CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

2.2 IMPORTANCE OF THE REVIEW OF LITERATURE

2.3 REVIEW OF RESEARCH REGARDING EMOTIONAL INTELLIGENCE

2.3.1 STUDIES RELATED TO THE TEST CONSTRUCTION AND STANDARDIZATION

2.3.1.1 IN ABROAD

2.3.1.2 IN INDIA

2.3.2 RESEARCH STUDIES CONCERNING THE EMOTIONAL INTELLIGENCE IN RELATION TO GENDER, AGE, EXPERIENCE.

2.3.2.1 IN ABROAD

2.3.2.2 IN INDIA

2.4 CONCLUDING REMARK
2.1 Introduction:

In the previous chapter the researcher has introduced the problem, significance, limitation, objectives and hypotheses of the study. He has also given information about the chapterization.

In this chapter the researcher has taken a brief survey of research work on construction and standardization of emotional intelligence tests and study the emotional intelligence in relation to gender, age, experience which was done in abroad and India.

2.2 Importance of the review of Literature:

The survey of previous studies, literature related to the problem may accomplish a number of purposes. In the words of Best J.W. (1982), “A summary of the writings of recognized authorizes and of previous research provides evidence that the research is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation.”

Hence the review for related literature is one of the first step in the research process. It helps the researcher to define the problem, recognizing its significance, sources of data and researcher takes many hints form the designs and procedure of previous research and reaching conclusions in the studies of similar types. It also helps the research possibilities that have been overlooked so far i.e. it helps in planning and execution of research work.

For the purpose of reviewing the related research study, the researcher referred the following,

1) Review collected by internet
2) Books
3) Review taken from different test manuals
2.3 Review of research regarding emotional intelligence:

The reviews of researches regarding emotional intelligence were done in abroad and India discussed below into two parts.

In first part studies related to the test construction and standardization were discussed and in second part different research studies concerning the emotional intelligence in relation to gender, age and experience were discussed.

2.3.1 Studies related to test construction and standardization:

This is divided into two parts as follows:

1) In Abroad
2) In India

2.3.1.1 In Abroad:

I] Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) -

MSCEIT was developed by Mayer, J., Salovey, P. and Caruso, D. It measured the capacity to reason using feelings and the capacity of feelings to enhance thought.

The authors of MSCEIT defined emotional intelligence more specifically as the ability to perceive emotions to access and generate emotions to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so they promote emotional and intellectual growth.

MSCEIT was ability based scale that measures how well people perform tasks and solve emotional problems as opposed to relying on an individual’s subjective assessment of their perceived emotional skills.

MSCEIT was based on an ability model of emotional intelligence. In this model, emotional intelligence was viewed as consisting of four separate branches namely-

1) Perceiving emotions
2) Facilitating thought
3) Understanding emotions
4) Managing emotions
Description-

This ability test of emotional intelligence designed for adult ages i.e. 17 years and older.

It was 141-item performance scale that measured how well people perform task rather than asking them for their own assessment of their emotional sensitivity.

Responses to MSCEIT represented actual abilities at solving emotional problem, this means that scores were relatively unaffected by self-concept, response set, emotional state and other confounds.

The MSCEIT asked test takers to,

- Identify the emotions expressed by a face or in designs.
- Generate a mood and solve problems with that mood.
- Define the causes of different emotions. Understand the progression of emotions.
- Determine how to best include emotion in our thinking in situations that involve ourselves or other people.

Administration-

MSCEIT had the flexibility of being administered individually or to a group. Testing time about 30-45 minutes.

Scoring -

It was objectively scored. It provided 15 main scores. It consists of 141 items that yielded a total emotional intelligence score, two area scores, four branch scores and eight tasks scores.

Reliability-

Internal consistency reliability coefficients were ranging between 0.76 to 0.93

Validity -

Face validity -

According Pusey(2000) the test had good face validity.

Content Validity -

Content validity was also strong as the scale items provided a good representation of the four branch model.
Factor structure -
Factor analysis of test, based upon a sample of 1,985 test takers were highly supportive of the four branch model of emotional intelligence.

Norming -
Normative data for test was based on data collected from over 50 research sites from diverse geographic locations. The normative data for MSCEIT was a compilation of data from three samples. The combined total of these three sample created a normative base of 5000 respondents.

