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CHAPTER- III

REVIEW OF RELATED LITERATURE

INTRODUCTION

The review of related literature involves the systematic identification, location and analysis of documents which include periodicals, abstracts, reviews, books and other research reports. The major purpose of reviewing the literature is to determine what has already been done that relates to the thrust area of a study. It not only avoids unintentional duplication, but it also provides the understandings and insights necessary for the logical framework on to which the problem fits. It also points out research strategies and specific procedures and measuring instruments that have and have-not been found to be productive in investigating the problem. Being familiar with previous research also facilitates the interpretation of results.

Best and Kahn (2007) believe “a summary of the writing of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested”.

A survey of related literature is necessary for proper planning, execution and developing right concepts of the problem and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purposes. The Review of Related Literature is an important aspect of any research. Hence a thorough investigation of literature is necessary in any field of inquiry study. Keeping in view the objectives of the present study, numerous studies pertaining to the relationship of Emotional Intelligence with Personality traits, academic anxiety and teaching motivation, organizational development, etc were
reviewed. The researcher has gone through various studies which were mostly conducted on the Emotional Intelligence of student-teachers, teachers and persons doing other jobs. Their review is being presented in the proceeding lines.

In the present chapter, the literature review and studies in close proximity to the present study have been discussed. An attempt has been made here to review the researches that have been done in India and abroad. The points emerging from the review of the related literature have also been objectively discussed.

The studies and literature have been reviewed and classified under the following sections:

3:1. Studies Related to Emotional Intelligence on General

3:2. Studies Related to Development of Emotional Intelligence:

3:3. Studies Related to Emotional Intelligence and Education:

3:4. Studies on Emotional Intelligence Among Student-Teachers and Teachers:

3:5. Studies Related to Emotional Intelligence and Teacher Educands:

3:6. Studies Related to Measurement of Emotional Intelligence:

3:7. Studies Related to Academic Achievement and Emotional Intelligence:

3:8. Studies Related to Professional Development and Emotional Intelligence:

3:9. Studies Related to Organisational Development and Emotional Intelligence:

3:10. Summary of Related Studies

3:11. Conclusion:
3:1. STUDIES RELATED TO EMOTIONAL INTELLIGENCE ON GENERAL

Mangal & Shubbra Mangal (2012) conducted a study on Emotional Intelligence key to peace and harmony. In this study, the authors aver that the key to peace and harmony lies in the use of the EQ skills and stress that the use of EQ skills lights the souls and this enlightenment may finally end with the desires harmony and peace in a conflict-ridden situation.

Baldwin (2009) examined the relationship of character education practices to sixth grades empathetic tendencies. The result of these measures did not provide clear evidence of any difference in empathetic tendencies.

Di and Palazzeschi (2009) made an in-depth look at the role of Emotional Intelligence and personality traits in relation to career decision difficulties. The results highlight the role of Emotional Intelligence and its relationship with career decisions difficulties.

Rambow (2009) conducted a study to determine if a significant correlation exist between the level of math anxiety reported by adult students enrolled in mathematics classes and math instructors emotional and social competence behavior. The study revealed that perception of math instructors’ emotional and social competence behavior influence adult students’ level of math anxiety.

Rhoades, Greenbug, and Domitrovich (2009) identified that social emotional competence is a key developmental task during early childhood. Findings suggest that early identification of inhibitory control difficulties may be beneficial for targeting children at risk for maladaptive outcomes. The contribution of emotional
experience to the development of inhibitory control skills suggest these are many opportunities to intervene during early childhood.

Waterhouse (2006) reviewed evidence for multiple intelligences theory, the Mozart effect theory, and Emotional Intelligence theory and argues that despite their wide currency in education these theories lack adequate empirical support and should not be the basis for educational practice. Each theory is compared theory counterparts in cognitive Psychology and cognitive neuroscience that have better empirical support.

