CHAPTER-II
Review of Related Literature

2.1 Introduction:

Research is made in order to inform people with new knowledge or discovery. However, it is not to be expected that everybody would willingly believe what you are tackling in your whole research. Thus, what you can do to make your research more credible will be to support them with other works which have spoken about the same topic that you have for your research. This is where literature review comes in. You can even have literature sources in works such as stories, comments, project, speech, article, novel, poem, essay, program, theory, and others. This is why literature review involves scanning the pages of any published literature like books, newspaper, magazine, website, webpage, collection, Research, pamphlet, and the like where you may be able to find any reference to the same topic that you are researching on. This time, “literature” does not exclusively refer to the poetic rendition of words, like that of Shakespeare alone. There are many reasons why literature review is rendered as a significant part of any research or dissertation Research. You may ask what makes it as such if it is only supposed to contain tidbits of other related works. Literature review is the part of the Research where the researcher will be given the opportunity to strengthen your Research for you will be citing what other reliable authors have said about your topic. This will prove that you are not just writing about any random subject but that many others have also poured their thoughts on the topic. You may also ask what makes literature review a necessary part of the Research. This question can be answered by trying not to include the review in your Research. Obviously, it affects the length of your Research but this is not the noticeable part. What would most certainly be lacking is the fact that your Research, without the literature review, only contains all of your opinions about the facts that you have discovered through your research. Thus, how can you further convince the readers, in this case, the committee who will scrutinize your Research? This is the need that is answered only by the literature review. By the mere fact that you are using “referencing” by citing what more credible people had said about the topic will build a stronger foundation for our Research.
With a literature review, you need to establish a clear tie between the works that you have cited and the topic that you are writing about. You should be able to justify the inclusion of a certain work in your review so as to make everything that you have written useful. The more you include useless points in your Research, the more that the committee will think that you have not put in a lot of thinking into your Research. Literature review is also unique from the rest of the Research. While you have to fill most of the Research with your own analysis, in a literature review alone, you will have to write purely about related works of other people.

2.2: Definition of literature review:-

A critical summary and an assessment is the current state of knowledge or current state of the art in a particular field. The ability to carry out a literature review is an important skill for any student. It will provide you with a context in which to place your assignments regardless of the module you are studying. Practically any assignment in any module you take will involve reading what other people have written on the subject of your assignment, gathering information to refute or support specific arguments, and writing about your findings. For small scale projects, (like module assignments), you will not be expected to provide a definitive account of the state of research in your selected topic. You will be required to provide evidence that you have read a certain amount of relevant literature in the topic, that you have understood that literature, and that you can summarize the material you have read in a coherent way. The literature review is precisely that summary.

In order to do a literature review you will need to spend time reading the literature relevant to the topic you are researching. Understanding the literature in your research topic will prevent you from repeating previous errors, or redoing work which has already been done. It will also give you insights into aspects of your topic which might be worthy of exploration and future research.

2.3: Purpose of a Literature Review:-

There are several purposes to writing a literature review. To provide the reader with an up to date account and discussion of the research has findings in a particular topic. This might sound pretty esoteric but you will find that in writing a literature review you will learn about the ways other people have constructed their own research projects.
Seeing what others have done might help you understand your own assignment. You might be able to see the methods that other more experienced researchers have used and you might decide to follow on their footsteps and copy their methodological approach. You might also be able to detect conflicting points of view expressed by different authors. These conflicting points of view might be the indicators of diverging theories within the same topic. You need to be aware of these conflicting theories as well as of the arguments supporting these theories in order for you to assess their value and make up your own mind on the topic. Being aware of the theories will help you later in your life as a student when you will have to design a larger research project like your dissertation. You might also be able to discuss relevant research carried out in the same topic. It is important to be able to discuss relevant research because very often it is very difficult (as students and as researchers) to keep abreast of everything that is published every year in a topic. The job of the writer of the literature review is to summarize and discuss the major documents published in that topic over a stated period of time. The discussion will take into account the methods and the results or findings of the most relevant research. The reviewer will assess whether the methodology is appropriate and whether the results seem valid. The reviewer therefore evaluates the quality of the research as opposed to merely listing documents. The reviewer may also discuss material published in other fields which are related to the main topic. This process is very important since very often research in the social sciences is multidisciplinary, i.e. knowledge gets generated from many disciplines and needs to be integrated. For example in order to be able to research and write a literature review on a question like ‘Why do teenagers smoke?’ The reviewer might need to read material from journals in psychology, medicine, and sociology.

2.4 Review of the study related from Indian context:

Reddy, P Mohan and Gopal, L and Sarswati , C, (1995)- “Self – employment to educated unemployment youth scheme : a study.” The study shows the additional employment created by the units undertaken by the beneficiaries. In majority of the units (16) additional employment was created for a total number of 38 members in

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1 Sadhu, A N and Singh, Amarjit (2011)- “Research Methodology in Social Sciences” Himalaya Publisher, New Delhi. PP.102
addition to the beneficiaries. However in 14 of the units the additional employment created is completely absent and the beneficiaries could alone run the show with out talking any help from other persons.

**Mehta, G.S. (1996)**- “Effect of education in occupational structure of the employment” 3 He studied it at Ph.D. level research work. He found in the study that we may therefore conclude that the distribution patterns of various status and levels of occupations with different level of earnings are found to be positively related the educational levels of different socio-economic groups of workers. Differences in securing more remunerative and higher status occupations are highest in groups with less than middle level of education and the secondary levels these differentials are significantly reduced and are minimal at the higher educational levels. Effects should therefore be made to make educational facilities easily available even at the levels of the education equally in the distribution of employment opportunities among the different sections of populations is to be achieved. At present the facilities of higher educations are highly based in favour of that segment of urban population which is economically better of and this has been leading to the inequitable distributions of employment opportunities.

Since it may not be possible to provide all round facilities for higher educations due to constraints of resources, we can be begin with tag necessary steps to ensure that people at least fully avail of the facilities for secondary education. since the basic infrastructures for this is already presented, the main aim could be to motivate people sufficiently so that they improve their educational levels and consequently raise their earning potential educational levels and consequently raise their earning potential.

**Renuka, Sundaram, (1996)**-“The emotional well being of older sibling of children with a hearing impairment and older siblings of no disabled children”4 entitled research Ph.D level and found in summary the lack of differences group suggest that older siblings of children with a hearing impairment appear to experience a similar spectrum of positive and negative feelings as older siblings of no disabled children. More light needs to be

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4 Renuka, Sundaram, (1996)-“The emotional well being of older sibling of children with a hearing impairment and older siblings of no disabled children”DAI VOI-58 No-06 Dec-1997 Page 2090
shed on others within group factors and mediating variables that may influence the well being of older

**Rathore, J.C.(2001)**- “A critical study of the problems of the educational systems and getting job of the students of vocational education system on senior secondary level.”

Finding., 1. Continuous effort are being made to create extra financial means for the strong position of the situation of vocational education in satisfactory school un satisfactory schools depends only upon the government Aid for the betterment of vocational education and do not make any effort to create extra financial resources.2. For the increment off the quality of vocational education in the satisfactory schools perspective programmers are often organized where as there is no preservation programmes in the unsatisfactorily schools. 3. In satisfactory schools, special effects are made for the placement and forward education of the passing students.

