented. Data was also presented regarding the test of normal distribution. The results of the study showed that score distribution was very close to normal distribution that confirmed the valid emotional intelligence scale (EIS).
Dulewicz et al. (2005) conducted a study on the relevance of emotional intelligence for leadership performance. The objective of the study was to explore the relationship between emotional intelligence, leadership and job performances within the British Royal Navy. The study found that emotional intelligence made a greater contribution to overall performance, to officer leadership appraisal and to all three leadership styles than general intelligence.

Kaufhold, J. G. (2005) conducted a study on teacher’s emotional intelligence. The objective of the study was to analyze teacher’s emotional intelligence for effective classroom teaching. In the study it was found that teachers who fall under high category of emotional intelligence emphasize the value of positive individual difference, promote the learning of teamwork and problem solving skills and empower children to gain positive social skills and also such social skills boost students’ relation, mutual respect and engagement in classroom learning.

Lekhi, V. (2005) conducted a study on emotional intelligence and emotional maturity of secondary students in Punjab. The objective of the study was to examine relationship between emotional intelligence and emotional maturity of secondary students in Punjab. In the study it was found that there is a significant correlation between intelligence and emotional maturity. It means that when the emotional intelligence of the students is higher, then their emotional maturity and behaviour reflects a balanced personality.

Menzie, T. A. (2005) conducted a study on emotional and social and academic competence in middle school youth. The purpose of this study was to examine the relationship between measures of childrens’ emotional intelligent and screening measures of psychological problems as well as to examine any relationship between academic and social competence and emotional intelligence and found that there was a positive correlation between the academic and social competence, adaptability and stress management had significant difference predicted academic performance.

Pradhan, R. K. et al. (2005) conducted a study on emotional intelligence and personal effectiveness. The objective of the study was to examine relationship between emotional intelligence and personal effectiveness in relation to gender. The study found that there exists a positive relationship between emotional intelligence and personal effectiveness. Gender was not significant in this study.
Tsaousis, I. and Nikolaou, I. (2005) conducted a study on exploring the relationship of emotional intelligence with physical and psychological health functioning. The objective of the study was to investigate the relationship between emotional characteristics, such as perception, control, use and understanding of emotions and characteristics of physical and psychological health. The study found that emotional intelligence was negatively associated with poor general health, smoking and drinking behaviors.

Bansibihari and Surwade (2006) conducted a comparative study on mature and immature teachers teaching effects. The objectives of the study was to find out the emotional maturity of teachers, in order to identify the emotionally mature/stable and the emotionally immature/unstable teachers and to compare teaching effectiveness of emotionally mature group with that of emotionally immature group. It was found that female teachers are emotionally more mature/stable, and that emotionally mature teachers are more effective, and that there is no gender difference in emotionally mature group with respect to teacher effectiveness.

Manhas, K. D. and Gakhar, S. C. (2006) conducted a study on emotional intelligence as correlates of intelligence, creativity and academic achievement. The objective of the study was to find out the relationship between emotional intelligence with general intelligence and creativity. The study found that there was a positive significant relationship of emotional intelligence with intelligence and creativity variables.

Patil, A. B. (2006) conducted a study on emotional intelligence among student teacher in relation to gender, faculty and academic achievements. The objectives of the study was to find out the difference between male and female, arts and science students, to find out the relationship between emotional intelligence and academic achievement of students teachers. The study found that there was no significant difference between emotional intelligence of male and female students, there was significant difference in emotional intelligence of student teachers of arts and science faculty; and there was a significant relationship between emotional intelligence and academic achievement of students teachers.

Ramould, E. V. (2006) conducted a study examine the effectiveness of Enneagram Educational programme on competencies of emotional intelligence i.e Emotional
self-awareness, Emotional expression, emotional awareness of others, creativity, and interpersonal connection. The objectives of the study was to assess the effectiveness of the Enneagram Educational programme on Emotional self-awareness, Emotional expression, Emotional awareness of others, Creativity and Interpersonal connections. The study found that significantly positive changes were noticed in student teachers and this will directly contribute to the positive development of the society.

Rao and Harshitha (2006) conducted a study on secondary school student’s different level of adjustments among various schools. The objectives of the study were to identify the adjustment of secondary school students; to find out the difference in the level of adjustment between residential and non-residential secondary school students; to find out the difference in the level of adjustment between private and government secondary school students, and, to find out the difference in the level of adjustment between boys and girls. The results indicated that: the secondary school students were with low adjustment; the non-residential school students were more adjusted than the residential school students, though both were with low adjustment; there was no significant differences in the level of adjustment possessed by the private and government secondary school students, though both of them were with low adjustment; there was no significant difference in the level of adjustment possessed by boys and girls, though both were with low adjustment.

Singh and Koteswari (2006) conducted a study on emotional intelligence and coping resources of stress among product managers. The objective of the study was to examine the relationship between emotional intelligence and the types of coping resources of stress among project managers belonging to different information technology companies in Hyderabad. The study also explored the effect on emotional intelligence and coping resources of stress used across age. The study found that there was positive correlation between emotional intelligence and the total coping resources of stress and increase with age.

Sridhar, Y. N. and Badiei, H. R. (2006) conducted a study on teacher efficacy and emotional intelligence of primary school teachers. The objective of the study was to compare the teacher efficacy levels and emotional intelligence in relation to
gender, age and educational level of primary teachers. The study found that there was no significant relationship between emotional intelligence and personal efficacy of primary school teachers.

Yip, J. A. and Martin, R. A. (2006) conducted a study on sense of humor, emotional intelligence and social competence. The objective of the study was to find the measures of humor styles, trait cheerfulness, social competence and an ability test of emotional intelligence. The study found that emotional intelligence was positively correlated with sense of humor and social competence domains.

