Chapter II

REVIEW OF RELEVANT LITERATURE
REVIEW OF RELEVANT LITERATURE

In the present chapter, an attempt has been made to present a comprehensive review of studies which have made significant contribution to the understanding of relationship among a variety of issues/variable that are relevant to the development of EI. The emphasis has been given particularly to those studies which have been conducted in the Indian context. With a view to review the current studies systematically, they have been classified under following headings, emotional intelligence: emergence, development and assessment, an indigenous model of EI, organizational context and EI, educational context and EI, measuring EI, Correlates of EI, nurturance of EI, EI and leadership, EI and students academic performance and finally, teaching EI skills to teachers and students.

1. Emotional Intelligence: Emergence, Development and Assessment:

For many years the study of intelligence focused mainly on the adaptive use of cognition (e.g. Wechsler, 1939; Piaget, 1972). In recent years theorists such as Gardner (1983) and Sternberg (1988) have suggested more encompassing approaches to understanding intelligence. However, the publication of the book by Goleman (1995), "Emotional Intelligence", made popular the notion of viewing the experience and expression of emotions as a domain of intelligence.

Currently several comprehensive models of emotional intelligence provide alternative theoretical frameworks for conceptualizing the construct. These models do not contradict one another, but they do take somewhat different perspectives on the nature of emotional intelligence. Even though Gardner (1983) did not use the term emotional intelligence,
his concepts of intrapersonal and interpersonal intelligences provided a foundation for later models of emotional intelligence. The core of intrapersonal intelligence is the ability to know one's own emotions, while the core of interpersonal intelligence is the ability to understand other individuals' emotions and intentions.

Salovey and Mayer (1990), who first used the term "emotional intelligence", postulated that emotional intelligence consists of the following three categories of adaptive abilities i.e., appraisal and expression of emotion, regulation of emotion and utilization of emotions in solving problems. The first category consists of the components of appraisal and expression of emotion in the self and appraisal of emotion in others. The component of appraisal and expression of emotion in the self is further divided into the subcomponents of verbal and non-verbal and as applied to others is broken into the subcomponents of non-verbal perception and empathy. The second category of emotional intelligence, regulation, has the components of regulation of emotions in the self and regulation of emotions in others. The third category, utilization of emotion, includes the components of flexible planning, creative thinking, redirected attention and motivation. Even though emotions are at the core of this model, it also encompasses social and cognitive functions related to the expression, regulation and utilization of emotions.

This influential book of Goleman (1995), "Emotional Intelligence", presented many important correlates of emotional intelligence and somewhat expanded the construct to include a number of specific social and communication skills influenced by the understanding and expression of emotions. The popular book of Cooper and Sawaf (1997), "Executive EQ", outlined a model of emotional intelligence that relates specific skills and tendencies to the following four cornerstones:
emotional literacy, which includes knowledge of one's own emotions and how they function; emotional fitness, which includes emotional hardiness and flexibility; emotional depth, which involves emotional intensity and potential for growth and "emotional alchemy", which includes the ability to use emotion to spark creativity.

Mayer and Salovey (1997) formulated a revised model of emotional intelligence which gives more emphasis to the cognitive components of emotional intelligence and conceptualizes emotional intelligence in term of potential for intellectual and emotional growth. The revised model consists of the following four branches of emotional intelligence: perception, appraisal and expression of emotion; emotional facilitation of thinking; understanding, analyzing and employing emotional knowledge and reflective regulation of emotions to further emotional and intellectual growth. The perception, appraisal and expression of emotion are viewed as the most basic processes, while the reflective regulation of emotions requires the most complex processing. Further, each branch is associated with it stages or levels of abilities, which individuals master in sequential order.

The assessment of the construct of emotional intelligence has not kept pace with interest in the construct. There exist two scales described in conference papers, the Bar-On Emotional Quotient Inventory (Bar-On, 1996a,b) and the Style in the Perception of Affect Scale (Bernet, 1996), which attempt to measure the construct of emotional intelligence and have some validity evidence.

