3.1 Introduction:

The present chapter embodies a brief review of the researches done in the area related to this investigation. The studies related to emotional intelligence has stimulated enormous research activity in the recent years throughout the globe, though all the theoretical and empirical reports on the topic is still somehow not sufficient. The review, of this study, however, confined to those studies which have some bearing on this investigation. The chapter contains a summary of the literature related to emotional intelligence and creativity, stress and academic achievement.

3.2 Studies Done in Abroad:

Emotional intelligence has been studied by educators, social psychologists and sociologists for some years. In reviewing the relevant work, reference must be made to some western studies in which non-cognitive development has been given priority. Some of the western studies reviewed are given below.

3.2 (a) Emotional intelligence:

1. Abdullahi, O. E. (2009) centered on the issue of emotional intelligence as a supplement to intellectual education. In bid to attain the Nigerian Vision 202020, the Nigerian education policy
makers give considerations to Nigerian students’ emotional intelligence especially at the tertiary level of education, in the Faculties of Education and Colleges of Education that trained would be teachers.

2. **Audrey, J. Jaeger. (2003)** opined that few graduate professional program curriculums adequately address the emotional and interpersonal skills that prospective employers want most in their employees useful in their work. The results from this study showed that the potential for enhanced emotional capabilities could be improved in the traditional graduate classroom. Furthermore, findings revealed a strong relationship between emotional intelligence and academic performance.

3. **Betty, A. R. (2005)** investigated the concurrent criterion validity of a mixed model conceptualization of emotional intelligence with self reported exercise attitudes by comparing subsamples of university students. The findings revealed that 1.6% of the overall variance could be attributed to the model effect of self reported activity level and exercise attitude with emotional intelligence. The scale for the female sub samples was not significantly correlated whereas, a low and significant correlation was found in the male sub sample.

4. **Ciarrochi, Joseph and others. (2006)** observed that ineffective problem orientation predicted increases in anxiety and stress, and
decreases in positive affect. Each emotional competence variable predicted unique variance after controlling for other significant variables. The paper discusses the implications of these findings for counseling practice.

5. **Cobb, Casey D. and others. (2000)** opined that educational practices involving emotional intelligence should be based on solid research, not sensationalistic claims. Emphasizing cooperative behavior could stifle creativity, healthy skepticism, or spontaneity.

6. **Justice, M. (2007)** surveyed one hundred sixty beginning teachers’ candidates using the emotional skills assessment process. The skills of leadership, aggression, and change orientation were current strengths. To face the challenges of a diverse classroom, these skills need to be developed, strengthened or enhanced if candidates are expected to have a longer teaching career.

7. **Quy, Nguyen Huy. (1999)** presented a multilevel theory of emotion and change, which focuses on attributes of emotional intelligence at the individual level and emotional capability at the organizational level.

### 3.2 (b) Emotional Intelligence and Creativity:

1. **Aik-kwang and Ng Karen Kar-lin Hor (2005)** investigates the relationship between teaching attitudes, emotional intelligence and creativity in a group of school teachers in Singapore. Liberal-
democratic attitude was positively correlated with emotional intelligence whereas conservative-autocratic attitude was negatively correlated with emotional intelligence. In a similar vein, liberal-democratic attitude was positively correlated with creativity, whereas conservative-autocratic attitude was negatively correlated with creativity.

2. Landau, E. and Weissler, K. (1998) examined the relationships among emotional maturity, intelligence, and creativity in 221 gifted children at a special school in Israel. They found that highly intelligent and emotionally mature children were more creative than less emotionally mature gifted children.

3. Radford, Mike. (2004) opined that creative acts consist of novel reorganizations and combinations of information and challenge the boundaries of sense as defined by the space. Information is not emotionally neutral. When the creative act challenges the boundaries of sense, a higher level of emotional consonance takes place.

4. Stephane, Cote and others. (2006) examined how emotional intelligence and cognitive intelligence are associated with job performance. Employees completed tests of emotional intelligence and cognitive intelligence, and their task performance and organizational citizenship behavior were assessed by their
supervisors. Hypotheses from the model were supported for task performance and organizational citizenship behavior directed at the organization, but not for organizational citizenship behavior directed at individuals.

5. **Sternberg, Robert J. (2005)** presented a model of educational leadership—WICS—that encompasses “wisdom,” “intelligence” and “creativity,” “synthesized”. The article opens with a general discussion of issues in models of leadership, role of creativity, intelligence, wisdom in leadership, dividing the discussion into academic and practical aspects. The article closes with a synthesis.

6. **Zorana, I, Brackett. M. A., and Mayer J. D. (2007):** Three studies examined the relationship between emotional intelligence and emotional creativity (EC) and whether each construct was predictive of creative behavior. It was hypothesized that the relationship between emotional intelligence and emotional creativity corresponds to the relationship between cognitive intelligence and creative ability. Inter-correlations and confirmatory factor analyses supported the hypothesis. Furthermore, it was hypothesized that emotional creativity, but not emotional intelligence, would correlate with behavioral creativity. Self-report measures of emotional creativity significantly correlated with laboratory and self-reported creativity measures in both studies, while ability measures of emotional creativity only correlated with
self reported artistic activity. Emotional Intelligence was uncorrelated with creative behavior.

3.2(c) Emotional Intelligence and Stress:

1. Cameron M. & Andre A. R. (2005) provides a co-relational meta-analysis of 65 independently written or published studies on teacher stress between 1998 and 2003 that measured the relationships between teacher stress and numerous other constructs including coping, burnout, emotional responses, personality mediators, personal support, environmental structure and background characteristics. Results showed that the strongest association of teacher stressors exists with negatively oriented emotional responses confirming the central role of teachers’ coping mechanisms, personality mediators, and burnout potential according to model of the stress cycle.