Ayodhya (2007) conducted a study on Emotional Problems and its relation to life events and scholastic achievement of secondary school children. The objective of the study was to evaluate life event scores among students with emotional problems and without emotional problems in relation to gender, socio-demographic factors, scholastic achievement and emotional problems. The results found that secondary school students had higher rate of emotional issues, Students with emotional disturbance had higher life event grades and high number of events. Boys had high number of events and higher life scores but lower score than girls in scholastic achievements. Depression was the common cause of emotional issues. Life events did not have much impact in school achievements. There was no variation in social demographic elements and disorders of emotional nature.

Bansal (2007) conducted a study on emotional intelligence and spiritual intelligence in relation to science achievers and achievement in science. The objective of the study was to determine if there is any relation between science achievers and science achievement with emotional intelligence and spiritual intelligence. The study found a high positive correlation exists between science achievement and emotional intelligence, science achievement and spiritual intelligence.

Bhandarkar, A. (2007) conducted a study on emotional intelligence and environmental values among junior college students. The objective of the study was to find out the emotional intelligence and environmental values among junior college students. The study found that there were significant differences between rural and urban students as well as girls and boys in regard with emotional intelligence and environmental values.
Darsana (2007) conducted a study on the relationship between emotional intelligence and achievement facilitating variables. The objective of the study was to find out relationship between emotional intelligence and achievement facilitating variables for the whole sample and relevant sub-sample, to compare emotional intelligence on the basis of gender, locale of the school, nature of school management and socio economics status. The study found that there is significant relationship between emotional intelligence and achievement motivation, the boy performs better than girls in emotional intelligence and emotional understanding, and, boys had higher social skills than girls. There was no significant difference in emotional perception, emotional facilitation of thoughts and emotional management in relation to gender.

Kamboj, R. K. (2007) conducted a study on relationship of Emotional Intelligence with self-actualization. The objective of the study was to examine the relationship between Emotional Intelligence and self-actualization of secondary school teacher. It was found in the study that there was a positive and significant correlation between Emotional Intelligence and self-actualization of secondary school teacher.

Qualter et. al (2007) conducted a study on the adolescents’ behavior. The objective of the study was to analyze adolescent behavior by their peers. The results found that adolescents who score high on emotional intelligence scales are related by their peers as less aggressive and more pro social more empathic and less likely to engage in tobacco and alcohol.

Rode, J. C. et al. (2007) conducted a study on Emotional intelligence and its effect on individual performance. The objective of the study was to analyze the effect of Emotional Intelligence and individual performance as indicated by academic performance, group behavior effectiveness, pupils speaking effectiveness. The results found that the effect of Emotional Intelligence on performance is more direct than indirect in nature.

Singaravelu, S. (2007) conducted a study on emotional intelligence of student teachers (pre-service) at primary level in Puducherry. The objectives of the study were to study the difference in the level of emotional intelligence between the groups regarding gender, locality and marital status. It was found that there was no
significant difference in emotional intelligence of student teachers in relation to their
gender. Significant difference was observed in emotional intelligence within locality
and marital status of student teachers.

Singh, S. K. (2007) conducted a study on emotional intelligence and organizational
leadership: a gender study in Indian context. The objective of the study was to investigate
the relationship between emotional intelligence and leadership effectiveness among
software professional in India. The study found that there was significant difference
between male and female software professional in terms of emotional intelligence and
overall leadership effectiveness. The relationship management aspect of emotional
intelligence was found to be the most important of leadership.

Usha (2007) conducted a study on emotional adjustment and family acceptance and their
relationship with achievement. The objective of the study was to find out the relation of
achievement of mathematics with emotional adjustment and family acceptance,
comparison between boys and girls, urban and rural samples with regard to their
emotional adjustment, family acceptance and achievement in mathematics. In the study it
was found that a positive significant correlation of Emotional adjustment and family
acceptance with achievement in mathematics, boys and girls differ in their family
acceptance and achievement but not in their emotional adjustment, rural and urban pupils
differ significantly in their emotional adjustment, family acceptance and achievement in
mathematics. Further in the study it was found that emotional adjustment and family
acceptance were effective factors which contribute in academic achievement of the child.

The objective of the study was to find out gender differences in emotional
intelligence. The study found that there was significant difference between male and
female in emotional intelligence.

Chiva, R. and Alegre, A. J. (2008) conducted a study on emotional intelligence and
job satisfaction: the role of organizational learning capability. The objective of the
study was to examine the relationship between emotional intelligence and job
satisfaction. The study found that emotional intelligence individuals were more likely
to experience high levels of job satisfaction.
Gupta and Kaur (2008) conducted a study to compare emotional intelligence of prospective teachers of difference groups. The objective of the study was to compare emotional intelligence of prospective teachers of different groups. The study found that emotional intelligence score of female B. Ed student was higher than male students, there was significant difference between Male and female B. Ed students on self-management, Arts and science stream B. Ed students differed on social skills dimension of Emotional Intelligence.

Kafetsios, K. and Zampetakis, L. A. (2008) conducted a study on emotional intelligence and job satisfaction which evaluated the mediatory role of positive and negative effect of work. The objective of the study was to test links between emotional intelligence, job satisfaction and its effect on work. The study found that among the four of emotional intelligence dimensions, use of emotion and emotion regulation were significantly affected the work whereas perceiving others emotions was associated with job satisfaction.

Kaur (2008) conducted a study on emotional intelligence, perceived stress and life satisfaction of teacher’s trainees. The objective of the study was to find out the relationship between emotional intelligence and perceived stress and life satisfaction of teacher trainees. The study found that emotional intelligence and life satisfaction of teacher trainees were found to be positively correlated with each other.