II] EQ-i (Bar-On Emotional Quotient Inventory)

The EQ-i was a self-reported measure of emotionally and socially intelligent behavior that provided an estimate of emotional intelligence. The EQ-I comprised 133 Social items in the form of short sentences and employed a 5 point response scale with a textual response format ranging from “very seldom or not true of me(1) to “very often true of me or true of me(5)”.

The EQ-I was suitable for individuals 17 years of age and older. It took approximately 40 minutes to complete the inventory.

The individual responses render a total EQ score as well as scores on the following 5 composite scales and 15 subscales.

1) Interpersonal
   - Self-Regard
   - Emotional self Awareness
   - Assertiveness
   - Independence
   - Self-Actualization

2) Interpersonal
   - Empathy
   - Social Responsibility
   - Interpersonal Relationship
3) Stress Management
   • Stress Tolerance
   • Impulse control

4) Adaptability
   • Reality Testing
   • Flexibility
   • Problem Solving

5) General Mood
   • Optimism
   • Happiness

Development –

The development of the EQ-I proceeded in six phases:

1) Identifying and logically clustering various emotional and social competencies, skills and facilitators thought to impact human performance and psychological well being based on his clinical experience and review of the literature.

2) Clearly defining the individual key clusters of competencies and skills that surfaced.

3) Initially generating approximately 1000 items based on clinical experience, review of the literature and on input from experienced healthcare practitioners.

4) Determining the inclusion of 15 primarily scales and 133 items based on a combination of theoretical consideration and statistical findings generated primarily by item analysis and factor analysis.

5) Initially norming the final version of the instrument on 3,831 adults in North America in 1996.

6) Continuing to collect data, norm and validate the instrument across cultures around the world which is an ongoing endeavor.

Validity and reliability -

The internal consistency of the EQ-I scales show desirable levels of statistical accuracy in measuring the constructs they were developed to measure.
The retest reliability studies demonstrated the temporal stability of the EQ-i. Extensive validity studies were conducted, including content factor, construct, convergent, divergent, criterion-group, discriminant and predictive validity.

**III] Emotional Intelligence Appraisal (EIA)**

It was a survey suite that measured emotional intelligence (EQ) using the four main components.

The aim in developing the emotional intelligence appraisal was to provide a quick valid intuitive assessment of EQ that was readily available to the public and based on the prevailing model.

Referred to this as a survey suite because it came in 3 editions. The Me Edition (Self-report), The MR Edition (360° feedback) and the Team Edition (the collective EQ of an intact work group)

**Survey Authors-**

The talent smart research team was composed of graduate trained scientist who specializes in statistics and industrial organizational psychology. EIA was developed by Travis Bradberry and Jean Greaves along with member of the Talent Research Team.

**Survey Model -**

The Emotional Intelligence Appraisal Me and MR Editions provide overall EQ score, as well as a scores in each of the four EQ competencies. The four main skills in Danial Goleman (2002) emotional intelligence model were as follows:

1) Self- Awareness
2) Self- Management
3) Social Awareness
4) Relationship Management

**Development-**

Two qualified survey authors, with years of subject matter expertise and applied assessment experience, developed a pool of items for each of the four subscales. The authors used an iterative process of writing draft items and reworking them to fill what
was necessary and sufficient ‘(no more and no less than what covers the element of that skill)

Once the set of items met the face validity criteria, they were presented to subject matter experts. Subject matter experts directly involved with item writing included Ph.D and Master’s trained industrial/organizational psychology practitioners and MBA level business people with management experience.

Consistent with Talent Smart’s proprietary model of drafting survey questions they eliminated unnecessary items by avoiding the use of many specific behavioral questions to measure a single skill. Instead, the Emotional Intelligence Appraisal questions measure the sufficient behavioral outcome needed to adequately assess a particular skill.

The four main skills in Daniel Goleman’s (2002) emotional intelligence model were measured via 28 questions. Self- Awareness(6 items), Self- Management( 9 items), Social Awareness(5 items), Relationship Management( 8 items). Rating scale, Administration Time and Survey formats.