**Farah Mushtag & K. Bharati Kumari (2003)** -"A study of parental encouragement, academic anxiety and emotional stability of school going Adolescents” at Ph.D. level studied and got concluded that the correlation values between parental encouragement and academic anxiety are very low. Academic anxiety is negatively correlated with parental encouragement and positively correlated with emotional stability in girls. The correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negatives in Muslim boys. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys. However most of the correlations are less them. O.S. It means the correlation values are low, In Muslim boys there is low negative correlation between parental encouragement and academic anxiety. The studies conducted various people have found significant correlation between academic anxiety and emotional adjustment.

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Prakash, G.N. & Sri Vastava (2004)- “From Emotional Interlacement to Emotional Literacy” at Ph.D. level studied and got concluded that People who maintain long term relationships actually live longer than those who are alone understanding and managing emotional resources states understanding and using effective communications skills and the ability to respond to our emotional lives but also to the quality of our physical lives reframing consciousness greater sensory acuity managing emotional resource states an choiring communication skills as well as other relaxation techniques for monitoring the inner emotional life and for maintain a relationship with our as liver are all the strategies we must the emotionally literate to balance the forces as change in the world. It will net greasy to live in future now mane them ever therefore the stresses and anxieties of change are upon us it we are to truly prepares students to thee successful in the world’s greyhound school. We must give them the skills of emotional literacy.

Vikrant Upadhyay & S.K. Upadhyay (2004)- “A study of Emotional Stability and Academic Achievement of boys and girls at secondary level” at Project level studied and got concluded that The main findings are :-

1. Boys are significantly emotionally stable than girls,
2. There is no significant difference between boys and girls in academic achievement.
3. There is no significant relationship between emotional stability and academic achievement of the students.

Srivastava, Abhishek (2005)- “The effects of nationality, work role centrality, and work locus of control on role definitions of OCB.” He studied at Ph.D. Level research and found that: we found a positive and significant relationship between whether subjects viewed an OCB as in-role or extra-role and their assessment of their own citizenship behavior performance. This study explores possible reasons why employees might perceive OCBs as in-role or extra-role by examining how variables such as nationality,

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work centrality, and work locus of control may directly and indirectly influence role definitions. We hypothesized that nationality may affect role definitions. Based on the cultural differences of individualism-collectivism and power distance, and because of biaxial, we suggested that Chinese employees would be more likely to define OCB as part of their job. Our results showed a significant relationship between nationality and defining OCB as part of the job. Interestingly, this direct relationship between nationality and role definitions may be affected by possible indirect relationships mediated by two variables that we suggested could be related to role definitions themselves. Taken together, these two hypotheses suggest that the direct relationship between nationality and role definitions could be offset by competing relationships between nationality and work locus of control. The direct relationship suggests that Chinese employees would be more likely to perceive OCB as part of their jobs, but the indirect relationship between nationality and role definition through work locus of control suggests a way in which the U.S. employees could also view OCB as in-role.

**Pastey, Geeta S. and Vijayalaxmi A. Aminbhavi** (2006) - “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”  

Adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity. Sex of the adolescents has not influenced their stress and self confidence. Having more number of siblings has influenced positively the self confidence of adolescents when compared to those having less number of siblings. Where, a number of siblings were not influenced significantly their stress. Order of birth of adolescents has no significant impact on their stress and self confidence. Varying educational level of adolescents’ fathers has significantly influenced the stress experience of their adolescent children. Whereas the educational level of parents has not influenced the self confidence of their adolescent children. Income of family has no significant impact on the stress and self confidence of adolescents.

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Jayan, C. (2006) – “Emotional Competence, Personality and Job Attitudes as Predictors of Job Performance”11 entitled the research and the sample consisted of 204 middle level managers, who completed Emotional Competency Inventory, Type A Personality Pattern, Job Attitudes Scale and Performance Rating (Self) Scale. Co-worker rating and Superior ratings for these managers were also obtained. Stepwise regression analysis showed that R increased from 0.1155 to 0.3369 with addition of each of the seven variables that contributed significantly to the prediction of job performance.

Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007)– “Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers”12 (Karnataka University, Dharwad) at Project level studied and concluded that The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli- Dharwad cities of North Karnataka. Children’s Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by ‘t’ test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Manoharan, R. John Louis and I. Christie Doss (2007)– “Emotional Maturity of Post-Graduate Students in Pondicherry Region”13 at Project level studied and concluded that the study was undertaken with the objective of identifying the level of emotional maturity of Post Graduate students in Pondicherry region. A sample of 256 students was drawn from the Pondicherry University and four affiliated colleges. An Emotional Maturity Scale which has five components namely emotional instability, emotional regression, social Maladjustment, personality disintegration and lack of independence was used to

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collect the data. The level of emotional maturity of P.G. students is low. Their scores on the components namely emotional instable, emotional regression and social maladjustment are on the higher side. Therefore, they are poor in their emotional stability, emotional well-being and social adjustment. Their scores on the last two components namely, personality disintegration and lack of independence are below average. Hence they are moderately sound in their personality integration and independence. The emotional maturity of P.G. students is influenced by sex, class and group. The level of emotional maturity of female students is higher than that of the male students. It is also to be noted that students of the second year are more mature than those of the first year. It is also found from the table that there is significant positive relationship between the group chosen for study and level of emotional maturity: Arts group students have higher numerical score than the science students –which means science students have greater emotional maturity.

**Dubey, Ruchi (2007)**– “Relationship between Emotional Intelligence and Academic achievement of undergraduate students.”\(^{14}\) Ph.D. work, The major findings of the study were:- It was found that there is not relationship between emotional Intelligence and academic achievement of undergraduate students of Arts and science stream. The only exception is the mathe group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

**Sharma, Kanak,(2007)**- “A study of emotional intelligence among adolescents in relation to adjustment and Defense mechanism”\(^{15}\) at Ph.D. level studied and got finding of the present study is likely to prove of immense importance to educational thinkers teachers and psychologists and others .For leading a happy and contented and life a balance between Emotional intelligence and adjustment and defense Mechanism is refused. Teachers Parents and society may provide such guidance and training for the development of these propensities by which adolescents shall be able to lead a happy and contented life and may be successful in professional life too.

\(^{14}\) Ruchi Dubey (2007)– “Relationship between Emotional Intelligence and Academic achievement of undergraduate students.”, Researches and studies- Education Department University of Allahabad. Vol-58 2007

Emotionally intelligent person are well adjusted as they can perceive and assimilate emotions of self and others and tune in them according to the situations. Emotionality has no relation with defense to the mechanism as emotional Intelligence teaches one to face reality boldly. Whereas defense mechanism is a means to run away from the real life situation in orders to relieve from stress.

Srivastava, Nidhi. (2007)- “A study of emotional intelligence in relation to advisements in environmental studies” at Ph.D. level studied and got concluded that it is evident that T-ratio is significant at as level. This means there is significant difference in emotional intelligence of high and low achievement in environment studies, low achievers in this subject exhibited less emotional intelligence. Emotionally intelligent students may be more emotionally stable and sensitive to this environmental issues than their less emotionally counter parts, this can facilitates their learning about the environment. This finding draws indent support from the views of Golden (1996) that 80% of persons success in life depends on emotional intelligence. Therefore, the curriculum makers should prepare the content of EVS in such that students use their emotional intelligence.

Kasinath, H.M. (2008)- “Motivational correlates of emotional intelligence off secondary teacher’s trainees” at studied and got concluded that recent finding have identified as the single most facts predicating and happening in life. It is the capacity to create positive outcome in your relationship with others and with yourself. Positive outcomes include joy optimism and success in work school and life.