Sreeja (2005) conducted a study on Spirituality, emotional Maturity and Quality of Life among University Students. The major findings of the study are there existed significant difference between the male and female students in spirituality and there was no significant sex difference in emotional maturity among university students. The present study has thrown some light upon the spirituality, emotional maturity, and quality of life of the university students. This study revealed that females had higher spirituality and quality of life (psychological) when compared to the males. In the present study Hindu students showed comparatively lower level of spirituality. Muslim students had low level of emotional maturity.

Swati Patra (2004) conducted a study on Role of Emotional Intelligence in Educational Management. The present study reveals that the success of any organization in the long run depends very much on the quality of its human resources. The significance of human resources lies in its dynamic nature. The key objective in the management of any organization should be to provide various kinds of leaning experiences to its people with objective of developing human beings for their advantage and harnessing their physical, mental, emotional and intellectual
endowments and abilities for the growth of the organization. Emotional Intelligence can help in creating an enthusiastic work environment, employer satisfaction, and efficient administration, useful vision for the future and achieving organizational development. Hence, educational management will also well to incorporate practices of Emotional Intelligence, thus leading to emotional quality management in the organization.

Ramganesh and Johnson (2008) conducted a study on EQ of Teacher Educators-A Survey reveals that Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. Teachers particularly needs to develop emotional skills because teachers are the people who handle human beings with emotions. Teacher educator is the one who carefully produces teachers. Infact, teacher educators must be highly responsible in developing skills. The present study reveals that the Emotional Quotient of principals is average. Emotional Quotient of teacher educators is found to be average. There is no significant Mean difference in the gender of teacher educators EQ working in training colleges. The investigators put forth some of the educational implications which are as follows: For the promoters of healthy atmosphere between teacher educators and their wards an in-service programme may be organized on Emotional Intelligence for the teacher educators. It is suggested that training colleges and training institutions may think of incorporating Emotional Intelligence in the curriculum of teacher education to enhance the competency among teacher educators and student teachers.
Suressh and Joshith (2008) conducted a study on Emotional Intelligence as a Correlate of Stress of Student Teachers. In this study, the investigator finds a significant negative relationship between Emotional Intelligence and stress for the total sample and sub-samples and concludes that individuals having high Emotional Intelligence may have low stress and this will directly contribute to the positive development of the individual and the society. The findings of the study suggest 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. This world is full of fears, doubts and excess parental pressures and cutthroat competition on academic levels. The students are compelled to excel in performance irrespective of their potentials. The overemphasis on academic achievements given by parents and teachers make the students eliminate the emotional components which will result in failure in their life ultimately. So in these circumstances individuals should be trained to behave with Emotional Intelligence to make their life free from all types of stress. Children should be taught to develop and maintain a positive attitude towards life always.

Bhatia (2008) conducted a study on The Emotional Personal and Social Problems of Adjustment of Adolescents under Indian Conditions with Special reference to Values of Life. The aims of the study were to inquire into the social and personal background of the junior and senior college-going students. This study reveals the nature of the problems faced by adolescents, of both sexes, in their inter-personal relationships in the college and to find out the nature of problems that adolescents faced in their daily lives relating to the social, personal and emotional adjustment at home and at college. This study also reveals the attitudes of
adolescents towards their country. Random sampling was used to the selection of the sample. To collect the relevant data, the survey method was used. The major findings of this study were adolescents sometimes treated like adults and sometimes like children. In many families parents were more favorably inclined towards boys. Adolescents claimed that the greater freedom at college gave them more self-confidence.

3:2. STUDIES RELATED TO DEVELOPMENT OF EMOTIONAL INTELLIGENCE:

Wong, Wong, and Peng (2010) have found the Emotional Intelligence is important for school teachers and is positively related to job satisfaction. Study recommends that teaching profession requires both teachers and school leaders to have high levels of Emotional Intelligence. Practically, this implies that in selecting, training and developing teachers and school leaders, Emotional Intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programmes to improve the Emotional Intelligence of teachers and school leaders.