The survey questions described critical aspects of each skill that indicated the presence of this skill in the behavior of the individual being assessed. The frequency with which an individual demonstrates behaviors related to a skill were the best measure of the skills. Therefore, the questions of the Emotional Intelligence Appraisal were structured using a 6-point frequency scale. 1- Never, 2-Rarely, 3-sometimes, 4-usually, 5- Almost Always, 6-Always.
The average administration time online was 7 minutes and self-scoring version averages 15 minutes for the user to take the assessment and score his or her results.

**Reliability**-

Cronbach alpha values for the four scales of the Emotional Intelligence Appraisal MR Edition were ranging from 0.85-0.91

**Validity**-

Analysis of the construct validity of the Emotional Intelligence Appraisal suggested the best fit for the model presented in the assessment was an overall EQ score with some division along the lines of personal and social competence.
The correlation matrix for the four sub-scale of Emotional Intelligent Appraisal was correlate strongly with each other.

**Scoring**

The EIA results in five final scores and overall EQ score as well as a score of the four emotional intelligence components.

Raw score was converted into percentile norms.

**IV] Emotional Intelligence Scale**

The scale was developed by Schutte Malouff, Hall Haggerty, Cooper, Golden and Dornheim in (1998). It consisted 33 items.

The items were developed according to the model of emotional intelligence by Salovey and Mayer (1990). As suggested in Salovy and Mayer’s theory of emotional intelligence, the instrument had three categories.

1) The appraisal and expression of emotional assessed by 13 items.
2) The regulation of emotional assessed by 10 items.
3) The utilization of emotion assessed by 10 items.

The items were constructed using a likert-format scale of five alternative for the responses with anchors of 1 to 5 participants read each statement and decide whether they ‘strongly disagree’, ‘disagree’, ‘are undecided’, ‘agree’ or ‘strongly agree’ with the statement.

**Sample items-**

The items of emotional intelligence scale were as follows:

1) I have control over my emotions.
2) I expect I will do well on most things I try
3) I know when to speak my personal problems to others.

**Reliability –**

It reported a Cronbatch alpha (\(\alpha\)) of 0.90 for the internal consistency for adults with mean age of 29.3 (S.D =10.2) and for test-retest reliability after a two week interval on the scale for a smaller group drawn from the sample was 0.78.
Validity-

It reported predicated validity of \( r=0.32 \) for the first year GPA of college student. For discriminant validity it reported \( r=-0.06 \) for the co-relation between the scale and SAT scores and \( r=-0.28 \) to 0.54 for subscales of NEO personality Inventory of scores of college students.

V] Emotional Intelligence Inventory

This inventory was developed by Martha Tapia in 2001.

The inventory was developed according to the model of emotional intelligence developed by Salovey and Mayer (1990) and Mayer and Salovey (1997). It consisted of four factors.

Development -

Exploratory factor analysis of the EII using a sample of high school students resulted in four factors identified as Empathy, Utilization of feelings, Handling relationships and Self-control. Empathy consisted of 12 items, Utilization of feelings consisted of 11 items, Handling relationship consisted of 9 items and Self-control consisted 9 items. Thus inventory consisted of 41 items.

The items were constructed using a likert format scale of five alternatives for the responses with anchors of 1: Never like me, 2: occasionally like me, 3: sometimes like me, 4: frequently like me, and 5: always like me. The score was the sum of ratings.

Sample items-

The sample items by factors were of follows,
1) Empathy – I go out of my way to help some one in need.
2) Utilization of feelings – I understand why I react the way I do in situations.
3) Handling relationships – I think about why I do not like a person.
4) Self control – Traffic jams cause me to loose control.

Reliability -

Cronbatch Alpha reliability coefficients of four factors were found to be 0.74, 0.70, 0.75 and 0.67 respectively. Internal consistency for the 41 items was 0.80.
VI] Yong EQ Inventory

This EQ inventory was designed by Yong (2002) and used in Malaysia among Malasian Managers.

The seven dimensions were chosen based on exhaustive review of literature on the concept of EQ as well as the inventories (Bar-On and Parker, 2000, Salovey, et al., 1995) which have been researched to a reasonable extent. The literature on the current understanding of EQ seem to indicate these seven dimensions as the common factors influencing the emotional intelligence of an individuals.