Minakshi, (2008)- “Emotional intelligence: The latest aid” In the term of emotional intelligence the adjective And the nouns go ill together. It is only the poetic pragmatic to coin phrase like ‘cold ‘‘white blood’ Pragmatic idealism or democratic dictatorship. It is very much like president mushraf ‘s kargil victory or N.D.A. ‘s shining India for which these are no bases.

The new concept of emotional intelligence does not have acceptance with any world level psychologist since it has no sound theory behind it. It deserves to be

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discarded. It is only an emotional break of wild imagination and nothing more then. Emotional behavior cannot be understood with traditional and pure intelligence which should monitors the role of emotions of life.

**kaur, Surinder Jeet & Harjit kaur (2008)**- “Effectiveness of training of emotional intelligence on adolescent student: A pilot study”\(^{19}\) at Pilot research level studied and got concluded that the study found that on the contrary, the value of \(t=762\) for irritability/urban hosting and \(t=16.36\) for emotional exhaustion which were significant at \(P<.01\) level showed that training of EI on the subjects was significant at \(p<.01\) level showed that training of EI on the subject was effective in reducing the irritability and emotional exhaustion means score of the subjects in the post training session. The potential of training was obvious in effective management irritability and emotional exhaustion of the subject science these are hetro traits of EI.

**Shastri, Manoj, (2008)**- “A study of national value among the students of std. VIII of Dhanduka Taluka with reference to certain variables.”\(^{20}\) Major findings of the study are:-

1. There is no significant mean difference between national values of students of class VIII of semi urban and rural areas.
2. There is no significant mean difference between national values of students of class VIII gender wise.

**Vyas, Charu (2008)**- “A Comparative Study of Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools.”\(^{21}\) (Banasthali University Banasthali)

The statistical evaluation of various hypotheses has revealed the presence of: 1. insignificant difference in anxiety of adolescence boys coming from coeducation and unisex education school. 2. Insignificant difference in anxiety of adolescent girls coming from coeducation and unisex education school. 3. Insignificant difference in anxiety of

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adolescence Boys and Girls coming from coeducation and unisex education school. 4. Insignificant difference in Emotional maturity of adolescence Girls of coeducation and unisex education school.

i. Significant difference in Emotional instability of adolescence Girls coming from coeducation and unisex education school.

ii. Significant difference in Emotional Regression of adolescence Girls coming from coeducation and unisex education school.

iii. Significant difference in social maladjustment of Girls coming from coeducation and unisex education school.

5. Insignificant difference in Emotional maturity of adolescent Boys of coeducation and unisex education school.

i. Insignificant difference in Emotional instability of Boys coming from coeducation and unisex education school.

ii. Insignificant difference in Emotional Regression of Boys coming from coeducation and unisex education school.

iii. Significant difference in lack of Independence of Boys coming from coeducation and unisex education school.

6. Insignificant difference in Emotional maturity of Girls and Boys coming from coeducation and unisex education school.

7. Insignificant difference in security - Insecurity of Girls coming from coeducation and unisex education school.

8. Insignificant difference in family security of Girls coming from coeducation and unisex education school.

9. Insignificant difference in school security of Girls coming from coeducation and unisex education school.

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

**Nanda, P.K. and Asha Chawla (2009)**- “Impacts of Age and Family Type on Emotional maturity of urban Adolescent Girls” at Project level studied and concluded that the results it is very clear that type of family definite has impact on emotional maturity. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family. It might be due to the reason that in joint family system, there are more members in the family wherein there are more chances of disclosure of pent up emotions, there are more number of adults advising young ones during their stressful period where as such intimacy is not found in nuclear family, where the number of family members is very less and majority of mothers are working. It can be concluded from the results that emotional maturity is affected by age, as adolescents grow in age there comes more stability in their emotions. Levels of unstability and extremely unstability decrease with age. Joint family system plays a significant role in emotional maturity and stability of adolescent girls.

**Ilavenil, K.P.S.K. (2009)**- “English and Engineering Education: The Need to Move beyond the Employability Discourse” Consequently, we can observe engineering education institutions churning out graduates who lack social responsibility—and who worry only about where they get placed, and how much money they will make. The obvious questions the students fail to ask themselves include: who are we going to work for, what is this company’s corporate history, how pro-people or pro-poor are this companies policies, is our work going to be harmful to people in general. The absolute absence of such ethical questioning is reflected from instances in our daily life. In institutions like the IIT, we find a majority of chemical engineering students lining up to be selected by Dow Chemicals which was responsible for the Bhopal gas tragedy. Engineering students of another university in Chennai have no qualms in seeking

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sponsorship for their cultural events from Dow Chemicals (a multinational company that is yet to pay a single rupee in damages to Bhopal victims). Indian engineers are quick to turn into agents of capitalist imperialism. In some cases, just remaining silent has been their greatest sin. Beder (1998) quoted in Conlon (2008) says that the “new engineer” will be a “broad based professional who is socially and environmentally responsible.”

The need for the emergence of a “new engineer” came about because engineers were themselves identified with environmentally-damaging technologies. Conlon [2008:156] has identified a number of priorities for engineering educators: they need to fully embrace a commitment to social justice, equality, work humanization and the principles of sustainable development. He calls for these principles to be introduced in the first year of their studies so that students see these as inherent to engineering and view engineering as a social as well as technical process.

Joshi, Rajesh (2009)-“Goal direction and effectiveness, emotional maturity, and nuclear family functioning.”24 at Ph.D. level studied and concluded that Differentiation of self, a cornerstone concept in Bowen theory, has a profound influence over time on the functioning of the individual and his or her family unit. This 5-year longitudinal study tested this hypothesis with 50 developing nuclear families. The dimensions of differentiation of self that were examined were goal direction and effectiveness and emotional maturity. A qualitative analysis of participants' goals demonstrated that couples with higher functioning developing nuclear families, when compared with couples with lower functioning families, placed more emphasis on family goals, had more balance between family and personal goals, and pursued more goals over the 5 years. The quantitative analysis supported the hypothesis that goal effectiveness and emotional maturity influenced variation in nuclear family functioning. In addition, couple goal effectiveness and emotional maturity were associated with nuclear family functioning more strongly than individual goal effectiveness and emotional maturity were associated with individual functioning.

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24 Joshi, Rajesh (2009)-“Goal direction and effectiveness, emotional maturity, and nuclear family functioning.”, Research article summary (published 29 Jun 2009)
Rajalakshmi, R. (2010)- “National Employability Study IT/ITeS Sector” studied at Aspiring Minds Computer Adaptive Test and found as below:

1. To improve its competitive advantage, eventually the IT services industry would require industry ready individuals and not those who have to be trained in-house by corporate before they could start working. The percentage of such people is just 5.97%. Intervention in terms of high quality training in IT skills by institutions of higher education is required.

2. 70% of candidates employable to the IT products sector are from colleges other than the top 100 campuses, whereas the proportion is 80% for IT services companies and KPOs. However, it would take three times more effort and money to hire from tier 2 campuses for an IT-product position and two times more effort to hire for an IT services/KPO as compared to the Top 100 campuses. This explains why companies use campus of higher education as a proxy to quality to provide interview opportunity and why the supply of manpower is artificially low. Innovative models and the support of the government are required to bridge this gap to create a fair and healthy employability ecosystem.