The Bar-On Emotional Quotient Inventory is a 133-item self-report measure which consists of 15 distinct scales that were developed based on Bar-On's professional experience and his review of the literature. The scales include ones measuring: emotional self-awareness,
assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism. Bar-On (1996a) reported that the scales showed evidence of validity in that they correlate with several measures which are theoretically related and differentiated between groups such as individuals who rated themselves as high on personal success and those who rated themselves low and prisoners and non-prisoners.

Bernet (1996) developed the 93 Item Scale in the Perception of Affect scale based on the premise that being able to attend rapidly, appropriately and effortlessly to feelings is the cornerstone of emotional intelligence. The measure assesses respondents' preferences for the following three styles: body-based, evaluation-based and logic-based perception of affect. Bernet found that body based perception of affect was associated with better mental health, awareness of small bodily changes, social skill, contentment and creativity.

The book "Executive EQ" (Cooper and Sawaf, 1997) presented the EQ MAP test which consists of over 250 items which divide into 21 subscales which are based on Cooper and Sawaf's model of emotional intelligence. However, the book presented no information regarding the measure's reliability or validity. Finally, Mayer and Salovey (1997) are currently working on a performance-oriented, CD-based measure of emotional intelligence.

Additionally, there are validated instruments that assess what may be components of emotional intelligence. For example, the Toronto Alexithymia Scale (Taylor et al., 1985) measures difficulties in identifying and describing feelings and the Trait Meta Mood Scale.
(Salovey et al., 1995) measures attention to feelings, clarity of feelings and mood repair.

There is still a need for brief, validated measures of emotional intelligence that should be based on a cohesive and comprehensive model of emotional intelligence.

Schutte et al. (1998) measure of emotional intelligence is based on a theoretically cohesive and comprehensive model. They believe that the original model of Salovey and Mayer (1990) and the Mayer and Salovey (1997) revised model are the most cohesive and comprehensive models of emotional intelligence. This revised model seems to be an excellent process-oriented model that emphasizes stages of development in emotional intelligence, potential for growth and the contribution emotions make to intellectual growth. However, the original model of Salovey and Mayer (1990) tends itself better to conceptualizing the various dimensions of an individual's current state of emotional development. Additionally, most dimensions of other models can be integrated into this model. Thus, keeping in view the above perspective, Schutte et al. (1998) measure of emotional intelligence based on the model of emotional intelligence developed by Salovey & Mayer (1990) was selected to use in the present research.

2. An Indigenous Model of EI.

Keeping in view the distinctive characteristics of the Indian cultural context, Sibia, Srivastava, and Misra (2003, 2004a) proposed a model of EI. The model does not conceive emotional intelligence as a homogenous trait or a mental ability devoid of social concerns. Rather, it is rooted in the rich traditional, religious, and philosophical context focusing on the role of family and society in shaping one's emotions. It has four dimensions: Social Sensitivity, Pro-social Values, Action
Tendencies and Affective States. The details of these dimensions are described below.

(a) **Social Sensitivity:** This refers to the quality of relationship between individuals and groups. It also includes the way people relate to all other beings. This social sensitivity may be expressed in different ways, such as (a) Showing respect for significant others, for instance, parents, elders, and all beings, (b) Pro-social activities including helping, cooperating, comforting, showing affection, empathizing, being sincere in relationships, etc., (c) Expressing and experiencing affection including the ability to connect to people and to be able to understand their emotions as well as understanding and expressing emotions towards equals/superiors/subordinates in day-to-day interaction and its implication for the future, (d) Building social support for oneself, which requires understanding the minds of others and influencing them in one's favor, and (e) Expression and control of negative emotions such as anger, aggressiveness, unhappiness, jealousy, greed, and intolerance.

(b) **Pro-social Values:** In the Western context, EI is chiefly concerned with the maximization of self-interest. However, in collectivist societies like India, group welfare receives priority over the self. As a result, values like patience, affect, tolerance, kindness, and endurance are closer to the concept of EI.

(c) **Action Tendencies:** EI does not exist in a vacuum; it is related to the competence with which an individual performs a task. Competencies such as persistence, dedication, discipline, and punctuality would be closely related to the notion of emotional intelligence in the Indian context.
Affective States: EI is closely related to the quality of emotional life of people. It is concerned with those emotions that facilitate one's life course. Thus, an emotionally intelligent person would be happy, content, creative, open minded, optimistic, etc.