These dimensions were as follows:

1) Intrapersonal skills
2) Inter-personal skills
3) Assertiveness
4) Contentment in life
5) Resilience
6) Self-esteem
7) Self-Actualization

This inventory was a self reported questionnaire comprising 28 items which measures seven dimensions of emotional intelligence. It employed a 5 point Likert style format (disagree strongly, disagree, agree a little, agree strongly)

Based on the respondents self report on these seven dimensions, the Yong EQ yields a score for the individual’s EQ.

Validity –

The face validity for the Yong EQ inventory was established by consulting three Human Resource Practitioners and asking them to give their judgment as to whether the inventory does measure what it purports to measure. All three of them were of the opinion that the inventory dimensions yield valid measures of what was operationalized in the instrument.
Reliability –  
The Cronbach Alpha coefficient was established for each of the seven dimensions of the inventory.

**VII] Swinburne University Emotional Intelligence Test (SUEIT)**

The SUEIT was reported measure of E.I comprising 64 items. Each item was presented as a statement (i.e. I can tell how others are feeling). Respondents rate the degree to which each statement represents the way they typically think, feel and act. Items were scored on five point Likert type scale where 1 equals ‘never’ and 5 equals ‘always’. Scores were derived for five dimensions of E.I: Emotional Recognition and Expression (ERE); Understanding Emotions External (UE), Emotions Direct Cognitions (EOC), Emotional Management (EM), Emotional Control(EC). In terms of the psychometric properties of the SUEIT, Palmer and stough (2001) reported a full-scale internal reliability of 0.91 and sub-scale internal reliabilities between 0.78 and 0.86. Significant test-retest reliabilities range between 0.82 and 0.95 for a one month period.

**2.3.1.2 In India:**

**I] Mangal Emotional Intelligence Inventory (MEIT)**

**Author-**
This E.I inventory was developed by Dr. S.K. Mangal and Mrs. S. Mangal

**Applicability-**
Hindi and English knowing 16+.

**Measures -**
Measurement of emotional intelligence (total as well as separately) in respect of four areas or aspect of E.I namely intrapersonal awareness (knowing about one’s own emotions), Inter-personal Awareness (knowing about others emotions), Intrapersonal Management( managing one’s own emotions) and Inter-personal management (managing others emotions) respectively.

**Development-**
In the beginning a list of 180 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous on their retentions. It led to the eliminate of 30 items out of 180. The
remaining 150 items were subjected to item analysis. Item analysis was carried out by computing biserial correlation of each item. It is as follows:

1) With the total scores on the inventory and
2) With the area total scores.

The significance of biserial at 0.01 level was fixed as the criterion for retaining an items. This led to the elimination of 48 items. Later on two more items seeming somewhat alike and weak in nature were also dropped in view of keeping equal member of items i.e 25 each in all the four areas or dimensions of emotional intelligence inventory.

**Sample used for testing**-

The final test of 100 items was administered on large sample of 2200 (1050 male and 1150 females) students 16+ year age. This sample was drawn by straightified proportionate cluster random sampling technique form the population of the students studying in XII class, engineering ,B.Ed and M.D. courses.

**Reliability**-

Reliability of the inventory was examined through three different methods namely

1) Split –half method spearman-Brown formula (N=600)
2) K-R formula (20) (N=600)
3) Test-Retest method (after a period of 4 weeks)(N=200)

The reliability coefficients were 0.89, 0.90 and 0.92 respectively.

**Validity**-

The validity for the inventory was established by adopting two different approaches namely factorial and criterion related approach. For adopting factorial approach inter-correlation among the four areas vary from 0.437 to 0.716 after testing these correlations at the 0.01 level- 2 tailed , it was found that all were significant.

For criterion related approach two different external measures used for this purpose were  i)Adjustment inventory for college students developed by A.K.P. Sinha and R.P. Singh(N=400) and 2)Emotional maturity Scale developed by Yasvir Singh and Mahesh Bahrgava (N=400) the validity coefficient were -0.662 and -0.613 respectively.
The scale -
The scale had 100 items. The mode of response to each of the item of the inventory in the form of a forced choice i.e either Yes or No. One mark for the presence of Emotional Intelligence and Zero for absence of E.I. It takes 30-40 minutes to complete.