3. The drop in employability for campuses in tier 2 cities with regard to IT services/product companies and KPOs ranges from 25% to 40%. This still leaves a good percentage of employable people in tier 2 cities and demonstrates high potential which may be developed further.

4. Contrary to popular belief, the skill gap in tier 2 city campuses vs. those in Tier 1 cities is not only in English. The gap is uniform across all areas ranging from 6 to 9 percentile points. Thus, the current intervention in soft-skills and personality-development is an incomplete approach to solve the problem of employability enhancement. A more comprehensive approach across abilities needs to be taken for proper employability enhancement.

Males and females have equivalent employability with regard to the IT industry, contrary to beliefs otherwise. The ratio in educational colleges is 1 female to 3 males whereas the ratio for females employed in IT industry is 1 female to 4.76 males (as studied in 2003).

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Sharma, Bharti and Smriti Sharma (2010)- “Emotional Profile and Need file and Need for Achievement of the Only Child of Working and Non-Working Mothers Working and Non-Working Mothers”  

entitled and got Findings revealed that only children of working mothers scored slightly higher than the children of non-working mothers on measures of achievement but they showed more signs and symptoms of emotional disorders and interpersonal deficit.

Joshi, Renuka and Sapna Tomar (2010)- “A Study of Optimism and Pessimism on Emotional maturity, Depression and Coping Strategies among Adolescent”  

entitled research and The result of the present study revealed a significant difference between Optimists and Pessimists on Emotional Maturity and its dimensions. On Depression Optimists and Pessimists did not differ on Sleep Disturbance and the feeling of Sadness. Optimists were found to possess a tendency of using Painful Problem Solving and Positive Reappraisal more as compared to Pessimists when in a stressful situation.


entitled research and based on the analysis of the data the investigators concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from that the college students belongs to different religious shows significant difference in their emotional maturity.


studied for a research paper and found that Owing to the analogous temperament and their entwined relationship with each other, the findings specified under the sub-headings of generic findings (Highlighting the major concerns of the agriculture sector in India) and employability issues amongst Indian farmers are in some cases overlapping with each

other. However, the very fact that both sets of findings are interrelated to each other and the nature of outcome specified in one has a proportional impact on the other justifies their inseparability and demonstrates their nature of association with each other.

Singh, Rashee (2012)- “A Comparative Study of Rural and Urban Senior Secondary School Students in Relation to Emotional Maturity”30 studied for research paper and found that 1. No significant difference was found between rural and urban senior secondary school students in relation to emotional maturity. 2. No significant difference was found between male and female senior secondary school students in relation to emotional maturity. 3. No significant difference was found between rural male and rural female senior secondary school students in relation to emotional maturity. 4. No significant difference was found between urban male and urban female senior secondary school students in relation to emotional maturity.

2.5 Review of the study related from aboard context:

Deand, G. Bruton, (1989)- “Alienation and Emotional Maturity”31 at Ph.D. level studied and concluded that despite the lengthy interest in alienation, scholars have not addressed the question of differential individual response to social and personal problems. Research has indicated that the alienated are less likely to confront their problems, e.g., alienation correlates negatively with utilization of medical services and marital adjustment scores. Emotional maturity, on the other hand, has been found related to better marital adjustment, etc. One under-utilized approach, therefore, is to consider alienation as a manifestation of inadequate socialization. A study of 582 lower classmen in a Midwest university found virtually zero correlations between social background factors and alienation, but significant, inverse relationships between alienation and emotional maturity.

Charles J. Sandoz (1992)- “Locus of Control, Emotional Maturity and Family Dynamics as Components of Recovery in Recovering Alcoholics”32 at Ph.D. level studied and

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concluded that a group of recovering alcoholics in A.A. is compared with a group of non-problem drinkers. Measures of locus of control, emotional maturity and intimacy with parents are used as points of comparison. The A.A. group differs significantly with the other group in its greater belief in an external locus of control, in its greater emotional dependency and its lower intimacy level with parents. A linear relationship is found between length of sobriety and an internal locus of control in the recovering group.

Mark Alloy, (1996)-"Three essay on the employment relationship" 33 Ph. D. Washington Unit, 1996 Fredric Raw as - The results may suggest that rates of firm specific human capital investments are loner they efficient lulls, which may imply that barrens to such investment have significant effects. The third essay "the development of firm specific human capital in formal job training programs. Examines, the extent to which formal training programs dewlap firm specific human capital. there where significant difference absorbed between previous employer and current employer skill and boric failing this parodies evidence of firm specific components is these types of training while there were few significant result observed it is possible that cross in variables and employees payments for training through loner wages have limited the ability to measure the firm specific content of training.

Gorge, V.P. (1997) -“Vocationalization of education for school cohorts Building up a Revamped Model” 34 Ph.D level. An Analysis has been made to review the present Structure of vocational education for school cohorts, The Revamped Modal of vocational education has been conceived keeping in view the Philosophy of decentralized, local-specific management structure with a view to avoid overlapping of administration due to different structures at present reduction in administrative expenditure job related training and private participation through a consortium approach of management. It is expected that the revamped model will ensure operational feasibility as well.

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Frankie Marry (1997)- “Effective brattices for students labeled with significant identifiable emotional disability.” 35 Phillips Jacqueline sue Ed. D. Unit of northern Colorado Date from student interviews were coded qualitatively as themes emerged. The students stated how they perceived their involvement in Disciplinary incidents and identified what they thought helped them manage their behavior effective teacher practices as perceived by students included (a) sense of humor (b) being nice and (c) teacher responsiveness effective classroom practices in clouded (a) Relevance (b) active burning and (c) Socialization.

Daniels, J., d’Andrea, M. and Gaughen, K. (1998)-“Testing the validity and reliability of the perceived employability scale (PES) among a culturally diverse population” 36 studied to tool development and report the results of a study designed to test the validity and reliability of a newly developed career self-efficacy test called the Perceived Employability Scale (PES). A large group (N = 2,600) of low-income women with diverse cultural, ethnic, and racial backgrounds living in Hawaii participated in this investigation. Recommendations for researchers and practitioners who are employment counselors are discussed.

Erika Landau (1998)- “The Self - the Global Factor of Emotional Maturity.” 37 at Ph.D. level studied and concluded that The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child’s and adult’s personalities. The serf contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a serf which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing,

35 Frankie Marry (1997)- “Effective brattices for students labeled with significant identifiable emotional disability.” DAI Vol - 58, Number - 2, August 1997, page - 1246
gifted personality. Like many educators involved with gifted children, I started off by relating giftedness to the child's intelligence. However, in the course of my work as a psychotherapist, I quickly discerned the problem of the gifted child as a lack of balance between intellectual and emotional development. During the many years I have worked with gifted children, I have come to realize that even the highest intelligence cannot reach its full realization if it lacks emotional maturity. Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of the individual. Gifted children, who in most cases are far ahead intellectually, tend to limp behind emotionally. This takes from the child a lot of energies which could have been used for more positive, important purposes, and weakens even the most intelligent.

