Chapter no-2

CHAPTER II

REVIEW OF LITERATURE

Introduction

Many researchers had studied the relevance of variables selected for investigation A survey of the researches conducted and published in the field, extends help in the selection of problem, its planning and execution for the purpose of a research investigation. The search for related studies in this area has been very fruitful as it provided in depth understanding of the type of research work going in the field. Some studies could be located relating to one part or the other of the problem; the studies according to combination of variables stated in the present study were found lacking. Some theoretical reviews were available on some variables were also used. The studies reviewed have been arranged according to the relevance of variables.

2.1: Identification of emotions and emotional intelligence.

Emotional intelligence the accurate appraisal and expression of emotions in oneself and others and the regulation of emotion in a way that entrances living Mayer

Dipaolo & solovey, (1990) encompasses a set of interrelated skills and processes. Because the face is the most basic channel of communication used to express distinct emotions nonverbally (Ekman, 1965), the ability to identify facial expressions is particularly vital and thus a important component of emotional intelligence.

Zuckerman, Depaulo, Rosenthal (1986), have stated that facial expressions are privileged relative to other nonverbal "channels" of communications, such as vocal

inflections and body movements. Facial expressions appear to be the most subject to conscious control. Individuals focus more attention on projecting their own facial expressions and receiving others facial expression than they do on other non verbal channels (Noller, 1985) and often more than they focus in verbal communications (Friendman, 1978).

Boyatzis & Sayaprasad, (1994) Fruidiund, Ekman, & Oster (1984), reported that people are more accurate in recognizing facial expression relative is other kind of expressive information. Moreover, information from the face is privileged relative to other communication channels. For example, when inconsistent or mixed messages are communicated via different channels of communication, such as a positive facial expression with a negative facial expression, The facial information tends to carry relatively more weight (Carrera - Levillain & Fernander - Dols, (1994), Fernandez- Dols, Walbott, Sanchez, 1991;) Mehrabian & Ferris , 1967)

Wallbott, Harald G. (1988) The study was about whether the professional actors will be capable enough to convey their emotions by their facial expressions when it is enacted for some competition where judges wouldn't be aware of the context information.40 Scenes were selected from films, male and female actors close ups having varied facial expressions. These scenes were selected mutually by two judges, five basic emotions were selected. These scenes were shown to 90 judges. There job was to judge the emotions expressed on nine -5 point emotion scale.

Results found that gender matters in judging emotions females were better at this task. Joy is most commonly identified emotion where as female judges were better in judging fear and sadness. Whereas males were better at anger expression. It was also concluded that controlling certain emotion does happen in real life as well as movies.

Henley, (1977); La France & Henley, (1994); Snodgrass, (1985, 1992), the subordination hypothesis, asserting that women's traditional social subordination causes their superior skills in detecting emotions, has been particularly controversial . The logic is that it is more valuable for subordinates to understand their superior emotions than the reverse (Keltner, Gruenfeld, & Anderson2001).

Elefenbein & Ambady (2002), argued that the recent evidence also suggests that the in group advantage in emotion recognition is not symmetric for ethnic groups as members of majority groups were much worse at reading emotions expressed by minority group members than the reverse.

2.4 Other significant correlates of identification of emotions from facial expression.

S. Katyal and E. Awasthi (2005) examined that 150 students of Xth class from different Government Schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized "Emotional Intelligence Test". The findings revealed that majority of boys, girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.10 level, hence findings are just suggestive of the trend.

Aminuddin Hassan,Tajularipin Sulaiman,Rohaizan Ishak(2012) studied that, Since emotional intelligence is still not wholly-accepted despite evidences of its powerful influence in general setting, this study is therefore conducted to identify the emotional intelligence level among school students in rural areas, relationships between emotional intelligence and anxiety, as well as relationships between emotional intelligence and academic achievement. It involved a sample of 223 students Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results

showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including students age and gender.

N.shabani, S.salajeque.MFallah, S.E.Najafi and N. Shahsavari.Pour (2010): Due to personality all the individual difference in psychological behavior personality is normally quite steady in nature and doesn't change unless individual goes through extreme environmental and social stresses. This study intends to identify relationship between personality type and their ability. Results show that there is a co-relation between personality type and ability like being thoughtful or considerate etc.

Roslyn Markham, Lei Wang (1996), studied the performance of Chinese children in Beijing and Australian children in Sydney were compared as two types of facial expression task. Children of 4, 6 & 8 years of age were presented situation discrimination & situation inference / labeling task with both Chinese and Caucasian faces. Facts were acquired for an ethnic bias effect in emotion identification of facial expression. There was no indication that children from a collectivist culture are power at identifying certain emotions than children from an individualistic Society. On the whole accuracy increased with age for children from both cultures, but the Chinese children were significantly more accurate than the Australians at all ages. These results are discussed in terms of the possible effects of different cultural practices, demographic factors, and the comfort of the testees with the testing procedures for the two cultures.

Zabel, Robert H. (1979), studied groups of emotionally disturbed and no disturbed elementary and junior high school subjects were tested for ability to recognize primary emotion in facial expressions. Emotionally disturbed groups were found to be significantly less proficient both for over-all emotion recognition ability and for several individual emotions.