Descriptive Statistics Norms –
Percentile norms were computed for both male and female students with regard to all the four areas of the inventory separately as well as for the inventory as a whole. Means standard deviations and other statistics were reported for the full scale and subscales.

For a rough estimation and quick interpretation of the emotional intelligence scores earned by an individual student attempts were also made for providing a five fold categories i.e. very good, good, average, poor, very poor.

II] Emotional Intelligence Scale (EIS)

Authors –
This scale was developed by Anukool Hyde, Sanjot Pethe, Upinder Dhar.

Measures-
The scale measured 10 factors of E.I.

1) Self Awareness
2) Empathy
3) Self Motivation
4) Emotional stability
5) Managing relations
6) Integrity
7) Self-development
8) Value orientation
9) Commitment
10) Altruistic behavior

Development -
After consulting relevant literature, 106 items were developed. Each item was transferred on a card. A panel of ‘50’ judges was prepared. The cards were place before
each judge and the choice for categorization of each card was noted and the frequency of
the choice was calculated. The items which were chosen 75% or more times were spotted
out. The chosen items were administered and item total correlation can be calculated.
Items having correlation less than the value of 0.25(p<0.01) were dropped. The final form
of the scale constituted 34 items.

Sample-
The scale was administered on 200 executives and the scores obtained were
subjected to factor analysis and ten factors were identified.

Reliability
The reliability of the scale was determined by calculating the reliability
coefficient by split-half method and it was found to be 0.88.

Validity
Besides face and content validity, validity from the coefficient of reliability was
calculated and it was found 0.93 which indicates high validity.

The scale
The scale consisted 34 items with responses on a 5 point likert type scale.
1=strongly disagree to 5 =strongly agree. No time limit should be given for completing
the scale.

Norms
Mean, S.D were reported for the full scale and 10 factors.

III] Emotional Intelligence Inventory for school students

Author-
This inventory was developed by Dr. R.K. Nannar.

Applicability-
Marathi knowing school students (from IX to XII grade)

Measures-
Measurement of emotional intelligence (total as well as separately) in respect of four
competencies namely, self-awareness, self-management, social awareness, social skills.
Development-

For preparation of items, the ideas were received from personal and documentary sources and prepared first draft of 126 statements. After discussions with competent persons ten statements were discarded. Thus second draft of items consisted total 116 items. The second draft of items along with evaluation scale was given to expert teachers in psychology and education.

After rating items by expert teachers the items which had ratings of 4-6 were retained. Hence 111 items were retained. For exploratory try-out this draft was administered on the 146 male and female students of standard IX to XII. The difficulties revealed by the exploratory try-out had been overcome and preliminary draft was prepared. This preliminary draft of inventory was administered on 253 male and female students of std IX to XII, and item analysis was done. For items analysis, discriminative power of each item was calculated by subtracting high weighted mean by low weighted mean. The 30 items having discriminative power less than 0.5 was compulsory rejected. Then 72 items were remained in the final form of the inventory.

Time fixation for completion of inventory was done in the preliminary stage. For completion of inventory, the estimated average time was 35 minutes.

Sample -

Final form of inventory was administered on 1501 male and female urban, rural and tribal students studying in IX to XII std.

Reliability-

Reliability of the inventory was examined through different methods namely,

1) Test-retest method(N=193)
2) Split-half method using spearman- Brown prophecy formula(N=238)
3) Inter-item consistency

The reliability coefficients were 0.97 (Pearson’s method) , 0.94 (Pearson’s method) and 0.91 respectively.

Validity-

The inventory was satisfactory content and face validity. For the construct validity the inter item consistency procedure i.e estimation of the coefficient alpha was used, and
i.e. 0.91. By adopting factorial approach inter correlation among four areas of the inventory were calculated. These four areas were highly interrelated, criterion related validation showed that the validity coefficient of two tests was 0.85.

**The inventory -**

The inventory consisted 72 items with the responses on five point scale. i.e. strongly agree to strongly disagree for statements expressing favorableness scoring was 5 to 1 and statement expressing unfavourableness scoring was 1 to 5.

**Norms -**

Percentile norms were computed for both male and female students which regarded to all the four areas of the inventory separately as well as for the inventory as a whole.