McLaren, Hall, and Fox (2009) examined the social skill and emotional development which provides training and technical assistance to build early childhood programmes to promote social and emotional competency. It is based on the 3-tiered positive behavior support model that teaches educators to prevent and intervene with challenging behaviors.

Shechan, McDonald, and Spence (2009) found that the classroom-as-organization (CAO) helps students develop greater self-confidence, greater self and
social awareness and a greater understanding of what it is like to work in an organization.

Van (2009) suggested that through social and emotional learning (SEL), individuals develop skill in negotiating relationships successfully and expressing emotions appropriately. The socially and emotionally intelligent child reaps benefits in school and later life.

Bardach (2008) found that training programmes may be developed to enhance Emotional Intelligence in public middle school in an effort to support higher levels of school success and the research indicated that the association between Emotional Intelligence and school success could not be ignored and that additional study is strongly indicated.

Castejon, Cantero, & Perez (2008) conducted a study with the objective of socio-emotional competencies characteristic of a sample of students from a big academic areas in higher education and their results recommend for developing generic socio-emotional competencies in Higher Education.

McLaughin (2008) explored the research underpinning views of emotional well-being and its development in schools and classrooms. She argues that these are dangers in solely adopting an individualistic programmatic approach and suggests that a wider emphasis on relationship pedagogy and community building is central to the development of emotional well-being in young people.

Perry, Lennie, & Humphrey (2008) conducted an exploratory case study of primary school. They sought to explore teachers’ perceptions of what constitutes emotional literacy, how this is practiced and modeled in the classroom, what factors
influenced the development of Emotional Literature initiatives and their perceptions of the benefits of improved Emotional Literature. Key themes that emerged from the date are presented and discussed in the context of developing emotional literacy in schools.

Beland (2007) pointed out that Social Emotional Learning (SEL) is the process by which people develop the skills to recognize and manage emotions, form positive relationships, and solve problems that arise, motivate themselves to accomplish a goal, make responsible decisions, and avoid risky behavior.

Jennings and Palmer (2007) examined the Emotional Intelligence and sales revenue of participants before and after the Emotional Intelligence training programme and compared to that of a control group. They found that Emotional Intelligence development training can result in improvements in sales revenue.

Marrell (2007) developed a social and emotional learning curriculum and found that it helped to promote social and emotional learning competence and resilience of children and adolescents.

Brearley (2006) advocated that by developing Emotional Intelligence stumbling blocks that inhibit learning can be transformed into stepping stones. According to him the emotionally intelligent school is both practical and essential.

Bellamy, Gore, and Sturgis (2005) explored the relationship between Emotional Intelligence, locus of control, and self-efficacy among gifted and talented students participating in a two week long summer educational programme. Results of this study allude to the theoretical and practical implications for strategically
integrating mechanisms that foster development of Emotional Intelligence among
gifted and talented students.

Kremenitzer (2005) revealed that the current interest in education is the
development of social and emotional skills in children and is critical for the
foundations of academic knowledge in the classroom. The author highlights that the
Emotional Intelligence is a new and exciting area of academic research that looks at
emotional abilities within the following four domains:

✓ Perception Skills;
✓ Accessing Skills;
✓ Understanding Skills and
✓ Regulation skills.

Pareek et.al. (2005) conducted an intervention study on enhancing Emotional
Intelligence and enriching meaning in life. Study highlights the importance of
intervention programmes in enhancing Emotional Intelligence and thereby
promoting meaning and quality of inter and intra personality life.

Kelly et.al. (2004) conducted a collaborative action research project using a
qualitative study called Promoting Alternative Thinking Strategies (PATHS)
curriculum in one primary school by applying the concept of Emotional Intelligence.
This is an approach aimed at promoting emotional competence in children and
young people. The outcomes suggest that PATHS was rated very positively by class
teachers; pupils and other staff involved in the project positive emotional, social and
behavioral changes at a class and individual level were attributed to the effects of
PATHS.
Heavey et.al. (2002) described a programme for advancing character education by expanding school goals of respect and responsibility and developing Emotional Intelligence by using the current curriculum. Targeted population consisted of elementary students in one first grade class and one fourth grade class, and middle school students in one sixth grade classes. Post-intervention data indicate a decrease in inappropriate talking, and increases in respecting others properly, keeping hands and feet to oneself, and being good. Fewer incidences of hurt feelings and ridicule from peers, as well as improvement in following school rules were observed.