Dave Turner (2002)- “Employability skills development in the United Kingdom” studied at project and found that here is not one commonly used list of enterprise skills, for schools, colleges etc., although there is a great deal of agreement between employers and government about their nature and relevance to a participation in a knowledge-based economy. Key words include creativity, project management, independent/interdependent action, reflection, flexibility, networking (horizontal and vertical) and self-management. Action research and advocacy work regarding employability has been championed by organizations which have brokered and then supported collaboration between business and education. These organizations, CEI (Warwick University), Durham Business School, Business in the Community, Industry in Education and even CBI, have been able to allocate some of their own resources to this objective. However, they have also acquired contracts with government to champion such related movements as education—industry links, enterprise education and employability skills. This has been made possible by a previous and now re-emerging alliance between Departments of Trade and Industry and Education and Skills—now reinforced by the strong interest of Treasury. This alliance has supported innovation as well as the ‘drive for partnership’ between various economic sectors and agencies; for purposes of international competitiveness, raising standards and social inclusion.

Necmi, Avkiran (2002)- “Interpersonal skills and emotional maturity influence entrepreneurial style of bank managers”\textsuperscript{39} at Ph.D. level studied and concluded that Results of this study highlight the importance of human resource managers and trainers assessing the interpersonal skills and emotional maturity of new recruits and enhancing the interpersonal skills of the existing managerial workforce. The entrepreneurial style of the branch manager is projected to play an increasingly important role in the deregulated finance sector. Currently, the branch manager, who can best be described as a corporate entrepreneur, could well evolve into an independent entrepreneur under a franchise banking system. Path analysis was used to investigate the interrelationships among the three competency factors for a bank branch manager. Emotional maturity and interpersonal skills are modelled as impacting on entrepreneurial style. All the hypothesised effects were supported by decomposition of the zero-order correlations.

Favell, Adrian (2003)- “Integration Nations: The Nation-State and Research on Immigrants in Western Europe”\textsuperscript{40} studied at Ph.D. Level and indicate that in many ways, the continued focus on integration as the central idea in post immigration policy debates across Europe, is itself a choice of rhetoric designed explicitly to rescue the nation-state. European policy makers and commentators have begun to formulate more constructive visions of a multicultural future that will be able to contain and structure within the nation-state the many new forms of immigration and multiculturalism beginning to spring up across the continent. As I have argued, these visions – and the academic research which has provided the knowledge to substantiate their claims – have continued to work within a nation state centred paradigm, even when they claim to be transcending it. An awareness of transnational phenomena, as well as a better consciousness of the pervasive way work has been structured by a nation-state centred epistemology, may enable migration and ethnic studies researchers to escape in their analyses the normative constraints of the integration paradigm. But it is vital in looking for new concepts and tools to describe the changing relations of state and society across the continent, which


\textsuperscript{40} Favell, Adrian (2003)- “Integration Nations: The Nation-State and Research on Immigrants in Western Europe” Published in ‘The multicultural challenge’, Comparative Social Research, 22, 2003, pp. 13-42, reprinted with permission from Elsevier Ltd.
we also continue to recognize the extraordinary continuity and resilience of the nation-state-society as the dominant principle of social organization in Europe.

**Anneleen, Forrier and Luc Sels (2003)- “The concept employability: a complex mosaic”**

The conceptual model of the employability process provides insight into the way in which the various components that influence opportunities in the internal and external labour market interact. It is not necessary always to examine the entire process. This would require a vast amount of longitudinal data. We consider the employability process model rather as a road map on which various paths can be marked out. The added value of the model lies in a number of points: 1. The model does not only apply to specific target groups such as the unemployed or the employed. It can be applied to the entire active population. 2. The model helps clarify which components are included in employability research and why they are relevant. It positions the various research paths that can be taken. In every study it is necessary to indicate which components are examined and why. The model helps highlighting the relationship of these components with other factors of influence. 3. The model can be applied with various interpretations of the term employability. In employability research it is therefore necessary to indicate the boundaries of the study: Does the research focus on a career in the internal or the external labour market? Which transitions are considered an indication of employability and why? 4. The model demonstrates that various causes can lead to the same result. For instance, a transition to unemployment can be the consequence of a varied combination of factors. Similarly, the same cause can have different consequences. Two individuals with the same movement capital can follow totally different career paths. 5. The model can help explain which ‘bottlenecks’ can disrupt the employability process for certain groups. Bergmann Lichtenstein and Mendenhall used the term ‘dysfunctional career spiral’ to refer to the process whereby “an individual is stuck in a pattern of low success, and does not have the ability to shift to new arenas of work”. The employability process model helps identify the causes of such a dysfunctional career spiral. 6. From these insights into the causes of dysfunctional career spirals, the model can indicate the areas in which intervention is necessary to ensure that the employability.

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Geraci, Robert (2004)- “Nationality, Ethnicity, and Capitalist Enterprise in the Russian Empire, 1700-1917” have found the archival research to be less “straightforward” than expected. I had thought that I would easily locate government documents reporting on the interactions among different communities of entrepreneurs, and showing government attempts to smooth conflicts and/or to structure the economy according to some vision of the relative power of different groups (though that vision might change over time—in particular I expected to see increasing concern to protect the power and wealth of ethnic Russian merchants vis-à-vis others during the 19th century “age of nationalism”). In most of the archives, however, I found it fairly hard to locate such materials, and I can now offer some reasons for this.

Terry, Goodison, and Susan Rooney, Anne Green (2004)- “ICT and Employability: A Case Study of Clients using UK online centres” studied as a research projects and found that The process of developing the employability of people who are socially excluded depends upon the creation of a climate of trust and stability. Longer term funding would help ensure that, once such people have begun to engage with learning, their local centre is able to continue to support them, particularly in terms of well-qualified staff able to build relationships of trust with the local community. In the period between the second and third round of visits to the centres (a period of 2 to 3months) only 7 of the 84 clients interviewed at the third visit had found paid employment. The great majority of the remainder were looking for work either in the short or long-term. In contrast to the employment position, 29 clients out of 84 had completed ICT qualifications during the same period and 42 were continuing with their learning. There was a general enthusiasm for learning amongst the clients which was often attributed to the success they had met with in their ICT courses.

Debra Enzenbacher (2005)- “Enhancing Student Employability Through A Team Exercise On A Visitor Attraction Management Module” studied a research paper and

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found their analysis might also consider such issues as access, the need for refurbishment, target markets, seasonality, health and safety policies and security. They are encouraged to think about how the key management challenges facing the attraction might be addressed so that it remains competitive. The aim is for students to demonstrate insight into how the visitor attraction is managed, what is being done well and how it might be improved as compared with what the textbooks and other academic literature have to say about what is happening in this sector of the tourism industry. Providing tacit guidance to students to draw upon the literature in conducting their analysis assists them in the process of linking what they are learning in the field to what is covered in the classroom and assigned readings. The attraction may operate in the public, private or voluntary sector. Their choice needs to be approved by me. No two teams may study the same attraction, nor may they use the attractions we visit as part of the organised field visit for the module. They then contact directly the management of their chosen attraction and request an interview explaining they are studying the management of visitor attractions and wish to learn more about the subject from industry professionals. The size of an attraction tends to reflect the number of managers that run it. For example, small-scale attractions often have one general manager whereas large attractions may have a large management team reporting to a managing director e.g. operations manager, customer services manager, marketing manager, human resources manager, facilities manager, financial manager, sales manager. If there is more than one manager at an attraction, teams may select the one they most wish to interview. Once the interview is agreed, teams advise me of the name and title of the manager concerned as well as the date of the interview. Teams must secure their interview before selecting their presentation slot.