**IV] Emotional Intelligence Test (E.I.T)**

**Authors -**

This test was developed by Sibia, Mishra and Srivastav.

**Applicability -**

EIT was developed for school children.

**Measures -**

It measured four dimensions of emotional intelligence (identifying, assimilating, understanding and managing emotions) with the components of emotional intelligence discerned in Indian contest social sensitivity, pro-social interaction.

**Development -**

Initially 92 emotion related items in the form of description of a situation or episode related to the child’s life at home, school, neighborhood and event occurring in his/her immediate environment were generated. The test was tried out in three stages.

In first stage, three psychology scholars evaluated each item with respect to their appropriateness to the task. 52 out of 92 items were retained.

In second stage, the items so selected were administered on small group of children (N=20). They expressed three types of difficulties. After suitable modification of the items 42 items were retained.
In the third stage, the preliminary version containing 42 items was administered on 24 students studying in grades 6 to 9. The items having difficulty in answering were detected. So 34 items were retained in final version.

**The scale**

The response to items related to identification and assimilation of emotion were scored according to group consensus method and the method of expert opinion was used to score the responses of item related to understanding and regulating emotions.

**Sample**

The final versions of the EIT were administered by the investigators to students of grade 7 to 9 studying in school. A total 340 students participated in the study.

**Reliability**

Test–retest reliability was computed with interval of 2 months for small sample of students (For English N=21, for Hindi N=27) of grade 7 and 8. The correlation coefficient was 0.75(p<0.05) and 0.64(p<0.05) for the Hindi test sample.

**Validity**

Content validity was established by psychologist.

**Norms**

The raw scores for both English and Hindi EIT samples were converted into percentiles.

**V | Emotional Intelligence Test (EIT)**

**Authors**

This test was developed by Dr. Chaddha, N.K. and Singh, Dalip.

**Measures**

This test was based on the operational definition of emotional intelligence proposed by authors in Indian context. It measured three psychological dimensions of E.I. namely, emotional competency, emotional maturity and emotional sensitivity.

**The test**

The test was designed in such a way that it measures all the above three dimensions. It consisted of 15 situations. The responder had to select any one of the four alternatives given.
Reliability -

The test-retest reliability was 0.94. The split-Half reliability (using odd even items) was 0.89.

Validity -

Validity was determined with the help of two techniques namely Face Validity and Empirical validity. Face validity was confirmed for the test with the help of five experts. Empirical validity of the scale was assessed by co-relating the scale with the external criteria, i.e., the test designed by Goleman Daniel. The validity was found to be 0.92. Further, the test was correlated with the original Emotional Intelligence Test developed by Chadda in 2001. The validity was found to be 0.78.

2.3.2 Research studies concerning the emotional intelligence in relation to gender, age and experience:

2.3.2.1 In Abroad

Mayer, J.D. and Salovey, P. (1995) -

The article ‘Emotional Intelligence and the construction and Regulation of feelings’ was published by Mayer J.D. and Salovey P.. For the study of Emotional intelligence they compared several hundred adults and adolescents and found that, emotional intelligence developed with age and experience from childhood to adulthood.

Goleman, D. (1995) -

The book ‘Emotional Intelligence: why it can matter more than IQ’ was wrote by Goleman, D. In the book he said that good news about emotional intelligence was that emotional intelligence competencies increased with age.

Ballou, R. (1997) -

The article ‘Fellowship in lifelong learning: An Executive Development program for advanced professional’ was published by Ballou, R.

According to him, men and women seem equally able to increase their emotional intelligence. Generally women tend to be stronger in competencies based on empathy and social skills, whereas men function better in based on self-regulation.
Bar-On (2000)-

The book ‘Hand book of emotional intelligence’ wrote by Bar-On; In this book he suggested that no significant differences exists between male and female regarding overall emotional and social competence, but he did Indicate some gender differences for a few factorial components of the construct. Bor-On theories that females appear to be more aware of emotions, demonstrate more empathy, relate better interpersonality and act more socially responsible than men. Men, on the other hand appeared to be able to have better regard, cope better with stress, solve problems better and be more independent, flexible and optimistic than women. In general, when looking at the overall rating of men and women far more similarities exist than differences regarding their emotional intelligence. Thus, in terms of total emotional intelligence, no gender difference exists.