Rajendran, K. and Arunmozhi, A. (2008) conducted a study on emotional intelligence and its relation to demographic factors of self-help group. The objective of the study was to assess the influence of age, marital status, and type of family, community and family status on the emotional intelligence of self-help group members. It was found in the study that self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

Saranya, R. and Velayudharn, A. (2008) conducted a study on analyzing personal behavior and emotional intelligence among university students. The objective of the study was to find out difference among day-scholars and hostel students in personal behavior and emotional intelligence. The study found that students differed significantly in the emotional intelligence factors as well as pre-social behavior dimensions.
Singh et al. (2008) conducted a study on emotional intelligence of rural and urban adolescents in relation to their gender. The objective of the study was to find out the emotional intelligence of rural and urban adolescent in relation to their gender. The study found that urban adolescents are better than their rural counterparts. Male and female adolescents exhibit same emotional intelligence.

Sridevi, K. and Praveen, L. (2008) conducted a study on emotional intelligence and adjustment, self-concept and scholastic achievement of higher secondary students. The objective of the study was to evaluate relationship among emotional intelligence and adjustment, self-concept and scholastic achievement of higher secondary school students and found a significant positive correlation among emotional intelligence, adjustment, self-concept and scholastic achievement of higher secondary school students and there was no significant difference in emotional intelligence in relation to gender.

Subramanyam, K. and Rao S. K. (2008) conducted a study on emotional intelligence and academic achievement of secondary school students and relationship between emotional intelligence and academic achievement. The objective of the study was to assess the impact of gender on emotional intelligence and academic achievement and correlation between academic achievement and emotional intelligence. The study found that there is significant difference in emotional intelligence of male and female students, no significant difference in Academic achievement of male and female students, there is no correlation between Academic achievement and emotional intelligence.

Suresh, K. J. and Joshith, V. P. (2008) conducted a study on emotional intelligence as a correlate of stress of student teachers. The objective of the study was to find out the relationship between emotional intelligence and stress of the student teachers. The study found that there was a significant negative relationship between emotional intelligence and stress of student teachers and concluded that individuals having high emotional intelligence may have low stress and this will directly contribute to the positive development of the individual and society.

Vineeta, C. (2008) conducted a study on academic achievement and creativity. The objective of the study is to find out the correlation between academic achievement
and creativity among creative and non-creative students. It is concluded that the relationship between creativity and academic achievement is positive and significant in case of higher achievers or creative students but negligible in case of non-creative or low achievers.

Zaguirre, R. (2008) conducted a study on academic performance, achievement and Emotional Intelligence of college students in first-year community. The objective of the study was to determine the association between academic performance, achievement and emotional intelligence of the college students. It was found that there was no relation between academic performance and emotional intelligence, but significant association was observed in academic performance and emotional intelligence.

Agric, S. J. (2009) conducted a study on emotional intelligence and entrepreneurial orientation among students. The objective of the study was to examine the relationship between emotional intelligence and entrepreneurial orientation. Participants were chosen from various departments of engineering and management of Indian Institute of Technology (IIT) Kharagpur, India. The study findings exhibited a significant correlation among variables of entrepreneurial orientation and emotional intelligence.

Dey, N. (2009) conducted a study on influence of emotional intelligence on academic self-efficacy and achievement. The objective of the study was to examine the influence of emotional intelligence on academic self-efficacy and achievement. The study found that emotional intelligence and academic self-efficacy were significantly co-related with academic achievement.

Garg, and Rastogi. (2009) conducted a study on emotional intelligence and stress resiliency among students. The objective of the study was to examine the relationship between emotional intelligence and stress resilience among students. In the study it was found those students who were emotionally intelligent were resilient to stress and that was one of the reason for their success at personal level.

Gurubasappa, H. D. (2009) conducted a study on the psychological elements of find out the nature of relationship that exists between academic achievement with intelligence and self-concept and found high significant correlation between
academic achievement with intelligence and self-concept, significant difference in the academic achievement of students with different academic achievement. The objectives of the study were: to examine the levels of intelligence and self-concept, significant and interactive effect of intelligence and self-concept on academic achievement, significant and interactive effect of gender with intelligence and self-concept on academic achievement. It was revealed that there was a significant difference in the academic achievement of students in relation to gender, type of school, medium of instruction, locality and socio-economic status. The results of the study indicated that the highly intelligent students and students with better self-concept achieve high score in school.

Indu, H. (2009) conducted a study on emotional intelligence of secondary teacher trainees. The objectives of the study were: to examine emotional intelligence in relation to gender, type of family, types of institution. The results indicated that majority of teacher trainees of Coimbatore district possess average emotional intelligence. It was seen from the results that male and female teacher trainees did not differ in their emotional intelligence. The results also showed that there is no significant difference between the emotional intelligence of teacher trainees in relation to type of family and type of institution.

Panda, S. K. (2009) conducted a study on emotional intelligence of pupil-teachers. The objectives of study was to evaluate emotional intelligence in relation to personality traits of pupil-teachers, i.e., normal pupil-teachers, neurotic pupil teachers, their gender and their locality. The results of the study reveal that emotional intelligence was positively correlated with pupil-teachers with normal behaviour; negative correlation with neurotic behaviour, and, there was no significant difference with gender and locality.

Lather, M. (2009) conducted a study on effect on emotional skills on psychological distress among high school students. The objective of the study was to find out relationship between Emotional Intelligence and psychological distress of high school students. The study found that Emotional Intelligence was negatively correlated with psychological distress of students.
Manisha, L. (2009) conducted a study on emotional disturbance among high school students. The objective of the study was to analyse the assumption that implication of emotional skills can reduce distress among high school student. Results indicated negative correlation between emotional intelligence and its dimensions with psychological distress. Emotional intelligence was found to be helpful in reducing psychological distress of students.

Narimani et al. (2009) conducted a study on emotional intelligence of students in relation to gender. The objective of the study was to examine and compare emotional intelligence among boys and girls. The study results indicated that boys have higher emotional intelligence in comparison to girls.

Neogi, S. (2009) conducted a study on emotional components of affective learning of secondary students. The objective of the present study was to assess the emotional component of affective learning of the higher secondary students of Kolkata and found that the students scored low on both the indicators of emotional development. The findings imply that there is need to improve our educational system for developing the emotional components of the affective domain of the learners.