2. Dunham (1978) identified three common stress situations- (1) reorganization of schools into comprehensive types (2) role conflict and role ambiguity and (3) poor working conditions like inadequate building and high noise levels. He concluded from his survey on 658 teachers in the United Kingdom that ‘more teachers were experiencing stress’ and ‘severe stress was being experienced by more teachers’.
3. **Kyriacou and Sutcliffe (1978)** using questionnaire and interview techniques for the investigation had identified numerous sources of stress and reported that the source of dissatisfaction for the elementary school teachers in California was: (1) supervisory duties at school (2) excessive clerical work (3) inadequate salary and (4) negative student attitude towards learning. The same authors investigated (1979) and identified 4 factors: pupil’s misbehavior, poor working conditions, time pressure and poor school ethos as responsible for teachers stress in their study.

4. **Lazarus** (1991) focused on the regulation of emotional distress (emotional focused coping) and efforts to regulate or influence the source of the problem. Individuals who have high emotional intelligence would tend to have low rates of aggressiveness and violent crime as well as other mental health problems. In addition, given that chronic negative affect has a profound effect on morbidity and mortality, comparable to that of traditional risk factors such as smoking.

5. **MacCann, Carolyn and others (2011)** designed two studies and in each of these studies, both emotional intelligence and coping styles were significantly related to academic achievement. In study 1, the coping variables significantly mediated the relationship between emotional intelligence and grade point average (GPA) for Emotion Perception, Emotion Facilitation of Thought and
Emotion Management (but not for Emotional Understanding). In Study 2, the coping variables again significantly mediated the relationship between emotion management and GPA. Collectively, these results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping.

6. Matthews, Gerald. (2006) in his study compares emotional intelligence and the personality factors of the Five Factor Model (FFM) as predictors of task-induced stress responses. Results confirmed that low emotional intelligence was related to worry states and avoidance coping, even with the FFM statistically controlled. However, emotional intelligence was not specifically related to task-induced changes in stress state. Results also confirmed that Neuroticism related to distress, worry and emotion-focused coping and Conscientiousness predicted use of task.

7. Morales, Erik E (2008) using six years data of 50 academically resilient college students, this article focuses on the area of psychology of academic resilience. Ubiquitous stressors such as subpar public schooling and the lack of social and cultural capital; psychological issues that arise during the resilience journey; and the compensatory psychological responses necessary to cope with the stress and, ultimately, thrive within the academic environment are explored in this article.
8. **Murphy, M.L. (1986)** found that female teachers experienced more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher-to-teacher relationship.

9. **Reynolds, Christy H. and others.** (2008) examined the relationships among emotional intelligence, coping mechanisms for stress and leadership effectiveness for middle school principals.

10. **Tellanback, Brenner and Lofgren** (1983) conducted two studies on Swedish schoolteachers. In the first study on 1,838 teachers, 40.15% said teaching was ‘always’ or ‘often’ a mental strain and in the second study on 445 teachers, 31% found their work to be ‘very much’ a mental strain.

11. **Trendall** (1989) found many teachers were under physical and mental strain and reported that the most frequent sources of stress were lack of time, large classes, teaching workload and pupil’s misbehavior. There are different factors for the stress of the teachers in general and women in particular. Women teachers have more stressful situations when compared to their male counterparts.

**3.2(d) Emotional Intelligence and Academic Achievement :**

1. **Adeyemo. D. A. (2007)** observed moderating influence of emotional intelligence on the link between academic self-efficacy and achievement among university students, Ibadan, Nigeria. The
moderating effect of emotional intelligence on the relationship between academic self-efficacy and achievement established. On the basis of the findings, it is suggested that emotional intelligence should be integrated into undergraduate curriculum.

2. Afolabi, Olukayode Ayooluwa and others (2009) examined the influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. Results confirmed that emotional intelligence has significant influence on need for achievement among undergraduates.

3. Bradach, Robert H. (2008) explored the degree of association between emotional intelligence and school performance and indicated that various components of a middle school principal’s emotional intelligence level is closely related to higher level school success.

4. Deniz, M. Engin and others (2009) found that adaptability and general mood, could significantly predict the students’ locus of control scores. A negative correlation was found between emotional intelligence skills and academic procrastination.

5. Drew, Todd L. (2006) found that emotional intelligence, as assessed by the Bar-On EQ-I, and College Supervisors’ assessments of student teacher performance (STP) are related. Total Emotional Quotient (EQ) scores and scores for the Intrapersonal,
Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP.

6. **Farook A. (2003)** revealed that the students who score high on emotional intelligence specially in the area of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these skills though comparison of both genders on academic performance revealed no significant differences.

7. **Giroir, Elizabeth M. E. (2009)** observed that sub scores of student who persist, stress management had the highest mean of 101.15, while general mood had a mean score of 99.46 based on Emotional Quotient inventory.

8. **Jennings, Particia A. and others (2009)** the author propose a model of the prosocial classroom that highlights the importance of teachers’ social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation.

9. **Joseph C. Rode and others. (2007)** observed that controlling for general mental ability and personality, emotional intelligence explained unique incremental variance in performance ratings on only one of two measures of interpersonal effectiveness. However,
the interaction of emotional intelligence with conscientiousness explained unique incremental variance both in public speaking and group behavior effectiveness, as well as academic performance (cumulative GPA). The effects of emotional intelligence on performance are more indirect than direct in nature.

10. **Marquez, O.G. P. Martin, P. R. Brackett, A. M. (2006)** investigated the discriminate, criterion and incremental validity of an ability measure of emotional intelligence of high school students. Student’s academic grade point scores were also obtained from official school records. Most of the findings remained significant after personality and academic intelligence were statistically controlled. The potential utility of emotional intelligence in the context of academic institutions is discussed.

11. **Mavroveli, Stella and others (2009)** examined the construct validity of trait emotional intelligence in middle and late childhood by exploring its relationships with cognitive ability, emotion perception, and social behavior. As hypothesized in trait emotional intelligence theory, the construct was unrelated to IQ (Raven’s matrices) and academic performance.