He also found that older groups scored higher on the Emotional Quotient Inventory score than younger groups. Individuals in their late forties and early fifties achieved the highest mean score. The study suggested that emotional and social intelligence increased with age.

Simmons, K. (2001) -

The article ‘Emotional intelligence: what smart managers know’ was published by Simmons k.

According to Simmons k. women were not more emotionally intelligent than men, Instead, they were emotionally intelligent in different ways. Further he stated that analysis of emotional intelligence in thousands of men and women had shown that women an average, possess more self-awareness of their emotions demonstrate more empathy and display more interpersonal skills. On the other hand men were found to be more self-confident, optimistic, adaptable and manage stress better. In general men and women share more similarities than differences in terms of emotional intelligence.

Perry, et al. (2004) -

The study of pre-service (student) teachers using the RTS was done by Perry et al. The Reaction to Teaching Situations (RTS) was constructed by Perry et al. to measure emotional intelligence. The RTS was administered on pre-service (student) teaches and found that females reported significantly higher emotional intelligence then did males.
Cakan and Altun (2005) -

The study ‘Adaptation of an emotional intelligence scale for Turkish educator’ was done by Cakan and Altun.

The objectives of the research were -

i) To test whether schutte et al.’s (1998) emotional Intelligence scale was undimensional or multidimensional for the Turkish sample.

ii) To test the hypothesis that women were likely to score higher

iii) To test whether scale scores of the sample differ with age and

iv) To test whether scale scores of the sample differ with their job experience.

Schutte et al.’s (1998) emotional intelligence scale was adapted and administered to 177 Turkish administrator and teachers who were serving in public elementary schools. The effect of gender, age, job experience on emotional intelligence score were investigated through univariate analysis of variance.

The results indicated a non significant gender effect on the scores, suggesting that gender was not a determining factor for emotional intelligence. Age was also found to be non significant in its effect on the scores of the individuals. It appeared that scores based on the age of participants did not differ. Similarly, job experience did not have significant relationship with emotional intelligence score. Therefore, emotional intelligence scores did not increases as the job experience of the individual increased.

Celgk and Dengz (2008) -

The study ‘A comparison of Scout’s emotional intelligence levels with regards to age and gender variables: A cross cultural study was done by celgk and Dengz

The aim of this study was to investigate whether or not there were differences between the emotional levels of Turkish scouts and scouts from others countries with regards to the age and gender variables.

The participants were 125 scouts who attended to an international scout camp in England. 90 participants were Turkish and 125 were from other countries. For data collection Emotional Intelligence Assessment Scale developed by Hall (1999) adapted into Turky by Ergin (1999) was used.
It was found that there was not significance difference between boy and girl scout emotional intelligence. These results demonstrated that gender had no statistically significant effect on emotional intelligence. It was also found that, no statistical difference between scout’s emotional intelligence levels with regards to age variable. These results demonstrated that age variable did not have effect on emotional intelligence.

Ameru and Tejumola (2008) -

The study ‘Assessment of emotional intelligence among Nigerian Police’ was done by Ameru and Tejumola.

The aim of this study was that the assessment of emotional intelligence among the police would be significantly by gender, age, job status, marital status and work experience.

The sample for the study consists of 285 police. Self- reported emotional intelligence test developed by schutte et al. (1998) was used to measure emotional intelligence of the participants.

It was found that the effect of gender as a variable on emotional intelligence of the participants was found to be insignificant. The results obtained showed that age, as a variable did not determine emotional intelligence of the participants. It was therefore found to be insignificant. It showed an insignificant relationship between work experience and emotional intelligence.

2.3.2.2 In India:

Singaravelu (2007) -

The study ‘Emotional Intelligence of student teachers (pre-service) at primary level in Puducherry region’ was done by Singaravelu.

The objectives of the study were to find out the level of emotional intelligence of student teachers (pre-service) at primary level. And to study the difference in the level of emotional intelligence between the groups regarding sex, locality and martial status.

The sample for the study teachers selected randomly from union territory of Puducherry. Scale of emotional intelligence developed and standardized by Balasubramanium (2003) was administered to the student teachers.
After analysis the data, it was found that no significant difference was observed in emotional intelligence between men and women student teachers.