Singh, G. and Kumar, G. (2009) conducted a comparative study on emotional intelligence of convent and Saraswati schools. The objective of the study was to find out difference among emotional intelligence of secondary school teachers of convent and Saraswati schools. The study found that teachers of convent schools are better on self-awareness, self-development, manager relation, integrity and altruistic aspect while saraswati schools teachers have better self-motivation on value orientation and commitment aspect of emotional intelligence. The study also showed that teachers of Saraswati School and convent school do not differ in empathy and emotional stability aspects of emotional intelligences.

Umadevi, M. R. (2009) conducted a study on exploring the relationship between emotional intelligence, achievement motivation and academic achievement. The objective of the study was to examine the relationship between emotional intelligence, achievement motivation and academic achievement of student teacher with respect to gender and academic streams. In the study it was found that there was a positive
correlation between Emotional Intelligence and academic achievement, positive relationship between academic motivation and academic achievement. There was no correlation of emotional intelligence and academic achievement with gender and academic streams.

Usha, P. and Rekha (2009) conducted a study on Emotional competence and mental health as predictors of academic achievement. The objective of the study was to investigate the emotional competence and mental health as predictors of academic achievement among the secondary school pupils. In the study it was found that emotional competence and mental health is the best predictor of achievement.

Bhalla, A. (2010) conducted a study on scholastic achievement and emotional intelligence in relation to gender. The objective of the study was to investigate correlation between Emotional Intelligence and scholastic achievement in relation to gender and found that there was positive correlation between emotional intelligence and academic achievement. But no difference was found between male and female students of secondary school students.

Babelan, A. Z. and Mahdi, M. (2010) conducted a study on Emotional Intelligence in relation to student’s academic achievement. The objective of the study was to investigate the role of Emotional Intelligence and its components in predicting student’s academic achievement. The outcome of the study showed that there was highly significant relationship between elements of emotional intelligence and positive correlation between emotional intelligence and academic stress.

Deshmukh, N. H. and Sawalakhe, S. P. (2010) conducted a study on self-concept, emotional intelligence and adjustment of adults. The objective of the study was to find correlation between self-concept, emotional intelligence and adjustment of adults. The study found that there was significant positive correlation between self-concept, emotional intelligence and adjustment among adults.

Kaur, J. (2010) conducted a study on Emotional Intelligence of students in relation to their demographic variables. The objective of the study was to analyze whether gender, locality and academic streams show any difference in Emotional Intelligence
of the students. The study found that there was significant difference in Emotional Intelligence in relation to academic stream among senior secondary students.

Narain, S. and Lakshmi, V. (2010) conducted a study on emotional intelligence and academic achievement of school children. The objective of the study was to find out the relationship between Emotional Intelligence and academic Achievement of school children. The study results showed that a positive correlation between emotional intelligence and academic achievement of school children and significance difference was found between boys and girls, high and low achievers.

Noorbakhsh et al. (2010) conducted a comparative study on leadership tendency and emotional intelligence. The object of the study was to compare the leadership tendency and Emotional Intelligence among average and intelligent students in Brazil. Results found that mean score of Emotional Intelligence and leadership tendency among girl students are higher than boy students.

Salami, S. (2010) conducted a study on emotional intelligence, Self efficacy, and Physiological well-being and students attitudes. The objective of the study was to determine the impact of quality education among students. The result indicated that there was a need to proactively emphasise positive psychology in improving the positive elements in students rather than retroactively trying to solve problems that emerge later, in order to improve the quality of higher education.

Sowmya, S. and Betsur, N. (2010) conducted a study on Emotional Intelligence in relation to personality. The objective of the study was to assess the level of Emotional Intelligence competence among secondary school female teachers. The study found that there is a significant difference in Emotional Intelligence of extroverts and introverts and emotional stability is significant or more among extraverts than introverts. The emotional stability is significant or more among rural secondary school female teachers than urban secondary female teachers.

Agarwal, A. K. (2011) conducted a study on learning styles in relation to learner’s self-concept. The objective of the study was to find out the relationship between
learning styles and self-concept. The study found that there exits significant relationship between learning styles and self-concept of senior secondary school students.

Akbar et al (2011) conducted a study on the relationship between emotional intelligence and academic achievement and the role of demographic variables in emotional intelligence. The objective of the study was to examine the relationship between emotional intelligence and academic achievement and role of demographic variable i.e. gender, socio economic status, parental education and geographical origin in relation to emotional intelligence. The finding of the study was concluded that there was a significant relationship between emotional intelligence and academic achievement, first born scored higher emotional intelligence as compared to later born student. Student with literate parents scored higher than students with illiterate parents. Students of urban area scored higher than student from rural area and students from upper socio economic class scored higher on emotional intelligence than students from lower socio economic class. Female students scored higher as compared to male students.

Amit, S. and Dinesh, K. (2011) conducted a study on emotional intelligence and academic achievement of students in Delhi. The objective of the study was to find out the relationship between emotional intelligence and academic achievement of college students in Delhi. The results of the study indicated that the emotional intelligence of both the gender in relation to all the academic stream (Science, Art and Commerce stream) were similar, and the study also indicated that there was positive relationship between emotional intelligence and academic achievement.

Mahajan, M. (2011) conducted a study on academic achievement in relation to emotional intelligence and spiritual intelligence. The objective of the study was to analyze the relationship of academic achievement with respect to emotional intelligence and spiritual intelligence. The study found that there was no significant difference in Spiritual intelligence, emotional intelligence with respect to gender, but there exists positive and significant relation between academic achievement and emotional intelligence of boys and girls and also for boys and girls separately.
Naghavi, F. (2011) conducted a study on emotional intelligence in relation to gender among students. The objective of the study was to analyze the relationship between emotional intelligence and gender. The results indicated that there was significant relationship between Emotional Intelligence and gender differences. Emotional intelligence of girls was higher than boys.