12. **Nelson and Law (2003)** presented research papers stating that emotional intelligence is critical in the success of students and is the most important factor in personal achievement, leadership, school success and satisfaction in living. They also stated that
emotional intelligence is a set of specific skills and concepts that are measurable, learnable and once acquired can be utilized for success not only in academics but in other aspects of life.

13. **Qualter, Pamela and others** (2009) considered the effects of emotional intelligence upon retention, revealing the students with higher levels of emotional intelligence are more likely to progress in study and the prospects for emotional intelligence based intervention programmes.

14. **Virginia tech Researchers** (2005) found emotional intelligence is not directly linked with emotional success, students with higher levels of emotional intelligence has more self efficacy and having more self efficacy in turn enhanced their academic performance.

15. **Woitaszewski, Scott A.** (2004) measured emotional intelligence, as conceptualized by J.D. Mayer and P. Salovey (1997), in order to better understand its contribution to the success of gifted adolescents. The results of hierarchical multiple regression analysis revealed that emotional intelligence did not significantly contribute to the social and academic success of these adolescents.

From the above studies, it can be summarized that Marquez et al. (2006) found that emotional intelligence scores correlated with academic achievement after controlling for general intelligence, correlation between emotional intelligence and grades ranged from \( r = 0.20 \) to \( 0.25 \) for college students (Barchard, 2003; Bracker & Mayer, 2003; Lam & Kirby, 2002; Parker, Creque et al., 2004).
In the case of secondary school students, r values ranged between 0.28 and 0.32 (Parker, Summerfeldt et al., 2004). A strong indication that emotional intelligence is predictive of academic success is provided in several studies (Bar-On, 1997, 2003; Parker, Creque et al. 2004; Swart, 1996). Supporting the effect of trait emotional intelligence on academic performance, Petrides et al. (2004) reported that emotional intelligence was significantly related to scholastic achievement, with its effects having noteworthy implications for low IQ pupils. It was further reported that trait emotional intelligence was differentially associated with educational subjects considered in the study. Of interest was the finding that trait emotional intelligence has no considerable influence in mathematics or science performance but it moderated the effect of IQ on English and overall GCSE (General Certificate of Secondary Education) performance. Adeyemo and Adetona (2007) using path analysis found that emotional intelligence has direct relationship with students’ learning outcome in mathematics. Significant interaction effects were found between emotional intelligence level and academic rank. (Lee, 2003).

3.2 (e) Emotional Intelligence and Sex:

Number of studies reported that female have scored higher than male on emotional intelligence scale, (Brackett and Mayer, 2003; Mayer et al, 2002; Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim, 1998; Thingujam and Ram, 2000). Argyle (1990) found female being more perceptive, empathic and adaptable than male. Studies showed that female to be more socially skilled than males. (Argyle, 1990; Hargle, Saunders and Dickson, 1995). Schutte
et al (1998) concluded that female score higher on emotional intelligence scale than male. Petrides and Furnham (2000) found lower correlation between measured and self-estimated emotional intelligence for females than for males. Bar-On and Steven (1997) in their speech at the 50th Anniversary Celebration of Toronto’s Jewish Vocational Services said than men and women hold similar overall scores on the EQ-1, and this was true in a number of diverse countries and cultures worldwide.

3.2 (f) Emotional Intelligence and Others:

1. **Bachman** (2000) found that the most successful collectors scored significantly higher in the emotional intelligence competencies like self-actualization, independence and optimism.

2. **Bar-On** (2000) found correlations of emotional intelligence and intelligence ranging positive but not significant.

3. **Caruso & Wolfe** (2004) define emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge and reflectively regulate emotions to promote emotional and intellectual growth.

4. **Castejon, Juan. L. and others** (2008) established a profile of socio-emotional competencies of a sample of students from each of the big academic areas in higher education. Results of the one-way analysis of variance among the different scientific fields.
revealed that significant differences appear practically in all aspects of emotional intelligence, except for the stress management variable. Based on these results, implications are drawn for developing generic socio-emotional competencies in the framework of the European Space for Higher Education.

5. DiNapoli, R. (2009) recognize the need to include in the curricula procedures that help develop students’ right brain aptitudes and enhance their communication skills, the writer had endeavored to introduce dramatic scene study as a sustained activity in English for Specific Purposes courses at the Universidad de Valencia. His aim was to energize the students’ creative and emotional aptitudes, as well as to dynamize effective teamwork.

6. Elians, Maurice J. and others (2000) based on the formula of love, laughter, limits, and linkages, this book presents practical, parent-tested ways parents can help their adolescent children become emotionally intelligent.

7. Higgs (2004) reported a strong relationship between overall emotional intelligence and individual performance of call centre agents. In another study 343 students were exposed to self enhancement programme with particular reference to emotional intelligence showed a significant difference in their emotional intelligence after the programme for two weeks.
8. **June, M. Palmer and others. (2011)** conducted in South Africa, tried to explore the emotional intelligence (EI) that educators should possess and how emotions should be managed in a changing school environment. The study reveals that, as a precursor to change, emotional intelligence, if aptly managed, is considered an indispensable tool to educators.

9. **LePage-Lees, Pamela (1997)** explored the educational experiences of 21 academically successful women who were disadvantaged as children. Results indicate that resilient women who had endured stress as children often developed a highly advanced level of “emotional intelligence” or “interpersonal and intrapersonal intelligence.”

10. **Liau, Albert K. and others (2003)** discussed the need to incorporate emotional literacy programs, analyze the influence of emotional literacy on problem behaviors in Malaysian secondary school students and links results of emotional literacy to internalizing and externalizing problem behavior.

11. **Nikolaou and Tsaousis (2002)** showed a negative correlation between emotional intelligence and stress at work, indicating that high scores in overall emotional Intelligence suffered less stress related to occupational environment. Studies show that lower emotional intelligence is related to negative outcomes, including illegal drug and alcohol use, deviant behaviour and poor relations with friends.
12. **Opengart, Rose (2007)** in the article reviewed the content of existing social-emotional learning programs in the American K-12 curriculum and the relationship between the school-based programs and needs of the American workplace. Social and emotional learning (SEL) programs were examined in content and compared to research on critical emotional intelligence skills for the workplace. Emotional intelligence literature was reviewed, as was the SEL literature. The two literatures were compared to identify gaps so that practitioners of human resource development have a basis on which to consider important areas for training programs in emotional intelligence.