Larsen, John L. and Juhasz, Anne McCreary (2005) - "The Effects of Knowledge of Child Development and Social Emotional Maturity on Adolescent Attitudes Toward Parenting" at studied and concluded that Parenting, always a complex and difficult task, is even more difficult for teenage parents who are generally less able financially, emotionally, and cognitively than adults to nurture and care for their children. The relationship between the combined effect of knowledge of child development and level of

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social-emotional maturity, and the extent to which this relationship affects adolescent attitudes toward parenting was investigated in 434 females from junior colleges, a university, and a junior high school. Subjects completed the Knowledge of Child Development Inventory, the California Psychological Inventory, and the Adult/Adolescent Parenting Inventory. The analysis of the data (multiple regression and canonical analysis) suggested that there were significant relationships among the variables being examined. In general, the relationships indicated that subjects' negative attitudes toward parenting were associated with lack of knowledge of child development and low levels of social-emotional maturity, and subjects' positive attitudes toward parenting were associated with knowledge of child development and high levels of social-emotional maturity. The joint impact of knowledge of child development and social-emotional maturity factors on attitudes toward parenting accounted for 51 percent of the variation among the variables.

Laura M. Ramirez (2005)- “Cultivating Emotional Maturity in Kids” at Ph.D. level studied and concluded that In addition to teaching your child how to reach beyond his moods, this reconnects him to himself, to you and grounds him fully in the present. (Of course, this exercise is not just for children. I encourage you to practice it yourself.) After you’ve finished the exercise, squat to your child’s eye level and ask him how he feels. Give him a hug. Tell him that you love him. Tell him that you are glad he’s here and that you’re lucky to have him for a child. Congratulate him for winning the mental wrestling match between himself and Tommy Tantrum.

Richard, Marsh Irene, Mosca and Fabian, Zuleeg (2006)- “Arts and Employability” studied at Analytical Services Unit - Tourism, Culture and Sport Branch Scottish Executive Victoria Quay and found in Main Findings of thee research as below:

1. Students taking arts subjects are slightly less likely to have a father in work or working in more highly skilled occupations. Students studying graphic communication are more likely to come from higher socio-economic backgrounds and students of craft and design from lower socio-economic backgrounds.

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2. Amongst young people leaving school at the earliest opportunity, employability is generally higher for those that had studied arts subjects. Students leaving school at an early stage having taken arts subjects are less likely to find themselves in a negative labour market position 3 years later, compared to the average young person leaving school early.

3. For those that studied arts subjects, the type of employment gained after leaving school is less likely to be highly-skilled or managerial in nature, compared to those that did not study arts subjects. However, when type of employment is controlled for the number of years spent in school, young people that studied arts subjects are no less likely to gain employment in highly skilled jobs in professional, managerial or technical areas.

4. When employability is controlled for the number of years spent in school, young people that studied arts subjects tend to have higher employability and are more likely to maintain employment than those that did not study arts subjects. In addition, young people who took 2 or more arts subjects at standard grade tend to have a higher rate of employment than those who took only 1 arts subject.

McQuaid, RW, Green, AE, and Danson, M (2006) – “Employability and Labour market policy in European (and International) Perspective” studied at Regional Studies Association Research Network and found that its discussions covered fundamental issues of supply and demand in labour market policy; relationships between different forms of governance in economic development and employability; the spatial aspects of labour market disadvantage; issues and policies in addressing health-related barriers to work; and how the concept of employability itself is understood by policy makers and job seekers – a varied agenda, but one addressing key issues of interest to those researching and seeking to inform policies on addressing labour market exclusion.

Coll & Zegward, (2006) – “Hospitality management competencies: do faculty and students concur on employability skills?” studied a research paper and showed results of this study undertaken immediately prior to the students entering their WIL training.

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48 McQuaid, RW, Green, AE, and Danson, M (2006) – “Employability and Labour market policy in European (and International) Perspective”, Employment Research Institute, Napier University, Edinburgh, pp-1-8

shows that students view the competencies that they should have and those they believe
they do have are little different. The faculty on the other hand view the competencies that
they should have are similar to the students but their view is that the students actually do
not demonstrate these to the same degree. Comparisons with other studies undertaken in
New Zealand are similar in certain categories but the students’ fields of study differed.
These were in the field of hospitality in South Africa and science and technology, as well
as business students in the international studies. Hospitality faculty must prepare their
students for a highly labour-intensive, customer focused, service industry. The
competencies such as customer service, flexibility, concern for order, quality and
accuracy, teamwork and cooperation as well as self control will allow students to
understand how to operate efficiently and professionally in the demanding environment
of hospitality. The importance of the work-integrated learning experience cannot be
denied as students will be exposed to realities and the competencies that they require in
the work place. Curricula need to be evaluated for the outcomes to be achieved in WIL
and faculties need to be mindful of the competencies that are required when preparing
students for the workplace and their employability on completion of their qualifications.
By enhancing their skills, competencies, personal attributes, enthusiasm, self-confidence,
and knowledge that are needed in the work place, makes graduates more employable and
likely to be successful in their chosen careers, which benefits themselves, the workforce,
the community and the economy. During this time, through the guidance of the mentor
and the opportunity to actually work in a work environment the students will learn how to
work with people, develop communication skills and learn how to get things done (Pratt,
unknown). However it is essential that higher education be responsible to provide its
graduates the skills to be able to operate professionally within the work environment.

**Linda L. Hyatt and C. Blaine Hyatt (2007)**- “Effective Leadership Through Emotional
Maturity”⁵⁰ at local research And concluded This research addresses successful
leadership, emotional intelligence, and emotional maturity and their impact on society.
To merely hold the position of a leader does not make one a leader. Success is largely an
individualistic interpretation of personal increase or satisfaction, whether physical,

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www.academicleadership.org/article/print/Effective_Leadership_Through_Emotional_Maturity
emotional, or psychological. One’s perception of success is influenced by the social contexts around the individual. A successful leader must possess certain characteristics and have the ability to transform those characteristics into action. A person may understand, believe, and accept proper leadership techniques; however, if one is not able to implement those techniques the leadership would be flawed and the proper leadership model would break down under adverse conditions. Two basic factors contribute to one’s ability or inability to implement proper leadership techniques: first, emotional intelligence, the cognitive understanding and acceptance of basic leadership principles, and second, the ability to implement those principles, emotional maturity. An individual may possess one without the other yet their ability to be a successful leader will be inhibited.

**Orla, Muldoon, Niamh, McNamara, Paula Devine and Karen, Trew (2008)**- “Beyond gross divisions: National and Religious identity combinations”51 As we expected, the bulk of respondents to the 2007 NILT survey could describe their religion and nationality unambiguously, and 59% of respondents identified as British Protestants or Irish Catholics. It is interesting that these allegiances remain ten years subsequent to the Good Friday Agreement. However, one in three respondents did not describe themselves in terms of the national and religious labels that are often purported to underpin the Troubles. This group of responders did not see Britishness and Irishness as mutually exclusive and rejected the notion that these nationalities were oppositional. This is a positive development as even post ceasefire and post Agreement oppositional identities appeared to dominate in Northern Ireland. On the other hand, the expected identity combinations would appear to be mutually reinforcing, that is, identities are strongest in those who align their nationality and religion alongside the social divisions in Northern Ireland. This means that this group may be particularly inflexible in matters related to these identities. Overall, Protestant respondents rated their religion as more important to their sense of themselves than Catholics did. Irish identifiers rated their nationality as more important to their sense of themselves than Northern Irish or British identifiers did.