Kolbe and Weed (2001) implemented an intervention programme to increase pro-social skills among pre-kindergarten classrooms. Analysis of probable course data revealed that students demonstrated a lack of Emotional Intelligence that inhibited the development of social competence. Post-intervention data indicated that the targeted pre-kindergarten students demonstrated an increase in pre-school behavior and Emotional Intelligence and the learned social skills transferred across the curriculum.

3:3. STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND EDUCATION:

Choler et.al. (1987) summarizes several years of careful observational inquiry related to the means by which structure is realized, including differentiation of inner and outer in the boundary of the child and the external world, and including that of relation with others emphasizes the importance of intervened intellectual and emotional factors in shaping the course of the learning process.
Barsade (1990), his studies revealed that people with high EQ’S know the art of expressing emotions as much as controlling them. Salovey, Peter, Mayer, John-D, Peter presents a framework for Emotional Intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expressions of emotion, the effective regulation of emotions, and the use of feelings to motivate, plan and achieve.

David (1996) explores the current popular concept of Emotional Intelligence and discusses its relevance to teaching. Emotional Intelligence refers to the ability to understand, interpret and control ones emotions. This is important for teachers, not only in terms of role modeling and classroom management, but also for understanding their students.

Cooper (1997) conducted a study which shows that Emotional Intelligence underpins may be of the best decisions, most dynamic organization and most satisfying and successful lives. Attention to emotions has been shown to save time, expand opportunities, and focus energy for better results.

Peter and David (1997) Emotional Intelligence is the ability to perceive emotions, to access and generate emotions to assist thoughts, to understand emotions and emotional meaning, and to reflectively regulate emotions to promote both better emotions and thought. They discuss the general scope and origins of Emotional Intelligence, a revised definitions and conceptualizations of Emotional Intelligence, the assessment of Emotional Intelligence and its applications.

Segmour (1998) in his study provide cognitive techniques for gaining control of ones emotions. A second aim is to provide a theory for understanding such
techniques. The book focuses on the implications this “constructive thinking has for Emotional Intelligence”.

Peter and Mayer (1999) conducted studies involving 503 adults and 229 adolescents show that Emotional Intelligence, as measured by the multifactor Emotional Intelligence scale met 3 classical criteria of a standard intelligence.

Festus (2001) explains the operational conceptualizations of Emotional Intelligence, the benefits of Emotional Intelligence and consequences of ignoring Emotional Intelligence. The roles of general and special educations in developing such intelligences in students with behavior problems are discuss, and an inclusive model for building Emotional Intelligence is presented.

Woitaszewski (2001) investigated the contribution of Emotional Intelligence to the social and academic success of gifted adolescents. The results of hierarchical multiple regression analysis revealed that Emotional Intelligence did not contribute significant to the social and academic success for gifted adolescents. These results suggest that Goleman’s argument about the significance of Emotional Intelligence may be overstated, at least when studying this sample of gifted adolescents.

Jaeger (2001) conducted a study to find out the relationship of three key variables in the graduate student learning process: Emotional Intelligence, learning style preference and academic performance. Although finding’s revealed positive relationship between initial and ending levels of Emotional Intelligence and academic performance, improvement in Emotional Intelligence was not a predictor of student academic success. Furthermore, the findings revealed a strong relationship between Emotional Intelligence and academic performance.
Richardson (2002) recommends that teachers nurture students Emotional Intelligence by teaching coping skills, how to require and use information, how to work with others and how to manage personal growth and suggests educators involve students in common activities that foster Emotional Intelligence and the career choice process.