13. **Platsidou, M. (2010)** showed that Greek teachers reported fairly high scores in the specific factors and overall emotional intelligence. Perceived emotional intelligence was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived emotional intelligence are likely to experience less burnout and greater job satisfaction.

14. **Qualter and Gardner (2007)** found that adolescents who score high on emotional intelligence scale are rated by their peers as less aggressive and more pro-social, more empathic and less likely to engage in tobacco and alcohol consumption.

15. **Spencer, L.M Jr. (1997)** found that the executives of high achievement companies scored high emotional intelligence score
than the average executives. It shows that there is a positive relationship between emotional intelligence and business achievement.

16. **Stein and Book (2000)**, used logistical regression to identify the ideal combinations of emotional quotient factors for many occupational groups of 4,888 working people in various occupations throughout North America like Social Workers, Graphic Designers, Primary school teachers, Secondary school teachers, Education workers, Psychologist and Psychiatrists. It was found from the study that emotional quotient can account for between 15 percent and 45 percent of work success. The findings of the study also revealed that the successful people score significantly higher in emotional quotient than unsuccessful people.

17. **Sung, Helen Y. (2010)** examined the culture influences in parenting practices of East Asian parent’s impact the different aspects of emotional intelligence in older adolescents (ages 16 – 19) and their mothers, from Chinese and Korean heritage. The repeating themes related to parenting practices were correlated with very low, low, medium and high emotional intelligence level. Distinct attitudinal and perceptual differences between adolescents with very low and high EQ were found.
3.3 Indian Studies :

In Indian context, studies on emotional intelligence are comparatively fewer in number among the large quantum of research conducted in India. The present review is based on the materials collected by ICSSR and NCERT libraries, different journals and e- resources. The following are some of the studies conducted in India.

3.3(a) Emotional Intelligence :

1. **Arora R. K. (1992)** found that high creative, high intelligent group was significantly highest in emotional stability than the remaining three creative intelligence groups. Those possessing high intelligence performed better than the low ones in total academic achievements.

2. **Arunmozhi, A. Rajendran, K. (2008)** observed that the self-help group members do not differ in their emotional intelligence based on their age, marital status, type of family, Community and family status.

3. **Gowdhaman, K. and Bala Murugan, M. (2010)** revealed that emotional intelligence among the B. Ed. Teacher trainees are normal among the 11 variables of the study, gender, type of institution, age religion have significant impact on emotional intelligence and type of management, occupation of family,
monthly income community, degree at first level, entertainment have not any significant effect on emotional intelligence.

4. **Indu, H. (2009)** found no significant difference among the secondary teacher trainees studying in government, government-aided and private institutions in their emotional intelligence, which implies that type of institution does not contribute to the emotional intelligence of students. Majority of the sample possessed average emotional intelligence and there was no significant difference of emotional intelligence in gender and type of family.

5. **Kautish. P. (2010)** opined that emotional intelligence skills have been strongly associated with dynamic leadership, satisfying personal life experiences and success in the workplace. This has resulted in calls for the incorporation of emotional intelligence competencies in university curricula to acquaint students with emotional intelligence skills. It outlines recent research studying emotional intelligence in relation to university level students, and concludes with a call for university educators to integrate emotional intelligence skills in their courses across all levels.

6. **Pahad, A & Maniar, A. (2003)** referred different studies conducted in India and abroad and opined that today’s curriculum aims at all round formation, training and development of students. Highly intelligent people sometimes lack non-cognitive factors such as self-esteem; self regard emotional self awareness and
interpersonal relationship. To develop these aspects of emotional intelligence amongst students, curriculum modifications are essential.

7. Pandey, R. and Tripathy, A.N. (2004) investigated the developmental changes and gender differences in EI in Indian context. The results indicated that there was increase in EI with age and females were more proficient in managing and handling their own emotions as well as of others.

8. Patra, S. (2004) opined that emotional intelligence has emerged as the crucial factor in the successful management of organizations. Emotional intelligence can help in creating an enthusiastic environment, employee satisfaction, and efficient administration, useful vision for the future and achieving organizational development. Hence, educational management will also do well to incorporate practices of emotional intelligence, thus leading to emotional quality management in the organization.

9. Saxena. P. and Basu S. (2010) revealed that B.Ed. trainees from aided colleges possessed significantly higher levels of emotional intelligence than the trainees from self-finance colleges. The female teacher trainees significantly outscored their male counterparts in terms of emotional intelligence.

10. Upadhyaya, P. (2006) revealed that student-teachers with low emotional intelligence are more uneasy and worried about future,
unhappy feeling and failures; are less cautious, irregular and like to take more rest, restrain others, and have lack of energy. Student-teachers with high emotional intelligence are more competent and have more self confidence, hard working, help others motivated, energetic and full of enthusiasm.

3.3. (b) Emotional Intelligence and Creativity :

1. Alam, Md. M. (2009) investigated a representative sample of 400 IX standard students from two districts of Bihar. The tools used were Creativity Test by Baqur Mehdi and Socio-economic Status Scale by G.P. Srivastava. The findings revealed that a significant positive relationship exists between creativity and academic achievement and SES and academic achievement of the students.

2. Choudhary, V. (2008) administered verbal and non-verbal test of creativity of Baquer Mehdi to a sample of 500 high school students selected from different schools. Scores of the final examinations were used as the academic achievement of the students. It is found that high achievement accomplishes as an index of creativity and the examination marks are the reliable criterion of academic achievement.

B.Ed. students, though no significance difference was found between emotional intelligence and creativity of B.Ed. students.

4. **Dutta B.S.V. (2004)** makes an attempt to present the psychological as well as the physical aspects of creativity dealing with issues like creativity in early childhood, high school years, and higher education from the psychological point of view and creativity from the vendoric perspective.