Empirical support to this model comes from the perspectives of parents, teachers, children, and professionals (Sibia et al., 2004 b, 2005). Parents (N=214), school teachers (N=184), students (N=593), and professionals (N=56) described the emotional qualities they would like children to possess and also the emotional qualities that are needed for succeeding in life. The parents' responses related to three dimensions: social sensitivity (46%), pro-social values (30%), and action tendencies (23%). Parents wished their children to show social concern, be empathetic, and have control over negative emotions; respect others, show cooperativeness, obedience, and sincerity; help others, show punctuality and perseverance, and remain disciplined. Pro-social values and social sensitivity were also prominently reported by the teachers, which were followed by action tendencies and affective states. Being cooperative and showing affection towards others; the ability to relate to others, understand their feelings, and seeing things from others' perspective; characteristic ways of behaving such as confidence, helpfulness, humility, and honesty; and being happy, optimistic, and creative were prominently reported by the teachers. Like parents and teachers, students laid emphasis on aspects related to social sensitivity (e.g., concern for others, cooperation, affection, friendly), action tendencies (e.g., dedication, confidence, self-discipline, reflection), pro-social values (e.g., self-control, speaking truth, well-behaved), and affective states (e.g., optimism, happiness). According to professionals, social sensitivity, which is exhibited by showing emotional control.
empathy, and concern for others, is of prime significance for being emotionally intelligent. They also considered certain characteristic ways of behaving (such as having a balanced viewpoint, perseverance, practical), and pro-social values (including respecting others, cooperation and sincerity) to be important for an emotionally intelligent person. The category of affective states, however, did not find a place in the responses of the professionals.

3. Organizational Context and EI:

Several studies have examined the relevance and prevalence of EI in the context of the corporate sector. The studies show that the need of EI is not uniform across occupations (Singh, 2003). It was also reported that managers with lower level of EI were able to make the required decisions if the work profile was more of a technical nature (Mansi, 2002). Singh (2003) compared Japanese and Indian managers and concluded that Japanese managers were high on thinking, while Indian managers were high on feeling. Sinha and Jain (2004) adapted Bar-On (1997) measure of EI, which consisted of 133 items. The adapted version was administered to 250 male middle level executives. Factor analysis yielded five dimensions of EI: (1) Assertiveness and positive self-concept (or proper expression of one's ideas and feelings to others with positive image of oneself), (2) Impulse control (or control and regulation of one's negative emotions), (3) Positive attitude toward life (or one's optimistic attitude about the life in general), (4) Reality awareness (or one's awareness about his/her environment), and (5) Controlled problem solving (or solving problems by controlling one's negative mood and feelings). Controlled problem solving predicted job satisfaction, organizational effectiveness, and productivity. The factors such as assertiveness and positive self-concept, and reality awareness predicted personal effectiveness, and
reputation. Positive attitude about life emerged as common predictor for sense of accomplishment and worry free existence. Srivastava and Bharamanaikar (2004) studied the relationship of EI with leadership effectiveness, success, and job satisfaction among Indian army officers. It was found that emotionally more intelligent army officers adopted a transformational style of leadership to motivate their subordinates to perform beyond expectations They also perceived them to be more successful in their careers. An increase in EI with increase in age and rank was also reported.

4. Educational Context and EI:

There have not been enough studies examining the role of EI in the education sector. Sharma and Sharma (2004) explored the notion of emotional competence among adolescents. Open-ended interviews and classroom based enactments as well as written exercises accompanied by group discussions were used to obtain the perspectives of children. The varied conceptions of emotions reflected their life experiences. They also displayed desires and efforts to manage the emotions. The role of interpersonal context, particularly the family, school and peers, was also salient in children's emotional lives. It has been reported (Gill, 2003; Ghosh, 2003) that children with high EI are more confident, are better learners, have high self-esteem and few behavioral problems, are more optimistic and happier, and also handle their emotions better. Differences in the EI of high and low mental health status adolescents (Kedarnath, 2000), and the superiority of females over males (Bhosle, 1999; Katyal & Awasthi, 2005) have been reported.