Richburg (2002) describes the domains of Emotional Intelligence and proposes that there may be a significant relationship between Emotional Intelligence and life success.

Chris et.al. (2003) conducted a study on the measures of Emotional Intelligence, vocational exploration, and career decision-making self-efficiency (CDMSE) was completed by 288 college students. Emotional Intelligence was positively related to CDMSE. Utilization of feelings and self-control factors were inversely related to vocational exploration and commitment. Gender was not a moderator of the relationship between Emotional Intelligence and career variables.

Patricia (2003) designed a learning program to prepare students for teamwork. Self and peer evaluation of Emotional Intelligence indicates that exposure to both content knowledge and practical experience with team process increased the Emotional Intelligence of the experimental group compared to 80 controls in a lecture-based class. This study shows that Emotional Intelligence underpins many of the best decisions, most dynamic organizations and most satisfying and successful lives. Attention to emotions has been shown to save time, expand opportunities, and focus energy for better results.
Raymond and Jan (2003) studied that relationship between Emotional Intelligence and academic achievement in students. Results indicated that Emotional Intelligence is not a strong predictor of academic achievement regardless of the type of instrument used to measure it. The Mayer, Solovey, Caruso Emotional Intelligence Test (MSCEIT, an ability-based measure) and the Bar-on Emotional Quotient Inventory (EQ-i, a self report measure) were used to predict academic achievement. A construct validity examination revealed that the MSCEIT correlated highly with indices of cognitive ability but minimally with personality dimensions. In contrast, the EQ-i failed to correlate substantially with numerous personality dimensions.

Mathur, Dube and Malhotra (2003) studied Emotional Intelligence and it’s interrelationships of attribution, taking responsibility and scholastic performance in adolescents. The results indicated inter-relationship between casual factors of attribution, taking responsibility and scholastic performance of subjects. Hence, all the casual factors of attribution and taking responsibility have interrelationships. If can therefore be stated that all the variables have minor impact on scholastic achievement of the adolescents.

La Civita (2004) examined the relationship between emotional factors and academic achievement of at risk community college students. Specifically, this study examined the relationship of the Emotional Intelligence factors of independence, problem solving, and stress tolerance with the Grade Point Averages (GPA) of at-risk community college students. The study revealed that the independent variable of independence, problem solving and stress tolerance were not significant in
predicting academic achievement of at-risk community college students as measured by the dependent variables, the GPA’s of these students.

Devi and Mayuri (2004) made an attempt to examine the relationship between Emotional Intelligence and personality of adolescents. The study revealed that the total Emotional Intelligence and total personality were significantly and positively related with each other. Most of the dimensions of personality like boldness, enthusiasm, excitability, leadership, maturity and mental health were positively and significantly related to the sub scales of Emotional Intelligence.

Thingujam (2004) stated that the type and quality of home as well as school environment was related to the developments of Emotional Intelligence. The educational planners should take care of the improvement of environmental quality of schools. Further, he said that parent and teacher should not only encourage the child’s cognitive ability but also arrange the environment to make them emotionally competent.

Tiwari and Srivastava (2004) investigated developmental changes in Emotional Intelligence on a sample of primary school children. They were drawn from different schools following a 2×3×3 factorial design, consisting of two gender group (male/female), three types of medium of instruction (Hindi, English, and mixed) and three grades (third, fourth, and fifth). In addition, perceived environmental quality of home and school were also assessed. The results showed that gender had no significant main effect which medium of instruction and grade had significant main effects on all the three components of Emotional Intelligence that is expression and appraisal, regulation and utilization of emotions. It was noted that the children attending English medium schools scored higher followed by Hindi
and mixed medium school children respectively. The older children of fifth grade scored higher than fourth and third grade children. It was found that perceived environmental quality of home as well as school was positively related to Emotional Intelligence scores.