5. **Gakhar, S.C. and Manhas, K.D. (2005)** studied the relationship of emotional intelligence with cognitive variables such as general intelligence, academic achievement and creativity; and difference in the emotional intelligence of male vs. female, government school vs. private school, scheduled caste vs. non-scheduled caste, rural vs. urban and arts vs. science students.

   It was conducted on 400 students of class XI studying in various private and government schools in both urban and rural areas of three districts of Jammu and Kashmir. The tools used to collect data were: Emotional Intelligence Scale by Khera and Kaur; Group Test of General Mental Ability by Tandon; and Verbal Test of Creative thinking by Baqer Mehdi. The Class X board results were used as a measure of academic achievement. The data was analysed using Product Movement correlation and t-test. The Findings of the study revealed that (1) Significant and positive correlations were found between emotional intelligence and all the cognitive
variables namely, intelligence, creativity and academic achievement. (2) No significant difference was observed between boys and girls with respect to emotional intelligence. (3) A significant difference was observed in the emotional intelligence of adolescents studying in private and government schools with the private school students scoring higher. (4) A significant difference was observed between the emotional intelligence of science and arts students with the science students scoring higher.

6. **Jaiswal, V. (2008)** found that scientific creativity had low positive correlation with scientific attitude and achievement in science whereas no correlation with study habits. Only scientific attitude and achievement in science were found to be predictors of scientific creativity.

7. **Jayanthi and Agarwal, R. (2005)** reported that the teachers possessing high verbal creativity are more successful in creating positive socio-emotional classroom climate in comparison to the teachers possessing low verbal creativity.

8. **Mishra, P. and others. (2001)** researchers argue that when rational or mechanical abilities are aptly combined with emotional maturity, these can bolster individual’s ability to perform better due to improved skills such as empathy, self-awareness, creativity and innovativeness. To explore the relationship between emotional intelligence and thinking orientation, a survey of management
students was undertaken to achieve the objectives of the study. The results of the study have confirmed the conceptual similarity between emotional intelligence and thinking orientation.

9. **Reddy S.V. B. (2008)** the study aimed at findings out whether male and female student teachers differ in their creativity, the investigator finds that the male and female student teachers do not differ significantly with regard to their creativity.

10. **Sarma, R. (2009)** compared emotional intelligence and creativity of students in three types of schools: Gurukuls Public schools and Govt. schools and found best performance in Public schools. Public school students tend to be high on divergent thinking capacities such as fluency, flexibility, originality or novelty and elaboration of thoughts than the Govt. school students. Govt. and Gurukul students have not found to be significantly different from each other in terms of their performance on creativity tests.

11. **Singh, K. (2007)** found highly creative students less test anxious than average and low creative students across both the gender groups. The review of some related studies provides a glimpse of certain personality characteristics of creative people that attempt to distinguish them from non-creative ones.

12. **Verma, U.; Singh, S. and Verma, P. (2010)** found significant impact of emotional intelligence on fluency factor of creativity of boys. Significant impact of emotional intelligence is there on
flexibility factor of creativity of girls. There is no impact of emotional intelligence on originality factor of creativity of boys and girls of high and low emotional intelligence and gender difference in factor originality of creativity of high and low emotional intelligent group.

The perusal reviews of literature indicate that no investigation has been done directly on the present topic therefore; this present study has been undertaken.

3.3(c) Emotional Intelligence and Stress:

Teacher stress has been a subject for some of the studies in the past in the relevant literature identifying the main job stressors facing teachers. There are also a number of studies focusing on specialist samples of teachers such as teachers in special schools, teachers of primary or secondary schools, newly qualified teachers, university teachers, teachers working in an open climate, teachers or professional and non-professional courses, college teachers etc. Following are some of the studies related to stress.

1. **Ahuja, M. and Chawla, P. (2008)** indicated that pressure and anxiety component score equal on the three components of family climate, viz: high Interactive, low Interactive and average Interactive family climate, while the score of frustration and conflict component of pressure is different on the different family climate.
2. **Basu S, (2009)** discussed about teacher stress and its impact reciting different studies and suggested coping strategies consisting both direct and palliative techniques.

3. **Bhardwaj, G. (2005):** opined that feeling dissatisfied with one’s work, getting unnecessarily anger and annoyed at even the most trivial matter, feeling constantly nervous and anxious are but indications of the growing stress in the life.

4. **Bhatia, R. (2001):** The writer presented three-phased Module of training for coping with Stress. Learning enables the students to conclude that stress is caused as a consequence of certain events and individuals’ reaction as well as perception of it. All that we can do is to reduce it to a reasonable level, even to the level where it can play a positive role rather than adversely affect our health and abilities.

5. **Ghali, V. (2004):** studied the influence of some variables namely subject of teaching, cadre, level of college, and type of college and management on the stress of the women teachers. It was revealed that all the variables were not having significant impact on stress of women teachers.

6. **Kaur, T;, Prerna, P. and Mehta, M. (2008):** aimed to construct a ‘Stress Scale’ (SC) for University and College Female Teachers, and to isolate factors underlying it. The standardization sample constituted 200 university and college female teachers from Jaipur.

8. **Kumar, A.K. (2004):** revealed that teachers with less job satisfaction are more prone to perceived stress than those with average or high job satisfaction. A teacher with favourable personality characteristics experiences less stress than those with less favourable personality characteristics.

9. **Mahaja, N. and Sharma, S. (2008)** found that the most prevalent area of anxiety in adolescent girls and boys, regarding girl’s educational anxiety was found to be the highest. Singh and Kumar (1997) support the results of the present study. They found that adolescent girls have high academic anxiety. The reason could be that now-a-days girls are becoming more and more careers oriented.

10. **Mathur, P. and Jain, U. (2005)** revealed a significant difference between the two groups the government school mothers as well as private school mothers on the experience of stress on few factors such as economic factor and examination-evaluation. Socio-economic status and the education of mothers play significant role in experience of school stress.