Singh, A. and Kumar, D. (2011) conducted a study on emotional intelligence and academic achievement of college students. The objective of the study was to examine the relationship between academic achievement and Emotional Intelligence of the college students with respect to gender and academic stream. In the study it was found that the Emotional Intelligence of college students was not significant in relation to gender while academic achievement of science stream boys and girls was significant and there is positive correlation between emotional intelligence and academic stress.

Agarwal, S. and Gupta, V. (2012). conducted a study on effect of emotional intelligence on Teacher Effectiveness. The objective of the study was to analyze the effect of emotional intelligence on teacher effectiveness in Teacher Training programme(B. Ed) from Agra city. It was found that female teacher educator’s emotional intelligence and teacher effectiveness were higher as compared to male teacher educator.

Dubey, R. (2012) conducted a study on emotional intelligence and academic motivation among various students. The objective of the study was to examine the relationship between emotional intelligence and high and low academic motivation of students of Allahabad city. The results indicated that there is a significant relationship between academic motivation and emotional intelligence. Further the study reported that the high, moderate and low Academic Motivation of students vary from one another on emotional intelligence.

Puri, P. and Bairwa, A. K. (2012) conducted a study on emotional intelligence and self-confidence of Hostellers and Day Scholar of Jaipur city. The objective of the study was to compare the emotional intelligence and self-confidence of hostellers and day scholars of Jaipur city. In the study it was found that emotional intelligence of day scholars was significantly high on altruistic behaviors as compared to hostellers. Hostellers had more self-confidence as compared today-scholars.
Bharti, R. (2013) conducted a study on emotional intelligence and achievement stress. The objective of the study was to explore the relationship between emotional intelligence and achievement stress among the student-teachers. Results of this study indicated significant differences between student-teachers possessing high and low emotional intelligence on achievement stress. Mean of emotional intelligent student-teachers with high score was significantly higher than emotional intelligent student-teachers with low scores on achievement stress. A moderate positive and significant relationship exists between emotional intelligence and achievement stress of male and female student-teachers. Further it was also found that emotional intelligence and achievement stress are not mediated by gender.

Roy et al. (2013) conducted a study on emotional intelligence and academic achievement motivation. The objective of the study was to examine the relationship between academic achievement motivation and emotional intelligence. Further in this study the student’s emotional intelligence with high, average and low academic achievement motivation was also evaluated. The results of the study indicated that there is a positive relationship between academic achievement and emotional intelligence motivation, students with average, high and low academic achievement motivation varied from one another on emotional intelligence.

Plenty et al. (2014) conducted a study on the psychosocial features of the schoolwork environment which were associated with student’s mental health. The objective of the study was to evaluate the psychosocial features of the schoolwork environment in relation to the student’s mental health. The study findings revealed that social support is contributing in optimizing adolescents’ emotional health and adaptive behavior whereas excessive school pressure is related with poorer mental health.

Singh, V. (2014). conducted a study on emotional intelligence in relation to gender and types of educational stream of undergraduate student’s. The objective of the study was to compare emotional intelligence with respect to their gender and education stream and found that there was significant difference in emotional intelligence of male and female students. Emotional intelligence of female student was higher than male students and in education stream science students were ranked higher than arts stream students.
Bhattacharya (2015) conducted a study to find out whether adolescents’ awareness of 10 dimensions of home environment can be predicted by their gender difference and emotional intelligence. The investigation result revealed that emotional intelligence scores can predict the adolescents’ perception of home environment. In addition the study also found that there is no prediction difference by gender.

Bhatnagar and Gill (2015) conducted a study on emotional maturity, emotional competence and emotional intelligence of secondary school students. The objective of the study was to find out relationship between emotional maturity, emotional competence and emotional intelligence. The study findings revealed that there was an important difference between normal students and the students who were having emotional stability problems. The result showed that the students, who are having perception and negative attitude about environment, were prone to stress.

Mahmoudi, et al. (2015). Conducted a study on effectiveness of training the components of emotional intelligence and its impact on shyness among students of secondary school .The objective of the study was to evaluate the efficiency of training the components of emotional intelligence on reduction of shyness among secondary school students .In the study it was found that shyness was negatively related to emotional intelligence.

2.7.5 Review of related literature in academic stress

Nagaraju, M. T. (2004) conducted a study on academic stress, with the objective to analyze academic stress and anxiety, link between intelligence and stress and the relation between achievement and stress. The study found positive and significant correlation between Academic Stress and Anxiety, negative correlation between intelligence and stress and there is a positive and significant correlation between achievement and stress.

Reddy, P. V. and Reddy, V. S. (2004) conducted a study on stress and coping strategies among children. The objective of the study was to identify the possible stress producing situation in children and the type of adjustment method used (coping strategies)to overcome the stress by children and found that the children have experienced more stress in physical and educational front and have less stress in the areas of psychological and social front.
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Sarma, M. (2004) conducted a study on academic stress in relation to parental education. The objective of the study was to determine the relationship of parental education to the Academic Stress of their children. The study found that students with the parents of official and government jobs may have lower Academic Stress and better adjustment compared to the students of business, coolie and agricultural parents.

Malik, P. R. and Balda, S. (2006) conducted a study on levels of stress among academic students of 15 -19 years age. The objective of the study was to analyze the stress levels among 15 -19 years student. The results indicated that the levels of stress were varied among the different year students over employment opportunities when they finish their academic programs.

Vamadevappa, H. V. and Usha, K. (2006) conducted a study on parental influence on academic stress. The objective of the study was to analyze the effect of parental relationship and Academic Stress among the higher secondary students. The study found that there is a positive effect on parental relationship and academic stress in higher secondary students as excess parental involvement lead to higher Academic Stress. And the stress of girls is lower than the boys among the higher parental involvement group.