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There is considerable evidence that minority or threatened groups tend to attach greater importance to their particular social identities. So our findings appear to suggest that the Protestant group (who can be seen as a cultural group given the nature of the questions in this study) - irrespective of their nationality- show psychological evidence of minority group status. Equally, the Irish group, irrespective of religion, show evidence of minority group status in a way that the Northern Irish and British groups do not.

**Fitrisehara, Kazilan and other (2009)**- “Employability Skills Among the Students of Technical and Vocational Training Centers in Malaysia” studied in their project work and found that Based on the research done regarding the employability skill of students, a summary could be drawn as listed below:

1. As a whole, the level of employability skill among students is at the moderate level.
2. Six out of the seven aspects of employability skill stressed are at the medium level whereas only the aspect of personal quality is in the high level. The aspect that has the lowest score is the aspect of information skill while the aspect that has the highest score is the aspect of personal quality.
3. The findings of the research also stated that there are significant differences between employability skill and the students’ field of studies. The outcome of this research showed that employability skill of students from different line or field of studies such as in art and building, electric, electronic, mechanical, and automotive varied from the significant level. The analysis discovered that students in the electronic field have more employability skill than students in the art and building field.
4. Analysis of the differences between employability skill and gender found that only basic skills and information skills have significant differences. Both aspects of the skills showed that the female students are found to have more of those skills than the male students. Besides that, the aspects of other skills showed that both male and female students have the same level of employability skill.

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5. The findings also found out that there are no significant differences with employability skill in relation to students’ status in term of their attendance for industrial training. This means that students who have and have not attended industrial training are the same.

Emmanuel, O. Ojo (2009)- “Federalism and the search for national integration in Nigeria”

A federal system that claims to be secular is presently enmeshed in religious upheavals because of the adoption of shares in some Northern parts of the country. Yet, managing a federal system, particularly one transfixed on a multietnic society like Nigeria, calls for “the precision and dexterity of a chemist rather than the randomness and crudity of an alchemist”. Put differently, managing a federal system is a delicate balancing act requiring flexibility and rigidity, particularly, rigidity on matters in which the operating principles are unambiguous. Therefore, the distribution of power, privileges and liabilities must follow commonly agreed principles both in form and in intent. Indeed, no federal system can survive on an ad hoc basis neither can one function effectively where the spirit of its operating principles are consistently abused. Perhaps, the underlying problem inhibiting Nigeria’s national integration is the absence of “a self-sufficient political/ideological commitment to the primary concept or value of federalism itself”. This is what calls “commitment to the ideology of federalism”, or what calls “federal spirit”. Thus, Nigeria’s political practice seems to be antithetical to the principle of federalism. A federal arrangement that is still unable to resolve the problem of finding an acceptable revenue allocation formula is not good enough. Nigerians need to find a solution to the country’s crisis of unity in fiscal’s federalism, political re-structuring, derivative revenue sharing and the extensive decentralization of the present warped union where there is too much power and resources concentrated in the centre. In essence, Nigeria needs an entirely different governance approach based on a different philosophy that will guarantee groups’ rights by recognizing the heterogeneity of the polity. It is apt to conclude this piece with the view of a Canadian Political Science, Professor Jean-Pierre Derriennic, who has written: “it is not, as is often believed, cultural linguistic or

religious heterogeneity that is dangerous for civil peace; it is the refusal to accept this heterogeneity.”

**Carter, willow (2008)**- “Emotional Maturity: Choosing to Grow or Staying Stuck” at Ph.D. level And concluded that when there is a new loss in your life, there is a tendency to regress to some of your earliest unresolved losses in life. These losses may have happened between the ages of 4 -10. Your unconscious will search for historical ways to handle the loss from other unresolved losses in your life. This is normal, but society still sees you at the maturity level you normally function at in life. There is pressure to be who you were before the loss, yet inside there is sadness and fear because your foundation of reality has been shattered and you may feel 7 years old trying to rebuild life again. The key is to have support during loss; professionally, spiritually, with trusted and supportive friends and family so that you can rebuild your emotional state and grow from the experience, healing old losses as well as the present loss. With loss being a fact in life, this type of work will allow you to become more conscious of where you are emotionally, giving yourself permission to heal and grow rather than become frozen in reactionary defenses, compounding the issue even more.

**Patrica, A. Jenning and Mark T. Green (2008)** “The pro social classroom: teacher social and emotional competence in relation to students and class room outcome” at Ph.D. level And concluded the research has demonstrated that many teachers deal with highly stressful emotion situation in ways that compromise their ability to develop and sustain healthy relationship with their students effectively managed their class room and support students learning. We purpose that attention be directed to a research agenda that explore the links in this model. Finally, we propose the testing of variety of possible interventions that may have the potential to promote teacher SEC.

It will be important to explore whether these interventions can result in improvement in SEC and whether these improvement result in positive class room and students outcomes. The lives of teachers and their concerns with personal and professional improvements have long been put on the “back burner” of educational policy.

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54 Carter, willow (2008)- “Emotional Maturity: Choosing to Grow or Staying Stuck” Published at www.GWR@newmex.com,
and research. If we are to improve the conditions of schooling supports the earning and
commitment of teacher and improve the academic and social emotional growth of the
student these cultural policy and practice question demand greater attention.

**Martin, Ikechukwu Ifeanacho and Josephine, Nwagwu (2009)** “Democratization and
National Integration in Nigeria” studied a research project at Department of Sociology
University of Port Harcourt, Nigeria. They found in this study that the fundamental
problem of democratization in Nigeria stems from a state structure designed to extract
surplus and suppress agitation from civil society during colonialism. This same structure
has been retained by the power elite. The dynamics of this state has continued to
necessitate concessions and reforms in techniques used for achieving the same old goal,
living civil society traumatized. There are therefore no prospects in any National
Sovereign Conference orchestrated under the same state structure. It will simply
transform into another “Carry Go” conference. There are equally no prospects in re-
structuring the nation into many geo-political zones while retaining this faulty state
structure. Nigeria will be merely exchanging expanded party pluralism and formal access
to democratic participation for intensified economic disempowerment thus setting the
stage for more vicious cycle of violence and national disintegration. What is required in
Nigeria is true democratization of culture. Power must be handed over to civil society in
Nigeria. Alternatively civil society most retrieves power from the power elite so as to
determine the political processes that will evolve a legitimate state in Nigeria. Thereafter
autonomous communities will produce representative to a “true national sovereign
conference” that will bestow on Nigeria an identity, a spirit and, a focus. Such a
conference will: Ensure democratic participation in decision making, such that the needs
of people will receive high priorities and be made the targets of policy. It will empower
people form below and make transformation a self development a self process. Currently,
democratization is aimed at economic development determined by the power elite who’s
only obligation to civil society is explanations. This is basically why the Nigerian society
approximates a society in disarray. Nigerians hate each other, they fear each other, and
they do not know each other because they cannot communicate with each other. They are

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56 Martin, Ikechukwu Ifeanacho and Josephine, Nwagwu,(January, 2009) Research Journal of International Studies -
Issue 9 Department of Sociology University of Port Harcourt, Nigeria
separated strategically by a power elite that arrogates powers to it and exercises and retains such power by upholding the principle of divided and conquer.