5. Measuring EI in Indian Context: A Comprehensive Review:

Indian researchers have attempted to adapt and evaluate the tests developed in the West, and also have developed new measures of EI. For
example, as a part of his doctoral work, Shanwal (2002, 2004) made a comprehensive effort to develop 'Multiple Emotional Intelligence Scale - Indian version'. Adapted from Mayer, Salovey, and Caruso (1998), the Indian version (a paper-pencil test), in Hindi language, contains four dimensions: Identification of emotions (faces and stories - 5 stimuli with 25 items, each), assimilating emotions (synesthesia - 4 stimuli with 36 items; feeling biases - 3 stimuli with 21 items), understanding emotions (blend - 4 stimuli with 4 items; progressions - 5 stimuli with 5 items; transitions — 2 stimuli with 12 items; and relativity - 1 stimuli with 4 items), and managing emotions (2 stimuli with 9 items). Thus, the Indian version contains 31 stimuli and 141 items (as opposed to 76 stimuli and 402 items in the original version). The scale was administered to 200 primary school children in Delhi. The total score on the Indian version was significantly and positively correlated with the four sub-components.

Based on Goleman's (1998) model of EI, Singh (2004) developed a self-report measure, which was standardized on 263 managers. It contained five dimensions: Self-awareness, self-regulation, motivation, empathy, and social skills. These dimensions were found positively correlated with organizational commitment, emotional expression, and quality of life. Goleman's model also led Chadha (in Singh, 2001) to construct an emotional intelligence test, which contains 15 situations with 5 alternative answers for each situation. It is reported that the test has been standardized on Indian managers, businessmen, and industrial workers.

Bhattacharya, Dutta, and Mandal (2004) prepared a scale containing 49 items from the existing scales/inventories available for assessment of EI in the West. The scale was administered to 101 junior/middle level executives working in various industrial
organizations. Principal component analysis yielded five factors: Appraisal of negative emotions, appraisal of positive emotions, interpersonal skills and flexibility, interpersonal conflict and difficulties, and emotional facilitation and goal orientedness. The factor structure of the scale indicated the relevance of self as well as the interpersonal context. Thingujam and Ram (2000) constructed an Indian adaptation of Schutte et al.'s (1998) Emotional Intelligence Scale for conducting studies in schools.

Following Ekman, Friesen, and Ellsworth (1972), a scale, consisting of photographs and verbal descriptions, was developed for use with children and adolescents (Pandey & Tripathi, 2004). It had five sub-areas: Identification of emotion, perception and recognition of emotion without probing, perception and recognition of emotion with probing, understanding emotional meanings, and emotional intensity rating. As a part of her doctoral work, Srivastava (2004) constructed a 79-item measure of EI related to four areas: openness to experiences, emotional defensive reactions, management of interpersonal relations, and anxiety orientations. The measure was administered to 500 students studying at secondary and graduate levels. The reliability coefficients ranged from 0.75 to 0.83. Factorial validity of the measure was also established.

An indigenous measure of EI was developed by Sibia, Srivastava and Misra (2005) after integrating Mayer and Salovey's (1997) four dimensions, namely identification, assimilation, understanding, and management of emotion, and four dimensions of their indigenous model, namely, social sensitivity, pro-social values, action tendencies, and affective states. Available in both English and Hindi, the test is divided into four sections (i.e., identification, assimilation, understanding, and management). Each section contains items related to the indigenous
model. The first 16 items, under sections A and B, contain short episodes/situations and the respondent has to indicate, on 5-point scale, how the person in the situation might be feeling. The last two sections contain 18 situations in which the respondent has to indicate how would he/she and his/her friend feel in those situations. Retest reliability was found to be 0.75 and 0.79/or English and Hindi versions, respectively (also see, Sibia, Misra, & Srivastava, 2005).