11. **Misra, K.S. (2004)** found no differences in male and female teachers, primary teachers with different qualifications and varied
teaching experiences and trained and untrained teachers with respect to experiencing stress. More than 50% private primary school teachers sometimes had distrust in colleges, more frustration, irritation, backache, indigestion, less appetite, feelings of less self-respect, intolerance, perplexity, monotony in work and work without rest.

12. **Reddy, P. V. & Reddy, V. S. (2004)** indicated that the children have experienced more stress in physical and educational fronts and have less stress in the area of psychological and social fronts. Appraisal-focused and Problem-focused coping has been used more than Emotional-focused by the children. Implications are discussed keeping the aforesaid results in mind.

13. **Sabu. S & Dr. C. Jangaiah (2005)** revealed that the teacher with high adjustment experienced low stress and teachers with high stress have low adjustments. There is a significant difference between the male and female teachers in stress. The female teachers have high stress. Teachers who are above 45 years have experienced more stress. Teachers with pre-degree and language teacher training have high stress and teachers with post-graduation and B.Ed. have low stress. Teachers between 28-35 years were most adjusted and teachers above 45 years have the least adjustment. The negative correlation between the adjustment and stress of secondary schoolteachers reveals that, if the teachers stress
increases they may not be able to adjust with the system and surroundings.

14. **Shashirekha T. and Chengti, K. S. (2008)** revealed that the female employees exhibited higher occupational stress than the male sample. Manager has higher occupational stress than the engineer, supervisor and clerk.

15. **Singh, H. (2003)** revealed that male and female teachers have equal degree of stress; secondary school male teachers are more stressed than their counterpart female teachers. Female teachers teaching in degree colleges have no significant relationship between stress and adjustment, adjustment and personality needs jointly have positive and significant correlation with stress in male and female teachers.

16. **Singh, S. and Thukral, P. (2010)** revealed that emotional maturity is one of the individuals and non-cognitive factors that may affect the academic achievement of the students. There is significant relationship between emotional maturity and academic achievement of boys and non-significant correlation between the two variables in case of girls.

17. **Sukhwant, B. (2007)** showed that compared to the control group, the yoga group showed significant improvement in emotional stability and significant reduction in stress.
18. **Suresh, K.J. and V.P. Joshith (2008)** observed a significant negative relationship between emotional intelligence and stress in the total sample and sub-samples based on sex, type of management of the training college and subject of study.

19. **Tiwari, K. M. and Verma, S. (2008)** revealed that emotional intelligence was positively correlated with appraisal of situation to be changed and problem-solving coping in male and female adolescents and appraising the situation controllable was related with emotional intelligence only in male adolescents. Females appraised the situation more threatening as compared to male respondents. Male respondents appraised the stressful situation as less threatened than females. Emotional intelligence was positively related with appraisal of situation as controllable in male respondents.

20. **Tripathi, P., Agarwal, N. and Sharan, M. (2010)** undertook the study to identify the intensity of stress among four types of stress that are physical, social, role and academic stress. The results revealed that maximum intensity of stress was of social stress, while the minimum was of role stress among adolescent girls, adolescents react in different ways to stress. Some become ill, some may become withdrawn and nervous while others shows anger and demand attention.
3.3(d) Emotional Intelligence and Academic Achievement:

1. Alam, Md. M. (2009) revealed a significant positive relationship between creativity and academic achievement, achievement motivation and academic achievement of a representative sample of 450 students studying in X.

2. Ayodhya, P. (2007) found that secondary school students had significantly high rate of emotional problems, and emotionally disturbed students had high life event scores. Emotional problems in schoolchildren have been reported in literature to be in the range of 10 to 74%. Emotional problems result in serious learning and health impairments.

3. Das, A. (2007) found significant association between emotional intelligence and stress, emotional intelligence and academic achievement of the M.Ed students.

4. Jadhav, V. V. & Patil, A B. (2006) concluded that there is no significant relationship between emotional Intelligence and general intelligence of student teachers and there is significant relationship between emotional Intelligence and academic achievement of student teachers.

5. Mahajan, M. (2011) studied academic achievement in relation to emotional intelligence and spiritual intelligence. Findings revealed that no significant difference between the emotional intelligence and spiritual intelligence of boys and girls. There exists
positive and significant relationship between Academic achievement and Emotional Intelligence of boys and girls \( (r = 0.55) \) and between academic Achievement and spiritual intelligence of boys and girls \( (r = 0.496) \). Also, there exists positive and significant relationship between Emotional Intelligence and Spiritual Intelligence of boys and girls.

6. **Mahasundaram K. and Balusubramoniam, S. (2004)** revealed that the male and female teacher trainees do not differ in their emotional intelligence and there is a significant low positive correlation between emotional intelligence and total academic achievement.

7. **Mathur, G.; Kushwah, S.V.; Negi, P. and Holani, U. (2010)** showed that respondents in different age group differ in emotional intelligence except between age groups of 25-35 and 55 and above. Females have higher emotional intelligence than males.

8. **Patil, B. and Kumar, A. (2006)** found no significant difference between emotional intelligence of male and female student teachers, of arts and science faculty. There is no significant relationship between the emotional intelligence and academic achievement of student teachers.

9. **Shanowal, V. (2005)** revealed that all the four component of emotional intelligence, namely identification, assimilation, understanding and regulation of emotions co-relate with each other
and the overall emotional intelligence score. Rural children have higher score than the urban, girls have more emotional intelligence in comparison to boys, rural girls are better at understanding and regulating emotions while urban girls are best at identification of emotion.

10. **Singaravelu, S. (2008)** revealed significant relationship between the emotional maturity and academic achievement of the postgraduate students and all the sub samples men, women, rural, urban, day scholars and hostellers.

11. **Singh, S. and Thukural, P. (2010)** reported no significant relation between emotional maturity and academic achievement of high school students. No significant differences observed between boys and girls as well as rural and urban high school students on the basis of emotional maturity.