Pandey and Tripathi (2004) investigated the developmental changes in Emotional Intelligence in a sample from five age groups (5-6 years, 8-9 years, 11-12 years, 14-15 years and 17-18 years). The results indicated that there was increase in Emotional Intelligence with age and girls were proficient in managing and handling their own emotions as well as of others.

Bhattacharya, Dutta and Mandal (2004) made an attempt to examine the factor structure of the construct of Emotional Intelligence in India. From a pool of one hundred and thirty items drawn from various scales developed in Western countries, 49 items were selected that were subjected to principal component factor analysis followed by various rotations. Analysis yielded factors such as appraisal of negative emotions, appraisal of positive emotions, interpersonal conflicts and difficulties. Findings suggested that the construct of emotional inter-personal skills and flexibility, and goal- on warding intelligence involve appraisal and experience of emotions for self and inter-personal situations in valence-specific terms (positive-negative) in India.

Singh (2004) made an attempt to develop and standardize a measure of Emotional Intelligence while writing the items, the study followed Goleman’s (1998) model of Emotional Intelligence competencies. Five dimensions self awareness, self-regulation, motivation, empathy and social skills were incorporated. Data were collected from managers from various functional areas and representing a
heterogeneous set of organizations. The study revealed that five dimensions of Emotional Intelligence were positively correlated with organizational commitment, emotional expressions and quality of life suggesting concurrent validity.

Pant and Prakash (2004) stated that the Emotional Intelligence construct is not a unique ability in the Indian sample as measured by the Multi-Factor Emotional Intelligence Scale (MEIS).

Sharma and Sharma (2004) explored the notion of emotional competence among a sample of adolescents by adopting a qualitative mode of inquiry. Open ended interview and classroom-based enactments as well as written exercises accompanied by group discussions were the main strategy for making sense of the perspectives of the children. The study enabled to discern the varied understanding and use of emotions in childrens’ everyday lives.

Sibia, Misra and Srivastava (2004) examined the notion of Emotional Intelligence in the Indian socio-cultural context. An attempt has been made to discern the indigenous notion of Emotional Intelligence based on the perspectives of people (parents, teachers and children) in the contemporary Indian society, where people exhibit a relational and context sensitive construal of self. Results indicate that the Indian view of Emotional Intelligence is context sensitive and focuses on the role of family and society in shaping ones emotion.

Harrod and Scheer (2005) explore the concept of Emotional Intelligence. Emotional Intelligence scores were compared to demographic characteristics of the individuals. Findings indicate that Emotional Intelligence levels were positively related to families, parent’s education and household income.
John (2005) examined Emotional Intelligence skills and potential problems area of elementary educators. The study provided elementary educators with a self-assessment of Emotional Intelligence skills to utilize in the workplace and beyond.

Chapman (2005) made a cross sectional investigation of structural variance, social correlation and relationship to established personality and ability taxonomies with regard to Emotional Intelligence at mid-life. The study showed no greater differentiation in the mid-life sample either among dimensions of Emotional Intelligence or between Emotional Intelligence and personality and intelligence variables. Emotional Intelligence appeared predictive of social variables in each samples.

Pradhan, Bansal, and Biswal (2005) studied Emotional Intelligence and personal effectiveness. The study reported that there exists a positive relationship between Emotional Intelligence and personal effectiveness, and Emotional Intelligence enhances self-efficiency and personal effectiveness. The correlation analysis indicated that perceptiveness is significantly correlated with most of the dimensions of Emotional Intelligence except intuition, interpersonal connections and emotional awareness of others.

Hillary (2005) conducted a study to find out the influence of Emotional Intelligence on the academic achievement of higher secondary school students. The study revealed that the higher secondary school students with high level of Emotional Intelligence had higher academic achievement than those with low level of Emotional Intelligence. The study concluded that there was a substantial or marked relationship between Emotional Intelligence and the academic achievement of higher secondary school students.
Mayer (2005) examined the relationship of Emotional Intelligence and teacher efficacy of science teachers on the academic achievement of students at higher secondary level. She found that the percentage of teachers with average Emotional Intelligence is more and those having low Emotional Intelligence are few. The study also revealed that the percentage of teachers with average teacher efficacy is more and those having low teacher is between that of good and average. While a substantial negative relationship between Emotional Intelligence of teachers and students achievement was found out, significant positive relationship between teacher efficacy and students’ academic achievement was also noticed.