6. Correlates of EI.

EI is related to a host of demographic variables including sex, age, rural/urban locality, medium of instruction, and home environment. Among all these variables, except a few contradictory results (Upadhyaya, 2004; Farideh 2009) difference in EI due to gender has been more prominently reported, with females scoring higher than males. For instance, Pandey and Tripathi (2004) found that females were more efficient in managing and handling their own emotions as well as the emotions of other people. Similar results have been reported for primary school children (Shanwal, 2004), adolescents (Chauhan & Bhatnagar, 2003), university students and executives (Pant & Prakash, 2004). The child-rearing practices in India vary according to the sex of the child since people have different expectations of the two sexes. People expect boys and girls to sit, speak and laugh differently. Females start getting instruction from a very early age about what they should be doing and what she should not be doing. The norms are more flexible for the boys. As a result, girls probably, become more emotionally mature than boys.

An increase in EI as people get older has also been reported (Iatha, 2004; Pandey & Tripathi, 2004; Tiwari & Srivastava, 2004). Society probably expects the elderly to display a more mature social relationship, which also involves identification, regulation, and control of emotions.
Rural children emerged more emotionally intelligent than urban children (Shanwal, 2004). The rural environment, probably, affords a supportive social network of relatives, friends, and elders. This provides greater life satisfaction, lower stress, and high empathy that are helpful in the development of emotional intelligence. The research by Tiwari and Srivastava (2004) showed an interesting linkage between EI and the medium of instruction. They found that students from English schools were more emotionally intelligent than the students from Hindi or mixed medium schools. It was also reported (Tiwari & Srivastava, 2004) that the qualities of home and school environment were positively related to EI. A positive relationship has also been reported between EI and school achievement (Shanwal, 2004, Sibia, et al, 2005).

7. Nurturance of EI

A few small-scale attempts have been made towards the nurturance of EI among students. It was advocated (Sibia, 2003; Sibia et al., 2005) that, to nurture, teachers should enable children to handle their emotions, be supportive, accept students' emotions, teach students how to express their feelings and regulate emotional expression, encourage students to talk about their feelings, and provide children opportunities to observe models in real-life situations and through simulations. Shanwal (2002) successfully attempted to nurture EI among grade 4 students who scored lowest on the MEIS-Indian version. The children were taught about identification of emotion involved in human faces and stories. Significant effect was observed in identification of emotion and total EI score among such children.

8. EI and Leadership:

Although there is a considerable amount of literature available as to how to become a great leader, it is deficient on what genuinely
differentiates the great leaders from others. Traditionally, leadership is linked to vision, risk-taking, intelligence, technical knowledge and skill. Conventional wisdom also favours that only the brain be used for problem resolution. But of late, there has been a marked shift towards making use of the heart as well. According to Goleman, EI distinguishes a truly great leader from a mediocre one. It is now largely believed that, EI may as well hold the keys to questions like what makes people acknowledge a leader? How can a bad leader be identified and dropped? And obviously, how can EI be used in the leadership building process? Though a leader is expected to be mentally tenacious, his mental toughness hinges on the extent to which he has imbued certain traits of EI, either through instinct or acquisition. High achievers are the people with acute awareness—a key component of EI. They are mentally inured to the demands of coping up with stressful situations. Effective leaders are found to respond with clearer heads under pressure for they have higher EQs than less effective leaders (Singh, 2001). The former use varying leadership styles depending on the business situations and the people they manage. They are not prisoners to a one-size-fits-all approach to leadership (Robinson, 2002). During difficult and stressful times, "emotionally intelligent" people manage their emotions better and react with clearer, more rational minds and make better decisions. In fact, self-awareness and empathy, by and large, facilitate proper understanding and use of emotions, which can be critical in helping us become more effective workers and better communicators as well.

The importance of a high EQ is more evident as one climbs up in the organisational ladder. The jobs at the upper echelons are more complex, require more communication, carry a lot of pressure and are critical for goal achievement. Therefore, it is imperative that the top-level
executives be emotionally competent, to show most significant attributes such as team building, motivation, and leadership. Great leaders identify with their followers and express empathy with them. Unsuccessful Chief Executive Officers (CEOs) put strategy before people. Successful CEOs shine—not in the arena of planning or finances—but in the area of EI. They show integrity, people acumen, assertiveness, effective communication, trust-building behaviour, and energising behaviour (Charan & Colvin, 1999). Competency research in over 200 companies and organisations worldwide suggests that, about one-third of the difference between the excellent and average performer is due to technical skill and cognitive ability while two-thirds is due to emotional competence (Goleman, 1998a). It has been reported that for jobs of all kinds, "emotional competencies were twice as prevalent among distinguishing competencies as were technical skills and purely cognitive abilities combined." (Goleman, 1998b) "In general the higher a position in an organisation, the more EI mattered; for individuals in leadership positions, 85 percent of their competencies were in the EI domain" (Chermiss & Goleman, Upcoming Publication).