Rita Margrave, M.O. Richard J, Maddock, M.D. and valeric Stone, (2002), stated that identifying facial emotions is as important aspect of interpersonal communication that may be impaired in Alzheimer 's Disease (AD), the authors examined facial emotion matching, facial emotion labeling, and some different emotion differentiation in AD patients, healthy elderly volunteers, and elderly, no demented psychiatric outpatients. Compared with both control groups, AD patients were significantly impaired on all there measures. AD patients were also impaired on a facial identity matching task. Using facial identity matching scores as a covariate provided evidence suggesting the facial emotion processing deficit may be independent of impairment in none motional face processing A.D. patients also had selective impairment in labeling facial expression of sadness. The authors conclude that patients with AD have deficits in recognizing none motional teeters of faces.

Wallbott, Harald G., used P. E/morn and W.V. fries en's (1976) pictures of facial Affects to conduct a study employing 20 subjects. During the 1st Part, subjects had to judge the emotions expressed in the pictures of facial affect, During this task, subjects were videotaped without their knowledge. About 2 wks later the same subjects watched the video-recording of their own expressions during the judgment task and had to judge which emotions they had decoded for the respective slides 2 wks previously. Results indicate that decoding of the respective emotions from pictures of facial affect correspond to a degree above chance. The degree of limitation & thus recognition rate of own face judgments partly depended on the emotions expressed in the slides in the 1st place. The conclusion that limitation at least helped is decoding facial expression seems feasible.

Zagorska, Wanda (1987): the results of the study are as follows. The main findings are that:

1] Referenced data more accurate than familiarity with facial expressions of emotion are recognized.

2] Social factors in the appearance of facial emotion recognition process and the feeling is responsible for the difference between the growth rates and

3] Emotion recognition and sympathy for the bidirectional dependency between the accuracy of their potential children.

Wallbott, Harald G. (1986), Recognition of emotion in the person 'related information (i.e. facial expressions) and relevant information related to the importance of the study, 2 experiments. In this study, data integration, a process referred to as a feeling of recognition is based on a theoretical framework. Subjects and verbal scenes photos of a person is presented with 11 compounds, and the effect in each situation and their decision to describe the judge was told - making strategy. Of completion. II, the subjects of emotional expression, emotional, showing a person were presented with slides - desperate situation, or person, and in contrast, the effect of both data and were asked to judge. In experiments, individual compounds in the context of their congruency / discrepancy in terms of (ANOVA) and incompatible combinations appropriate to compare the results with a separate analysis of variance was used.

Gray, John M; Fraser, Williaim L; Leudar, Ivan, 26 differently able adults (IQs 41-87) photographs on the basis of secret information related to emotions, It was found that the overall performance of the show, when argued. Particular pattern was set, the ability to cope with the high intensity of emotions being the most significant.

Keating, Caroline F; and Others (1981), Eyebrow and mouth gestures 1,797 study subjects were tested in a series of cultural performances in Paris, dominated by human portrait photographs were shown to the subjects and they were asked to make judgments

Results strongly support the involvement of smiles and happiness between the universal and the poor support a universal association is dominated by non-smiling.

Mordkoff, Arnold M (1971), the semantic difference in the finding of emotion from facial expressions using two different results from the same study attempts to understand. 1st and Main Factors AM was acquired by Mordkoff potent label - obedience and NJ Frijda and acquired by E Phillips Zoon differs from evaluative factor. Diagnostic and medical students did not attend the 25 subjects in the study supported

the hypothesis; the results acquired by Mordkoff were subjects of special features. His rating will tend to emphasize the power of ideas that 1st year medical students, a potent compilation of parameters.

Arnold Megan (2010) found that, without high and aggression, and preschoolers' emotion recognition abilities examined. Feelings associated with school-age children with attention deficit hyperactivity disorder (ADHD) of the previous research to identify the emotions of their age matched peers, difficulty understanding facial expressions are more recognizable, such as emotional recognition, may take longer than prepared for errors angry , sadness, and often misidentify. ADHD negligence and there is considerable social dislocation associated with the false belief that children are well documented in previous research emotions. However, ADHD preschoolers with the confusion of emotions in this negligence and there is a focus on research. For this reason, age 3-5 years, 39 preschool boys hyperactive and / or aggressive group (H / A) 26 with a group of boys and (c) the 13 boys were recruited. Each preschooler actions, cognitive functioning, emotion identification photographs, and videos are organized in emotion recognition is expected to be affected. A preschooler joy, anger, sadness, and surprise, the ability to identify a set of photographs of the two emotion recognition tasks (i.e., border and micro-set) and video clips examined. Higher than Preschoolers and / or business without a high sense of attack and / or a specific deficit in the recognition of the sad results show that more difficult. Emotions in children with ADHD than their thumbs study shows less attention to research and support. The research was key to the region known as the subtle sadness of loss, sadness interventions aimed at improving the design suggested that future research focus.