Kristjan (2006) find out that there is a recent trend in moral education, social and emotional learning, incorporates the mantra of Emotional Intelligence as a key element in an extensive program of character building. In making his famous claim that the good life would have to include appropriate emotions.

Kumar (2006) examined the IQ notion of intelligence and generated a plethora of research exploring mainly the cognitive domain. But recently it is realized that the cognitive and effective domains are not mutually exclusive, but functions in an interdependent fashion. Studies of cognitive development have increasingly highlighted the importance of socio-cultural processes and context.

Bardach (2008) investigated the association between middle school principal’s Emotional Intelligence and schools success. The results indicate that a middle school principal’s Emotional Intelligence level is closely related to school success.
3:4. STUDIES ON EMOTIONAL INTELLIGENCE AMONG STUDENT-TEACHERS AND TEACHERS:

Sambit and Jyoti Verma conducted a study on effectiveness of Secondary School Teachers in Relations to Emotional Intelligence and life satisfaction. The purpose of this study was to examine the relationship between teacher effectiveness, Emotional Intelligence and life satisfaction, and also know the interaction effect of Emotional Intelligence and life satisfaction on teacher effectiveness of Secondary School teachers. The study revealed that (i) the teachers working in Secondary Schools do not differ significantly in their variables like teacher effectiveness, Emotional Intelligence and life satisfaction with respect to type of school management and place of habitation, (ii) there is significant correlation found between teacher effectiveness and emotional Intelligence, (iii) only levels of life satisfaction are dependent on types of school management, (iv) the interaction effect of Emotional Intelligence and life satisfaction on the teacher effectiveness of Secondary School teachers is insignificant.

Mishra (2006) has studied the teaching work motivation among emotionally intelligent student teachers. 64 student teachers were taken as a sample and test of Emotional Intelligence (student-Teacher Form) and Teaching work motivation Inventory, both prepared by K.S. Mishra were used as tools. He found that as compared to high emotional intelligent student-teachers, less emotionally intelligent student-teachers, have less teaching work motivation. For highly emotionally intelligent student-teachers emotional intelligent was found to be positively related to teaching work motivation. But for less emotionally intelligent student-teachers the relationship was not significant.
Upadhyaya (2006) has studied the personality of emotionally intelligent student-teachers on a sample of 78 student-teachers. Test of Emotional Intelligence (student-Teacher Form) and “Personality Inventory” both developed by K.S.Misra were used for the study. It was found that as compared to low emotionally intelligent student-teachers, high emotionally intelligent student-teachers are more confident, persistent, supportive, enthusiastic and divergent. Student-teachers of high and low Emotional Intelligence do not differ on the personality traits like experimentive vs. conservative, emotionally stable vs. excitable, spiritual vs. materialists, social vs. self centered, adoptive vs. rigid, inquisitive vs. non-curious, relaxed vs. happy-go-lucky, group dependent vs. autonomous, humble vs. assertive, more analytical vs. less analytical, forthright vs. crooked, dominant vs. submissive, conscientious vs. unscrupulous.

Michael (2005) has studied the Emotional Intelligence and faculty qualities necessary for success in a non traditional classroom setting. Emotional Intelligence was measured by EQ-i and sample consisted of 52 faculty members. Results revealed that there is no significant relationship between scores of Emotional Intelligence and scores of Emotional Intelligence and scores on the student end-of-course evaluations. Also both faculties who scored high and low in assessment of Emotional Intelligence, stressed flexibility and strong interpersonal relationship skills in the classroom. Faculty members who scored high on Emotional Intelligence assessment demonstrated more optimism than those who scored low on the assessment of Emotional Intelligence.