Bhandkar, A. (2007) conducted a study on academic stress factors and academic achievements among students of Delhi region. The objective of the study was to analyze a relationship between academic stress factors and academic achievements. The study found a positive and significant correlation between the academic stress factors and the academic achievement and significant negative correlation between study habits and academic achievement.

Chakrabarthy, S. (2007) conducted a study on the effect of family members on academic stress. The objective of the study was to determine influence of family members in regards to academic stress among students. The study determined that educational level of the family influenced the academic stress of the female students compared to the male students.
Dev (2007) conducted a study on unmanaged stress levels and stressed working conditions. The objective of the study was to analyze the impact of unmanaged stress on employee’s productivity and the effects of stressful working conditions. The results indicated that unmanaged stress has a debilitation impact on employee’s productivity and stressful working conditions have a direct harmful impact on the mental and physical wellbeing of the work force.

Mahapatra, P. L. (2007) conducted a study on the regional background of the B.Ed. Students. The objective of the study was to analyze if regional background had any relation to the teaching success and Academic Stress. The study found that regional background did not have any significant effect on teaching success and academic stress.

Naidu, J. (2007) conducted a study on the occupational level of father’s influence over student’s academic stress. The objective of the study was to determine if the occupation level of father had any influence in student’s academic stress. The study found that the occupational level of father did not have any significant influence over the level of the Academic Stress of the students of non-formal learning.

Sharma, P. (2007) conducted a study on achievement of rural girls and the effects of study habits. The objective of the study was to examine the study habits of rural girls for a successful achievement in their studies. The study results indicated that poor study habits were highly associated with higher stress. The level of stress also leads to the academic success.

Tiesha, D. J. (2007) conducted a study on stress and anxiety. The objective of the study was to determine the effect of stress and anxiety of our well-being. The results found that daily stress and anxiety not only amid our well-being but also shortens our liver by contributing to heart disease, diabetes and cognitive impairment.

Aruna (2008) conducted a study on academic stress, study habit and adjustment among secondary school students. The objective of the study was to examine the effect of academic stress on study habits and adjustment of senior secondary
students and found that there was no significant difference between study habit, academic stress of boys and girls while the study behavior of the student was significantly related to their academic stress and adjustments.

Dharma Raja, V. (2008) conducted a study on achievement in computer course and the stress level of higher secondary school students. The objective of the study was to determine the achievement difference in computer course and level of stress between rural and urban school students. The study found that there was a significant difference in the computer course achievement and the level of stress between rural and urban higher secondary school students and rural students had exhibited higher level of stress in the course compared to the urban locality students. He further found that extensive use of the laboratory in the computers have lowered the level of academic stress in a moderate way.

Huan, V. S. et al. (2008) conducted a study on academic stress concerns among Singapore students. The objective of the study was to investigate the academic stress concerns among Singapore’s adolescents. The results of the study observed that among the adolescents their self and other expectations are positively associated with the academic stress. It was found in the study that among the adolescents, especially girls, have school related concerns were also predictive of academic stress arising from other expectations and also obtained significantly higher scores on the academic expectations stress inventory than boys.

Hussain et al. (2008) conducted a study to examine the level of academic stress and overall adjustment among high school students of public school and government schools. They concluded that the magnitude of academic stress was significantly higher among the public schools students. Whereas their level of adjustment was low as compared to the government schools students.

Kumar, G. N. (2008) conducted a study on the sources of academic stress and their influence. The objective of the study was to determine the sources of academic stress and their influence on the scholastic achievement. The results indicate that the urban students were higher in their level of stress as compared to the rural area students and the overall achievement is positively and significantly associated with the level of scholastic achievement.
Kuruvilla, M. (2008) conducted a study on various psycho-sociological variables. The objective of the study was to determine the influence of certain psycho-sociological variables on the influence of the Academic Stress, overall adjustment and scholastic achievement of college students. The study found a significant positive correlation between the gender and the academic stress; boys had higher level stress compared to the girls and Science students suffered with higher level of stress compared to the Arts and Commerce students and Academic Stress is significantly correlated with the level of the scholastic achievement.

Mahajan, N. and Sharma, S. (2008) conducted a study on anxiety in four areas, viz, physical, social emotional and educational among adolescents. The objective of the study was to explore the anxiety among the adolescents in physical, social, emotional and educational areas. The study found that education was the major anxiety area for girls; prevalence of anxiety because of physical reason was found more in boys. Significant difference was observed between overall emotional anxiety among boys and girls. Girls were found more emotionally unstable than boys whereas anxiety and mental tension was found more in boys. It was also revealed that adolescents are deeply concerned as how others view them and are apt to display self-consciousness.

Mascaro, N. and Rosen, D. H. (2008) conducted a study on the association between academic achievement and psychological stress. The objective of the study was to find the correlation between academic achievement and psychological stress. The study indicated that the academic achievement is to be significantly and negatively correlated with all kinds of stress except the existential stress.

Rajamanikham, M. and Vasanthal, R. (2008) conducted a study on academic stress, academic achievement and stress. The objective of the study was to evaluate the relationship between student’s Academic Stress and adjustment in relation to their academic achievement. In the study it was found that there was a significant positive correlation between Academic Stress and Academic Achievement. The scores of the students on their Academic Stress were correlated with the qualification of the parents. The different sibling groups differed significantly on the level of stress and the number of siblings was correlated.
Saltzman, A. (2008) conducted a study on Mindfulness-Based Stress Reduction (MBSR). The aim of the study was to examine the effect of Mindfulness-Based Stress Reduction Program. A program was conducted, where children participated for a period of eight-session course to learn and deal with stressful situations and findings revealed that slow breathing assists in reducing the stress.

Agolla, J. E. and Ongori, H. (2009) conducted a study on academic stress level and Adjustment among high school students of Government and private schools. The objective of the study was to analyze the academic stress level and Adjustment of high school students. The results revealed that the academic stress was higher among the private school students while the students of government school were better in adjustment level. An inverse relationship was also observed between adjustment and academic stress among both school students.