2.4 Concluding Remarks

From the reviews of literature, the researcher studied what researches had published about emotional intelligence and after going through these researches, the researcher had drawn some conclusions which were discussed below.

An analysis based on the review of the various emotional intelligence tests, inventories and scales which were constructed in abroad and India discussed in this chapter revealed that though emotional intelligence was fairly new concept; several of tests, scales and inventories were available on different models of emotional intelligence and assessed different components of emotional intelligence. The development of these tests, inventories and scales reflected the increasing awareness of emotional intelligence and the pressing need for assessing it. It had made possible for a person to know and measure their own emotional intelligence as well as to predict one’s success in the professional and personal pursuits.

The most of emotional intelligence measures were based on three different models. They were-

1) Ability based model of emotional intelligence which was proposed by Mayer and Salovey
2) The emotional competencies model by Goleman
3) Bar-On Model of emotional intelligence.

These tests, inventories and scales were available in different formats.

These were divided into following types,

1) Task based measure
2) Self-reported
3) Multirature evaluation

These available scales were assessed the emotional intelligence of adults, adolescence, school students, managers etc.

From the review, it was found that for test construction the constructors were taken following main steps.
1) Generating the items
2) Selection of items in first draft
3) Trying out the first draft
4) Item analysis
5) Final draft
6) Establishing validity and reliability
7) Preparation of norms

For the item analysis of these emotional intelligence measures, item total correlation and factor analysis methods were used. Numbers of items in these tests were ranging from 28 to 141.

In these tests, Likert type format was used to give responses to the items.

The reliability of these emotional intelligence measured were established by test-retest, split-half and internal consistency methods. And validity were established by face, content and criterion related validity methods. The raw scores of these tests were converted into percentiles.

Different models of emotional intelligence had led to the development of various instruments for the assessment of the construct. While some of these measures may overlap, most researcher agreed that they tap slightly different constructs.

Thus, the above information about test constructs was helped the researcher in constructing and standardizing the emotional intelligence scale for secondary school teachers.

After going through the researches of emotional intelligence and gender, age, experience researcher had drawn following conclusions.

Sigaravelu (2007), Celgk and Dengz (2008), Cakan and Altun (2005) were reported that gender was not significant. Perry et al. (2004) was found that females reported significantly higher emotional intelligence than did men.

Some of studies indicate that in some competencies male seem to be higher where as females fare better in some other competencies. e.g males were more self-confident, optimistic whereas female possessed more self-awareness, demonstrate more empathy.
So, the studies in emotional intelligence and gender were not conclusive, whether males or females were higher on emotional intelligence. Therefore some researchers recommended that further studies explore the relationship between gender and emotional intelligence.


Mayer et al. (1995) found that emotional intelligence should increase with experience. And Ameru and Tejumola (2008), Cakan and Altun (2005) were concluded that experience was not related to emotional intelligence.

So, the studies in emotional intelligence and age, length of experience were not conclusive. Therefore Penrose, Perry and Ball (2007) stated that “the relationship between age, length of experience, current status and emotional intelligence remain unclear and further research is warranted”.

Hence the researcher felt that it was necessary to study the emotional intelligence and gender, age and experience of secondary school teachers.

Some of the above studies, though directly not related to present research topic, gave a background to the research and guided the researcher to plan out the present research study.

In the light of above observations it can be seen that scales were available assessing emotional intelligence of adults, school students, adolescence, managers etc. but the review doesn’t show the valid and reliable tools for assessing emotional intelligence of secondary school teachers. And also study the secondary school teachers’ emotional intelligence and gender, age, educational qualification, teaching experience and caste category.

According to Celgk and Dengz (2008) stated that “new research were needed on different sample regarding this subject”. Therefore it was necessary to develop new emotional intelligence scale for secondary school teachers appropriate for our own culture. Keeping this aspect into view and suggestions of different researchers, the researcher gave the preference to construct and standardize emotional intelligence scale
for secondary school teachers. When this type of research is ready perhaps, it is possible to assess emotional intelligence of secondary school teachers. It will also help to design appropriate modules to develop emotional intelligence of secondary school teachers according to their need.

Therefore it can be stated that the present research work is different new and original.

In the next chapter the researcher has discussed the plan and procedure for present research work.