12. **Subramanyam K. & Rao, K. Sreenivasa (2008)** observed no significant difference with regard to the impact of gender on emotional intelligence and academic achievement, besides there being no relation between academic achievement and emotional intelligence.

13. **Tapia and Marsh (2001)** found an overall significant main effect of gender and two-way interaction of gender, grade point average on emotional Intelligence.
14. **Vijayakumari K. (2010):** revealed that academic achievement is negatively related to academic anxiety and positively related to achievement motivation.

Adeyemo. D. A. referred some studies that observed correlation between emotional intelligence and grades ranged from $r = 0.20$ to 0.25 for college students (Barchard, 2003; Bracker & Mayer, 2003; Lam & Kirby, 2002; Parker, Creque et al., 2004). In the case of secondary school students, $r$ values ranged between 0.28 and 0.32 (Parker, Summerfeldt et al., 2004). A strong indication that emotional intelligence is predictive of academic success is provided in several studies (Bar-On, 1997, 2003; Parker, Swart, 1996). Supporting the effect of trait emotional intelligence on academic performance, Petrides et al. (2004) reported that emotional intelligence (EI) was significantly related to scholastic achievement, with its effects having noteworthy implications for low IQ pupils. Adeyemo and Adetona (2007) found that emotional intelligence has direct relationship with students’ learning outcome in mathematics. Research has clearly indicated (Bencivenga, Elias, 2003; Fischer and Fisher, 2003; Ghosn, 1999; Goleman, 1995; Nelson and Nelson, 2003) that emotional well-being positively affects academic achievement. Significant interaction effects were found between emotional intelligence level and academic rank (Lee, 2003).

Although several studies have confirmed existence of relationship of different psycho-social factors and academic achievement, there is the need to find out if such an association is mediated by other factors. Thus the purpose of the present study was to find out whether the relationship between academic achievement and emotional intelligence.
3.3(e) Emotional Intelligence and Sex:

The ability to handle and manage stress is an aspect of emotional intelligence that has been found important for success. Cooper (1998) researched the positive correlation between age and emotional intelligence. Goleman (1998) further supported this research by the study that emotional intelligence increases with age, because of the fact that in most of the cases maturity creeps in with increase in age. With respect to gender, no differences have been revealed between males and females regarding overall ESI. Based on the north American normative sample (Bar-On, 1997b), females appear to have stronger interpersonal skills than males, but the later have a higher interpersonal capacity, are better at managing emotions and are more adaptable than the former.

1. **Amritha and Kadhirvan** (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers.

2. **Behera, L. and Roul, S.K.** (2004) revealed that women student teachers suppress their male counterparts in their performance, student teachers with academic background of science topped in their results as compared to Arts background.

3. **Bhatnagar, A. and Mittal, A.** (2010) revealed that student’s birth order, gender and working status of mother’s have impact on the student’s emotional intelligence.

4. **Mishra, M., Rao., V. and Bhatpahari, G.** (2008) revealed no significant difference in emotional intelligence of tribal, non-tribal
and schedule caste college girls. Female participants tended to understand and manage emotions higher than males, but only male participants applying emotional intelligence to higher learning. Religion caste and gender is not a barrier for one to be emotionally intelligent.

5. **Pachauri, D. (2010)** revealed that the emotional intelligence of students from commerce faculty were more than that of emotional intelligence of science and social science faculty.

6. **Pandey, K. (2006)**: revealed that the girls having low emotional intelligence perceive various deficiencies more in their environmental factors like, social isolation, insufficient housing, and other infrastructural facilities, economic insufficiency, meager educational opportunity, unavailability of reasonable share of pleasant emotional experiences, lack of warmth and parental care in comparison to the girls having high and moderate level of emotional intelligence.

7. **Saranya R. and Velayudhan A. (2008)** revealed no significant difference in self awareness, self regulation, social awareness and social skills among day scholar boys and girls. This may be due to the fact that their attitudes are general and are not taken with respect to the gender and they are considered as equal.

8. **Singaravelu S. (2007)** men and women student teachers have same level of emotional intelligence. No significant difference
was observed in emotional intelligence between men and women student teachers. Significant difference was observed in emotional intelligence between the groups regarding locality of the residence of student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status.

9. **Singh, M. O.; Chaudhary, P. and Asthana, M. (2008)** revealed significant difference in emotional intelligence of rural and urban adolescents, indicating urban adolescents better than their rural counterparts. Male and female adolescents exhibit same emotional intelligence.

10. **Tyagi, S.K. (2004)** revealed that the level of emotional intelligence of secondary teachers was extremely low and independent of gender and age.

3.3(f) **Emotional Intelligence and Teacher** :

Large scale reviews of research have consistently shown that approaches to emotional and social competence of teachers have an impact on the behaviour of the pupils (Weare, 2002), (Olson & Wyett, 2000), (Lo Vette, 1997).

Adequate emotional adjustment and willingness to learn on the part of teachers to meet the requirements of the environment thus becomes essential for success in life and as a teacher (P.Usha, 2007). Teaching carried out by emotionally...
matured teachers would be more stable than of emotionally immature or unstable teachers (Bansibihari & Surwade 2006).

1. **Bansibihari, P. & Pathan, Yunus G. (2004)** indicated that nearly all (98.4%) the teachers fall under ‘low’ category of emotional intelligence. There is no significant difference between the emotional intelligence of males and females, and age is independent of EQ.

2. **Dash, D.N. & Behera, N.P. (2004)** found that there is a positive effect of emotional intelligence on teacher effectiveness (as overall and in all the dimensions) at the senior secondary school level. The teacher effectiveness of various dimensions between high and low emotional intelligent teachers were found significantly different.