In recent years, the link between EI and leadership has been further explored (Goleman et al., 2002). The findings report that the emotional dimension of leadership is first or primal because (i) leaders throughout history have served as emotional guides, and (ii) creating positive emotions remains the most important responsibility of leaders (Johnson, 2002). 'Resonant' leaders generate positive feelings among the followers, which significantly enhance collective performance. 'Dissonant' leaders, on the other hand, create a negative emotional climate that considerably undermines group effectiveness (Goleman, et.al., 2002).
9. EI and Students Academic Performance:

Teachers experience a wide range of positive emotions including love, joy and pleasure, pride and satisfaction when they are teaching (Emmer, 1994; Hargreaves, 1998; Hargreaves and Tucker, 1991). The source of positive feelings is linked to cooperative student behavior, student success, and external support from other teachers, parents, and administrators. Educators also experience negative emotions, such as anger, frustration, sadness, guilt, disappointment, and irritation (Emmer, 1994; Hargreaves & Tucker, 1991; Hargreaves, 2000). The negative emotions, mainly anger and frustration, most frequently stem from students' misbehavior and less intensively from their poor performance, low achievement, or lack of external support.

Emotions are an integral part of the teacher's occupational role and have an impact on teacher effectiveness, behavior, cognition, motivation (Sutton & Wheatley, 2003) and student behavior (Emmer, 1994). The nature of a teacher's job requires emotion-related skills, as teaching is high in "emotional labor" (Hochschild, 1983). The term relates to the extent to which an employee is required to express appropriate emotions to excel in a job. People holding jobs high in emotional labor report high levels of burnout (Bono & Vey, 2005) and teachers are among the occupational groups who are particularly at the risk of such burnout (Jackson, Schwab, & Schuler, 1986). Beginning teachers are extremely vulnerable and many leave the field prematurely due to issues relating to emotionally charged classroom management problems (Tye, & O'Brien, 2002). Because teachers deal with highly emotional situations on a daily basis in their work (Maslach & Leiter, 1999), developing their emotional skills seems to be an absolute necessity.
Research on students' emotions has focused mainly on test anxiety (e.g., Zeidner, 1998) and how attributions are linked to emotions such as pride, shame and guilt (Weiner, 1985). More recently, Pekrun et al. (2002) introduced the term "academic emotions" to refer to emotions directly related to academic learning, classroom instructions, and achievement. In a series of exploratory studies, the authors showed that students experience a diverse range of emotions in the educational context. The most frequently reported emotion was anxiety in relation to test-taking (but also in the general classroom context or studying outside the school environment). Evaluation anxiety plays crucial role in evoking negative outcomes such as poor academic performance and psychological distress (Zeidner, et al., 2002). Anger, boredom, and shame also were mentioned, as well as positive emotions, such as joy, hope, pride, and relief. Less frequently reported emotions included gratitude, admiration, contempt, and envy. These academic emotions have an impact on student's thoughts, motivation, behavior, and achievement (see Pekrun et al., 2002 for a review).

Gomorra and Arsenic (2002) provided additional evidence about the role of emotional factors in students' academic performance. The authors found that, according to teachers' ratings, middle school students with more positive moods had higher GPA (grade point averages) while those with more negative moods had lower GPA. Similar connections were visible in the case of students' ratings of their own moods - students who rated themselves as experiencing more negative affect during scholastic tasks (such as class participation, homework, quizzes and tests) had lower GPA and poorer sense of their academic competence. Moreover, students with higher level of emotional regulation were rated by the teachers as having more positive moods and reported less negative
academic affect. Students' emotionality also is related to their social competence (Eisenberg et al., 1993) and influences their relationships with other people.