Ghaderi, A. R. et al. (2009) conducted a study on depression, anxiety and stress among Indian & Iranian students. The objective of the study was to examine and compare the experience of stress anxiety and depression among Indian and Iranian students. The results indicated that the depression anxiety and stress level of Indian students are significantly higher than those of Iranian students while gender difference was not found significant.

Ghaderi et al. (2009) conducted study on the life events among male students in pre university courses of five colleges of Bidar city. The objective of the study was to examine the Stressful life events among male students of pre-university courses. The results indicated that 18 percent, 25 percent, 18 percent, 6 percent and 5 percent of students had always experienced stress by family relations, peer relations, academic, physical health and psychological aspects respectively and majority of male students had not always experienced stress from family, peer relations, academic, physical Health and Psychological aspects.

Majed, M. A. and Fatema, A. B. (2009) conducted a comparative study between the students of Kuwait and India in relation to their stress with aggression, social anxiety and social skills. The objective of this cross culture study was to compare stress with aggression, social anxiety and social skills among adolescent students of Kuwait and
India. In the study it was found that there was positive correlation between stress with aggression and social anxiety, but negative relationship in social skills among adolescent students of Kuwait and India.

Promod, K. K. and Kumar, Santosh. K. P. (2009) conducted a study on Academic stress in relation to demographic variables on the student teachers from Mallapuram and Kozhicote district of Kerala. The objective of the study was to investigate the academic stress between male and female, aided and unaided and rural - urban sample. The results showed that only the difference in locality affect significantly on academic stress of teacher trainees but there was no significant difference in gender and type of institution.

Yousafzai, A. W. et al. (2009) conducted a study on cognitive well-being and drug abuse among medical students. The objective of the study was to analyze the psychological well-being and substance abuse among medical students in Pakistan. Result indicated that majority of medical students reported a negative impact of heavy workload on their psychological well-being. Significant numbers of medical students think substance misuse is a coping strategy for stress.

Kadapatti, M. G. and Vijaylakshmi A. H. M. (2012) conducted a study on stressors of academic stress among Pre-University students. The objective of the study was to understand the effect of aspiration, study habits, study problems, change in medium of instruction and low socio-economic condition on academic stress. It was found that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio-economic conditions are the factors responsible for academic stress and become stressors for stress among selected respondents.

Mathew (2014) analyzed to classify the various symptoms for the reasons of stress experienced by youngsters in a small area of Kottayam District in Kerala state. In addition, the study sought to explain as to how the parents, friends and faculty members helped out in student stress. The study findings revealed that students can do much for their own stress management by eating a balanced diet, walking, getting sufficient sleep and maintaining a schedule.
Sarma, M. (2014) conducted the study on the five constructs of adolescent stress, i.e., self-esteem, parental pressure, academic stress, depression and suicidality from various cities. The objective of the study was to analyze self-esteem, parental pressure, academic stress, suicidality and depression the five constructs of adolescent stress among students from places like Chennai, Kerala and Delhi. The study was a predictor of both stress and depression. Results indicated that parental pressure predicted Academic Stress, stress predicted depression, and depression predicted suicidality. Parental pressure indirectly predicted suicidality through Academic Stress and depression.

Yakkaldevi and Jagtap (2014) observed the study towards explaining the relationship of academic stress among school going adolescents in urban and rural area. The study findings revealed that there is no difference among rural and urban female and male adolescents; academic stress is present equally in both locales and genders.

Jayanthi et al. (2015) conducted a study on depression and academic stress among adolescents. The objective of the study was to examine the relationship between depression and academic stress of adolescent students. The study findings revealed that there was higher risk of depression in adolescents who had academic stress. However, the study failed to identify adolescents with severe academic stress at the early stage and the ways to reduce academic stress severity and occurrence of depression.

SECTION III
2.8 OVERVIEW OF RELATED LITERATURE

The perusal of related literature provides the review on parenting behavior and self-esteem, wherein it is seen that a number of researchers agree that parental nurturance, support, and participation have a positive effect on adolescent’s emotional intelligence, whereas controlling behaviors have a reverse effect. The researches on the topic, academic pressurisation are indicative of its significance in a teeming society, where education is a passage to affluence and the desire to edge out others and get ahead is keen. The investigator found that anxiety, personality, intelligence, self-concept, teaching aptitude achievement motivation, self-esteem, academic performance, creativity and gender have a positive correlation with yoga practices. The socio-economic status, family climate, and locality have no correlation with yoga practices.
The investigator further found that many researches were conducted in above variables, not only in India but also in the foreign countries. Most of the researchers completed research on yoga practices with effective learning (Sharma, 1980), is effective in anxiety and depression (Vicente, 1987), improves the short term memory and decrease anxiety (Vishal, Singh and Madhu, 1987), Shashi, Mohan and Kacker, 1989), scholastic aptitude and intelligence (Barnes and Nagarkar, 1989), stress (Nespor,1992), ability to focus, attention and concentration(Telles, Hanumanthaiah, Nagarathna and Nagendra,1993), aggressive behavior (Suwann,1998), stress manifestation (Vemapati and Telles, 2002), academic stress (Srivastava and Sharma,2004), subjective well-being and academic performance (Gajri,2008), (Mehra and Sharma,2008), reduce the academic stress (Bakshi and Kumari,2009), positive role of yoga in reduction of academic stress(Srivastava and Sharma, 2004), meditation reduces stress(Constantine, 2005),

The investigator also found that there exists significant difference on high and low achievement motivation (Alireza, 2008), Classes, sex and types of school (Malathi and Malini, 2006), self-esteem (Verma and Sangeeta, 1999), self-concept (Verma, 2004) intelligence (Singh, 2001) at primary, secondary and higher level but no study were found on impact of yoga on both the academic stress and emotional intelligence of adolescent school students in the state of Delhi.