4. **Gowdhaman, K. and Murugan M. B. (2010)** found the emotional intelligence among the B.Ed. teacher trainees normal. Study revealed that gender, type of institution cause significant mean difference among the teacher trainees.
3.3(g) Emotional Intelligence and Others:

Several studies have been conducted in India on emotional intelligence that have focused on the relevance and prevalence of emotional intelligence in the Indian business context (e.g. Bhalla and Nauriyal, 2004; Srivastava and Bharamanikar, 2004; Bindu and Thomas, 2006) or on the development of Emotional Intelligence in the Indian socio-cultural context (Sibia, Misra and Srivastava, 2004). Singh (2007) stated that motivating one or marshalling emotions is essential for self-motivation and creativity.

1. Agrawal, M. (2006) found that the deprivation and academic anxiety are positively correlated in case of more emotionally intelligent girls compared to low emotionally intelligent girls. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively correlated which could be due to the lack of support from parents in academics which leads to greater academic anxiety among them.


3. Chauhan, S.P. and others. (2007) showed that a high level of emotional intelligence can positively contribute towards effective decision making and thereby the role of efficacy of managers, as
there was a positive correlation between emotional intelligence and decision making and role efficacy.

4. Deshmukh, N.H. and Sawalakhe, S.P. (2010) revealed that there is significant, positive correlation between self-concept, emotional intelligence and adjustment among adults. High and low groups of self-concept significantly differ on adjustment of adults. Adults with high emotional intelligent are significantly better adjusted than adults with low emotional intelligence.

5. Devi, L.U. (2004) revealed that four out of eight dimensions of family environment cohesion, expressions, acceptations and caring and active recreational orientation were positively and significantly related to total emotional intelligence of adolescents. It is surprising to note that none of the dimensions of family environment were related to any one of the five components of emotional intelligence.

6. Devi, L.U., Uma, M. (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism.

7. Dubey, R. (2009): The study aims at surveying EI among undergraduate students in relation to gender and social category. Findings of the study revealed that, females are more emotionally intelligent than male students, students of general a category have high emotional intelligence in comparison to their counterparts
belonging to OBC and SC. The same is true of male students but students belonging to general, OBC and SC category do not differ from one another on emotional intelligence.

8. **Jadhav, V. & Patil, A. B. (2010)** concluded that there was no significant relationship between Emotional Intelligence and General intelligence of student teachers and there is significant relationship between emotional intelligence and academic achievement of student teachers ($r = .144$).

9. **Kautish, P. (2010)** highlighted the importance of emotional intelligence and demonstrated the need in the workplace, and in particular for business students. It outlines recent research studying emotional intelligence in relation to university level students, and concludes with a call for university educators to integrate emotional intelligence skills in their courses across all levels.

10. **Khann, A, S. & Parasher, S. G. (2010)** revealed that the level of emotional intelligence of secondary school teachers is high but the level of their social adjustment is average. The co-efficient of correlation between emotional intelligence and social adjustment of secondary school teachers of Aurangabad city is very low and negligible.

11. **Mangal, S. K. & Mangal S. (2011)** stated that an emotionally intelligent teacher may prove a potent force and medium for creating a safer and more satisfying, caring, affectionate,
stimulating and inspiring environment for his students for the attainment of the wholesome objectives of ‘continuous comprehensive evaluation’.

12. **Marriadoss, J. S. (2000)**: While discussing about the concept of emotional intelligence and its component, the writer was of the opinion that inclusion of emotional intelligence in our curriculum enriches and helps a person to feel what others feel; to be selfless; to be sensitive and to achieve the target effectively and efficiently.

13. **Mary, S.R & Samuel, M. (2010)**: reported no significant difference in emotional intelligence of the student teachers regarding gender, subject, community, influence of others, previous teaching experience. There is a significant relationship between emotional intelligence and attitude towards teaching profession of student teachers.

14. **Pandey, P (2002)** revealed that the school students have moderate level of emotional intelligence. High academic achievers had high levels of emotional intelligence. It also revealed that the moderate level of emotional intelligence of the home science students was the result of three aspects namely stresses management, interpersonal and intrapersonal. The reason for high level of stress may be due to the loss of academic days because of strikes, bandh, agitation, non availability of teachers due to frequent leaves taken
by them and increasing socialization. Family climate came out to be significantly contributing to the development of emotional intelligence.

15. **Pandey S. and Kothari S. (2007)** revealed that emotional intelligence and personality type has a positive effect on the learning styles among executives. The executive who have higher emotional intelligence are inclined towards theoretical style of learning and give second preference to pragmatist Learning.

16. **Sadia, H. (2010):** reported that among the six aspects of self concept high Emotional Intelligence group and low grouped differed significantly on two aspects namely temperamental and educational aspects. There was no significant difference in physical, moral, intellectual aspects of self concept.


18. **Subramanyam, K. (2011) concluded** that there is no significant difference with regard to the impact of gender on emotional intelligence and study skills of high school students.

19. **Suresh, K.J. and V.P. Joshiith. (2008)** suggested that emotional intelligence and stress are negatively related to each other, i.e. a person having high emotional intelligence may have low stress
and vice versa. The overemphasis on academic achievements given by parents and teachers makes the students eliminate the emotional components, which will result in failure in their life ultimately.


3.4 A Critical Overview of the Reviewed Studies:

It is observed from the above reviewed studies on emotional intelligence that the concept has been considered more sociological and psychological. Most of the researcher’s findings on emotional intelligence have also contradiction. However, emotional intelligence is considered as an important construct to understand human behavior and future success in life. Although low positive correlation has been found between emotional intelligence and creativity, regarding stress management, emotional intelligence has been found a potent factor. As far as academic achievement is considered, contradictory findings have been reported between emotional intelligence and academic achievement. Similarly, a few numbers of studies have been conducted regarding impact of emotional intelligence on the B. Ed. students, though there are variance in sample size and areas of Indian context itself. Studies are also found concentrating on the relationship between different independent variables of study. However, it
can be easily observed, no similar study has been conducted on this specific line of investigation. So, the need and significance of study on emotional intelligence in relation to creativity, stress and academic achievement is apparent. Thus, to study the nature of emotional intelligence, creativity, stress and academic achievement of the B. Ed students and to verify the impact on emotional intelligence of the B. Ed. students constitute the base of the present investigation.