10. Teaching EI Skills to Teachers and Students:

Kremenitzer and colleagues have introduced to the education community a reflective journaling methodology for teachers (pre-service and in-service) to both analyze their own and others El skills and to assess the development of these skills over time (Kremenitzer & Neuhaus, 2004; Kremenitzer, 2005a, 2005b, 2006). This approach begins with training teachers in the four branches of the Mayer and Salovey model of EI and through repeated discussion a greater sensitivity about EI is developed. In addition, Brackett and colleagues (Brackett et al., in press; Brackett & Caruso, 2005; Brackett & Katulak, in press) developed a model to create an Emotionally Intelligent School District. To the best of our knowledge these are the only educational programmes based on Mayer and Salovey's (1997) ability model of El. Here, we'll briefly describe the Emotionally Intelligent School District, which describes curriculum and training for both teachers and students. They believe that teachers who are trained in this two-step model will be not only highly qualified teachers but also highly effective ones. They also believe that these teachers will experience greater job satisfaction and avoid occupational burnout.

The Emotionally Intelligent Teacher (EIT; Brackett & Caruso, 2005) is designed to teach participants innovative strategies, methods and techniques to increase their awareness of the importance of El skills and to enhance their ability to implement these skills in their professional and personal lives. Each of the four El skills is presented with group discussions, interactive exercises, and simulations for applying the skills.
Participants also are provided with an effective tool, the emotional Blueprint.

The Blueprint links academic knowledge about EI with its pragmatic applicability. In order to learn how to apply the Blueprint, participants consider a real situation from their school that evoked an emotional response. They then walk systematically through the four EI skills and answer questions pertaining to the core issues of each skill.

Finally, the BIT training provides teachers with the knowledge of the nature of emotions and their role in decision making, healthy relationships, team building and overall quality of life. The main emphasis, however, is on recognizing the significance of implementing EI skills in the school environment.

In the second workshop, which focuses on Emotional Literacy Training, teachers learn how to easily integrate lessons to build students' emotional skills into existing subject areas, including history and language arts as well as particular district initiatives such as character education.

**Relevance of Present Research**

On the basis of the review of relevant literature it can now be asserted that there have not been enough studies regarding identifying and examining the role of EI among students at various grade/age levels. Similarly, there is not a single study which clearly shows the developmental pattern of EI. Therefore, it appears to be very relevant to see the amount and degree of EI among students at various grade/age levels and at the same time to know how does EI develops among the students. It is hoped that if the researcher becomes successful in identifying the EI among the students of various grade/age levels, it
would be easy to establish a developmental trend and norm of EI. Certainly, it would be a great contribution to the education sector.

The researcher also feels that experience is a crucial and critical factor in the development of psychological & educational functions. Since rural and urban students have different experiences throughout their life span, so it can be easily assumed that their level of EI may also be different. Thus, after knowing the pattern of EI of both groups, fruitful suggestions can be provided to develop the social competence and academic achievements among the students.

It also seems to be pertinent to know the desirable and undesirable emotional qualities, parents/students consider and how these qualities can be developed among students. This piece of research will be able to provide adequate methods for developing desirable qualities among students.

Thus, keeping in view the above points, the relevance of present research seems to be beyond doubt and its findings will have lasting impact for future research.

**Objectives of the Present Research**

The central objective of the present investigation is at first to identify the correlates of EI among the students and then to see the role of EI in education.

The second objective of the present research focusses on the developmental pattern of EI among students of various grades.

The third objective of the present research is to examine the correlation of EI with social competence and academic achievement.

The fourth objective of the present research focusses on exploring the relationship between rural/urban environment and behavioral manifestation of EI.
The fifth objective of the present research is an attempt to see the impact of government run schools and urban public schools on emotional intelligence. It is believed that locality of instruction may have some linkage with EI.

The sixth objective of the present research is aimed to see the impact of gender difference on EI.

Besides above major objective the researcher also focusses his attention to obtain the following data from teachers, parents & students in order to determine desirable/undesirable emotional qualities

(i) desirable emotional qualities they wish to develop among themselves and students/children.
(ii) the undesirable emotional qualities they do not want to develop among themselves and students/children.

####