**Samuel, E. Bliss (2009)**- “The Affect of Emotional Intelligence on a Modern Organizational Leader’s Ability to Make Effective Decisions”\(^{57}\) at Ph.D. level studied and concluded that A leader has to have emotional intelligence to align personal and subordinate goals to accomplish company goals. James A. Belasco and Ralph C Stayer (1993) suggest four responsibilities a leader must implement at all levels of an organization. First, transfer ownership for work to the people who do the work. Second, create the environment where the transfer of ownership can take place, where each person wants to be responsible for his or her own performance. This entails painting a clear picture of what the company believes great performance is, for the company and each person; focusing individuals on the few great performance factors; developing in each person the desire to be responsible for his or her performance; aligning organization systems and structures to send a clear message as to what is necessary for great performance; engaging each individual’s heart, mind and hands in the business of the business; and energizing people around the business focus. Third, develop individual capability and competence. Fourth, create conditions in the organization that challenge every person to continually learn, including him or her self. These four principals align personal and company goals through emotional intelligence.

**Kjersti, Alsaker Bente E. Moen and Valborg Baste (2009)**- “Employment, experiences of intimate partner violence, and health related quality of life”\(^{58}\) studied in project work and it major findings as: Significantly more psychological violence was reported by those who were unemployed compared to those who were employed at baseline. No significant differences in physical violence were reported. Those who were unemployed had higher HRQOL in all domains both at baseline and in follow up except physical health at baseline and physical health and bodily pain at follow-up. Among women who had experienced IPV, psychological violence may lead to unemployment. Better physical

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\(^{57}\) Samuel, E. Bliss (2009)- “The Affect of Emotional Intelligence on a Modern Organizational Leader’s Ability to Make Effective Decisions”, published at http://eqi.org/mgtpaper.htm

health and less bodily pain were reported among the employed women than the unemployed, but other HRQOL domains were better among the unemployed.

**Mikels, A. (2009)-** “Positive emotions increase life satisfaction by building resilience”\(^{59}\) This study shows that if happiness is something you want out of life, then focusing daily on the small moments and cultivating positive emotions is the way to go,” said Barbara Fredrickson, Those small moments let positive emotions blossom, and that helps us become more open. That openness then helps us build resources that can help us rebound better from adversity and stress, ward off depression and continue to grow.” In the month long study, 86 participants were asked to submit daily “emotion reports,” rather than answering general questions like, “Over the last few months, how much joy did you feel?” “Getting those daily reports helped us gather more accurate recollections of feelings and allowed us to capture emotional ups and downs,” said Fredrickson, a leading expert in the field of positive psychology. Building up a daily diet of positive emotions does not require banishing negative emotions, she said. The study helps show that to be happy, people do not need to adopt a “Pollyannaish” approach and deny the upsetting aspects of life. “The levels of positive emotions that produced good benefits weren’t extreme. Participants with average and stable levels of positive emotions still showed growth in resilience even when their days included negative emotions.” Fredrickson suggested focusing on the “micro-moments” that can help unlock one positive emotion here or there. “A lot of times we get so wrapped up in thinking about the future and the past that we are blind to the goodness we are steeped in already, whether it’s the beauty outside the window or the kind things that people are doing for you,” she said. “The better approach is to be open and flexible, to be appreciative of whatever good you do find in your daily circumstances, rather than focusing on bigger questions, such as ‘Will I be happy if I move to California?’ or ‘Will I be happy if I get married?’

**Maureen, P. Walsh (2011)-** “Employers' perceptions of transition programming for students with emotional disturbances”\(^{60}\) studied and that showed a link between the skills

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\(^{60}\) Maureen P. Walsh (2011)- “Employers' perceptions of transition programming for students with emotional disturbances” Journal of Employment Counseling, September 2010, *Volume 47, Issue 3*, pages 123–133,
employers desired from their employees and skills needed for students with emotional disturbances to be successful. Employers' recommendations included measures to address prior to program implementation and ways to create strong support systems for students with disabilities.

**Kevin, Lowden, and Others (2011)**- “Employers’ perceptions of the employability skills of new graduates” studied at SCRE centre Research in Education and found that while there are variations in the classification of Employability, there is a broad understanding of what qualities, characteristics, skills, and Knowledge constitute employability in general and for graduates in particular. Employers expect Graduates to have the technical and discipline Competences from their degrees but require Graduates to demonstrate a range of broader Skills and attributes that include team-working, Communication, leadership, critical thinking, Problem solving and often managerial abilities or Potential. It is arguable that specific definitions are less important than an agreed focus on approaches. Which foster transferable skills and the attributes that will enable graduates to find appropriate Employment, progress in their work and thus Facilitate the success of their organizations and Contribute to society and the economy? Perhaps above all, the literature and our own Findings have overwhelmingly highlighted the Importance of placements, internships and work based Learning Opportunities As an effective way of providing university students with relevant Employment Skills, knowledge and awareness of Employer Culture. The literature on graduate employability, and our Research, both reveal that while there have been important developments in terms of activity across. He is to address graduate employability, the extent to which this is happening and the level to which it is embedded across the sector is uncertain. This is despite developments in government policy to encourage HEIs and employers to work together to develop approaches measures that contribute to graduate employability.

**Godwin, Charles A. Ogbeide (2011)**- “Employability Skills and Students’ Self-Perceived Competence for careers in the Hospitality Industry” studied at Ph.D. Level and show in conclusions are consistent with studies contending that internship

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61 Kevin Lowden, and Others (2011)- “Employers’ perceptions of the employability skills of new graduates” Published by Edge Foundation 2011,4 Mill bank, London SW1P 3JA
experiences help students develop their leadership skills, human resources skills, oral and written communication skills, problem solving skills, interpersonal communication skills, teamwork, decision-making skills, and planning skills. These conclusions reinforce the value of internships for students who aspire to work in the hospitality industry. It is apparent that these structured, supervised experiences develop important employability skills that will benefit the students in the future. In addition, students should be encouraged to gain work experience in the hospitality industry before they graduate. The employability skills developed in students with such experiences are also important academic skills that will help them be successful students. HRM seniors who participated in this study have acquired relevant competencies to serve as productive employees in the workplace; however, it is not clear what aspects of the HRM program have impacted the development of this competence. Research should be conducted to link the benefits of specific classes, laboratories, programs, internships and student organizational activities contribute to the development of employability skills and technical skills.


entitled the research and findings show that Young children’s emotional competence—regulation of emotional expressiveness and experience when necessary, and knowledge of their own and other’s emotions—is crucial for social and academic (i.e., school) success. Thus, it is important to understand the mechanisms of how young children develop emotional competence. Both parents and teachers are considered as important socializers of emotion, providing children experiences that promote or deter the development of emotional competence. However, compared to parents, early childhood teachers’ roles in socializing young children’s emotional competence have not been examined. Based on the findings from research on parental socialization of emotion, in this theoretical review we explore possible teacher roles in the development of young children’s emotional competence. Additionally, we suggest future research focusing on early childhood teacher socialization of emotion, and discuss theoretical and practical benefits of such research.

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Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

A large part of review of literature actually needs to be done even before the research project is formalised. This is essential to make sure that you are not repeating the work that someone has already done earlier. Sometimes, if the research proposed by you has already been undertaken earlier, then it provides you an option of modifying your work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. In the chapter researcher reviewed the related variable in Indian context and aboard. He reviewed the researches from 1990 to 2012 about 62 studies. He found that no one research was conducted Nationality, Emotional Maturity and Employability in Vocational Education PG students in Rajasthan state.