Further the investigator found that a number of studies existed which have reported significant difference on the emotional intelligence of male and female students. Studies have reported that females have scored higher than males on the E.I. scale(Bracket and Mayer,2003Mayer et al,2002) (Sehutle, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim,1998) (Thingujam and Ram,2002). Argyle,(1990) found that female was more perspective, compassionate, and adaptable than male. No significant difference was found between emotional intelligence of male and female students (Bansibihari and Pathan,2004), (Tyagi,2004) but there was positive relationship between emotional intelligence and academic achievement(Miglani,2001). Emotional Intelligence is negatively associated with deviant behavior in male adolescents (Brackett, Mayer and Warner, 2004), and children with high emotional quotient were more confident
with high self-esteem (Gill and Ghose, 2003). There was found to be positive correlation between academic achievement and emotional intelligence (Gakhar, S.C.E. and Manhas, K.D., 2006), between emotional intelligence and physical and psychological health (Dulewicz, Higs and Slaski, 2003) and also in emotional intelligence and ability to handle occupational stress (Tsaousis & Nikolaou, 2002), but negative correlation between stress, ill health and emotional intelligence levels (Ciarroch, Seane and Anderson, 2002). Quatter and Gardner, 2007 found that adolescents who score high on emotional intelligence scale are rated by their peers as less aggressive and more pro-social empathetic and less likely to engage in tobacco, alcohol addiction.

Ramamalini (1993) found significant correlation between academic stress and family support and Vamadevappa (2009) reported positive correlation between parental involvement and academic stress. Several studies discussed the impacts and effects of academic stress in academic performance (Kauts and Sharma, 2009) among adolescents (Bhandkar, 2007; Mishra et al., 2008; Amit and Dinesh, 2011). Studies reported that girls had better level of achievement and lower level of stress than boys (Anice James and Marice, 2004; Kuruvilla, 2008) and, that academic stress of girls was higher than boys academic stress (Mohd. And Philip, 2004), that higher the age of student teachers, lower the stress (Vyas, 2006), that urban students were more prone to academic stress than rural students (Naresh, 2008), that stress was higher in science students that arts and commerce students (Kuruvilla, 2008). Stress had negative consequences on grades (Harris, 1972), led to frustration and helplessness (Daveck and Light, 1980) and caused numerous emotional and behaviouraldifficulties (Greenberg, 1980). Further parental expectations was negatively associated with their children’s academic stress (Sarma, 2004) and parental anxiety, tension and fear of failure contributed to frustration among their children (Bhattacharji, 1989).

SECTION IV

2.9 RESEARCH GAP

Recent studies have shown that there had been a huge increase in suicidal incidences among school students due to academic stress. The National crime record Bureau
(2001) reported that “even when anxiety becomes overbearing it drowns students into the throes of depression and the suicidal urge creeps in”.

According to National survey, at least 20% of teenagers were likely to be depressed and a Govt. Working group report says 40% admit to severe anxiety. The studies revealed that one third of the teenagers had consumed alcohol and addictive substances.

The period of Adolescence is filled with intellectual and emotional changes in addition to other major biological and physical changes. It is a time of discovery of self and one’s relationship with world around him-self or her-self.

It is beginning to get acknowledged that adolescents have specific needs that require special care. Teen suicide rates have trebled in the past 28 years due to academic pressure, lack of family support, etc. (Ganguli, India Today, Aug. 2003) It is important that the adolescents learn to resolve their inner conflicts and handle the cause of their academic stress.

The concept of emotional intelligence has gained in prominence as its part in shaping the personality of a person has found more acceptances. Its role in tackling problems of the youth is now widely acknowledged. Specific issues such as girls being better in handling the situations than boys, or, why there is a difference between students in Science stream and of Arts stream, have been regularly thrown up in the researches.

Hence, a survey of academic stress was conducted on high school students (Markham, 2004; Kumar, 2005; Barnes et al., 2003; Fallahzadeh, 2011) and some were conducted on college students (Ruben, 2008; Bradshaw, 2008; Huan et al., 2008; Tiwari&Verma, 2008) to ascertain the reason. Besides the purpose was also to understand how far the contribution by parents, society, and academic authority has managed in relieving stress. The study shows that almost all the studies focused on reducing the academic stress by conducting intervention programs like Meditation and relaxation training (Beauchemin et al., 2008; Bluth et al., 2015; Flook et al., 2015) due to the effectiveness of yoga practices. Therefore, the intriguing question is to find out a suitable solution such as yoga as a right recipe of coping with the issues of academic stress and emotional intelligence in adolescent students.
It has been lucidly brought out in the preceding paras that there have been some studies in the past which have specifically dealt with the topic of the impact of yoga on emotional intelligence or its effect on the academic stress of students. But no study has been conducted on the “Effect of Yogic Practices on Emotional States and Academic Stress of adolescent Students”. The fact brought to light through this review has strengthened the very purpose for which the present study was initiated.

The study is also expected to serve the course of formulating plans for the existential worlds in concrete terms. The study in the long run should also contribute to the knowledge base of state (Delhi) education and as well as Indian education. Hence, both immediate and long-term purpose is kept in mind while venturing to undertake the present study.

2.10 CONCLUSION

The present section discussed the yoga practices effectiveness on EI and academic stress among adolescent students. Further, this section described the relevant theories and models with respect to Emotional Intelligence and Academic Stress, consequently discussing the sources, causes, and impact of academic stress. This chapter reviews the previous studies which have analyzed the impact of academic stress and emotional intelligence in different age groups members, specifically adolescents. The review was separately discussed in the perspective of academic stress and emotional intelligence among adolescents. Moreover, the study discussed the previous intervention programs that were involved in reducing the academic stress. Finally the study addressed the research gap from previous studies. This comprehensive exercise evidently proved that there was further scope for research to find out the effect of yogic practices on the Emotional Intelligence and Academic Stress of the adolescent students of Delhi. The investigator, after properly utilizing the understanding gained, formulated an appropriate methodology to be followed in this research, which presented in chapter II.