Dimitrovsky, Lilly, Spector, Hedva, Levy-Shiff and Rache(2000) suggested that the ability to recognize emotions that were easily identifiable and those that were more difficult to identify was studied in 48 children and 76 children with learning disabilities (ages 9-12). Children of both genders and ability levels were accurate in identifying expression of feminine faces.

Bellamy Al, Gore, David, Sturgis and Judy (2005) stated that, the two-week long summer gifted and talented emotional intelligence, control pad, and the relationship

between self-efficacy among students to find educational program. There was statistically significant correlation between these variables results. The study also reflects the student's emotional intelligence, social psychological framework that deliberately designed a summer program. Average pretest posttest means on measures of emotional intelligence, the size was significantly higher. Foster the development of emotional intelligence, strategic gifted and talented students, systems integration, mentioned in the study of the theoretical and practical implications.

Fatanch, Nsghavi, Marof Redzuan (2011) studied the relation between gender and emotional intelligence. There is an individual difference of boy and girl, the expectations on important others are differing in terms of their gender. According to Malaysian culture girls are expected to be more expressive where as for boys are expected to be more masculine, who doesn't show much emotions. Thus the paper concludes that emotional intelligence is meaningfully affected due to gender. Also it was concluded that girls are higher on emotional intelligence than the boys. Higher emotional intelligence in boys is an indicator of success.

Gulsah Basol Erkan Turkoglu (2009) current study was done to explore the relationship between the thinking and Locus of control of university teacher students. Does the level of academic achievement affects locus of control and their thinking style. Rotter scale (1966) has been used which has been adapted in Turkish. 13 thinking styles were analyzed. Thinking style inventory by Sternberg and and Wagner (91)

Results indicated that there were negative relationship between student's locus of control and their use of thinking style therefore student's locus of control and their use of thinking style. Therefore as the students get older the more locus and less hierarchic thinking styles were used.

Result also indicated that there is no relationship between the age and locus of control. In fact level of local thinking style increases as they get older. Smaller the place they live more they do anarchic thinking. More over students come from moneyed background did less hierarchic thinking style.

Lakshman,Vijayashel,Mali Vishal Kumar,Jagdish Chandra.(2011): Present study would like to analyze type of Locus of Control and It's relation with job satisfaction. It was done for Public sector units (PSU) in Bangalore.

Locoinventory of Luvenson(1972) was done ANNOVA was used for statistical technique.

Results indicated that

1. There is a positive correlation between Internal correlation and job satisfaction as well as External Locus of Control and job satisfaction.
2. There is no significant correlation between internality and externality factors and demographic factors like gender and education.

Mahbubeh, Yazdanpanah, Rahman, Sahragard, Ali Rhimi92010): This study intends to examine the relationship between locus of control and academic achievement (Ach) of university English Foreign Language (EFL) learners.

120 students took Rotter (2003) scale and ACH test.

Results were

1. Locus of control and the socio-economic status have significant correlation with the university.
2. Internal Locus of control students perform at higher levels of achievement than the externals.
3. Age and Year of the study do not have significant relationship with locus of control.
4. No gender difference found in locus of control.
5. So learners themselves should take charge of their learning.

Ahmad Yarmohmadinal, Heydar Sharafi rad (2012): The current study was done to examine the relationship between emotional intelligence and social Adjustment in teenagers of Iran. Sample size 150 students in between 10 to 18 years.

The results of regression analysis showed that the school adjustment of teenagers could be predicted by emotional Intelligence. If emotional intelligence

Is high, the social acceptance and social adjustment is high and vice versa. If individual's emotional intelligent then it help to improve the quality of social and emotional relationship skills. and helps them to cope up problems faced in life.

S. Maram, Mousavi, Marieh Raecsi, Alissghar, Asghamrntjade-Farid (2012)

The study was done to understand the correlation ship between Emotional Intelligence and educational Adjustment in pre-university girl students of Tehran in 2008. Sample size -300 girl students selected via multi stage stratified random sampling.

Scale used Bar-on Emotional Intelligence questionnaire and adjustment Inventory for high school students.

Result: Training on the Emotional Intelligence factors in order to effective adjustment is mandatory for students.

Hadi Naghdi, Nastaran, Adibrad, Rahmatollah, and Nouranipour: Aggression is adolescence is a universal problem. It is felt by the researcher that emotional intelligence might help to better to manage.

Method: Pre and post test method including control group.30 high scoring students were selected and were divided into two groups' wise experimental group and control group.

The experimental group was given eight learning sessions on Emotional Intelligence. Control group did not receive any sessions. T test was done.

Results Emotional intelligence training decreased the physical, verbal and anger aggression. No change was found in the level of student's hostility.

Thus it can be concluded that Emotional intelligence training may reduce aggression in adolescent boys. Introducing Emotional intelligence training in national and educational system for secondary school boys is highly recommended.

Domenici Consoli (2010): New concept of 'emotional marketing" has been introduced. It studies how to arouse emotions to tempt people to buy that produce/services.

Results are that emotion play an important role in any kind of social and business decision. The emotions are expressed verbally, facial expressions etc. People when speak, interact and write convey emotions.