Priyadarshini (2005) studied Emotional Intelligence among the academic professionals from different departments of technical institutions and founded that
there is a significant difference in the perception of male and female staff members with respect to their perception towards the components of Emotional Intelligence such as emotional sensitivity, emotional maturity and emotional competence. Majority of the staff members have got moderate Emotional Intelligence. Males and females are having moderate EQ though females were higher on Emotional Intelligence than men. It has been also found that there is significant difference between Emotional Intelligence with respect to educational level and Emotional Intelligence increases with increase in the span of experience and experience is found to be the most important factor of Emotional Intelligence.

Sibia, Mishra and Srivastava (2004) shows an analysis of teachers qualities, that teachers who are affectionate and cooperate, have control over negative emotions and are friendly, were found to be emotionally successful. Children also admire teachers who are dedicated and show empathy and concern, are responsible and have a happy disposition. Creative, unbiased, confident, helpful, optimistic and fearlessness were some other characteristics mentioned by the children while stating the favourite qualities of their favourite teacher. Children’s responses indicate that they like teachers who are disciplined, regular, punctual, well behaved, available for students, serious about the studies, and make extra effort to reach out to each and every student.

Okech (2004) has examined the relationships among Emotional Intelligence, teachers’ self-efficacy, length of teaching experience and age in a sample of South Texas public school teachers. The study also examined differences in Emotional Intelligence between male and female teachers. Sample consisted of 180 elementary science teachers in which 14 were male and 166 were females. Results were drawn
by using co relational and causal comparative research design. The multifactor Emotional Intelligence scale (Mayer, Caruso and Salovey, 1999), the science teaching efficacy beliefs instruments (Riggs and Enochos, 1990) and a demographic questionnaire were used as tools. A significant positive relationship was found between ‘Emotional Intelligence’ and ‘teacher’s self- efficacy’. But there was no significant relationship between Emotional Intelligence and length of teaching experience and between Emotional Intelligence and age. Male and female teachers are found to be different on Emotional Intelligence.

Perry, Bal and Stacey (2000) have studied about a measure of Emotional Intelligence that relates directly to the work teachers in schools and the levels of Emotional Intelligence held by teachers at the beginning of their career. The present measure was planned to refer to aspects of teaching normally experienced by teachers and in the contexts of particular situations where Emotional Intelligence might be presumed to operate. 357 students undertaking the second year of a four year teacher education course were taken as sample. Drawing on the four branch model of Emotional Intelligence (identifying emotions, using emotions, understanding emotions and managing emotions). A framework, a series of ten teaching situations were presented before the student-teachers. Each of the items was related on five point Likert Scale. The situations for the measure are typical of those that could be expected as part of the practice of teaching. Categorical finding based on gender, faculty, age-group and teaching focus shows that: (i) A strong and significant gender difference exists on Emotional Intelligence reactions.(ii) Emotional Intelligence is directly related to the understanding of teaching motivation and self directed learning of student-teachers.
Singh (2003) has studied the Emotional Intelligence and adjustment of teachers working in different levels of education. Sample for the study consisted of 300 teachers selected from 17 institutions of Agra city. Teachers Adjustment Inventory (Rashi Ojha) and EI Scale (Akukool Hyde and Upender Dhai) were used as tools for the study. He found that there is a significant positive relationship between Emotional Intelligence and adjustment. Teacher working higher educational institution have better Emotional Intelligence and adjustment in comparison to the teachers in secondary and primary schools.

Tucker, Sojka, Barone and Mc Carthy (2000) found that EQ training programme with the help of an instructor is essential for improvement as well as for assuring the success of any teaching and learning activity.

Mittal (1992) had studied teachers’ motivation to work and some factors associated with high and low work motivation of teachers and found that female teachers were more motivated to work than male teachers. High and low motivated teachers deferred on low vs. high anxiety, emotionality vs. alert poise. He also found that personality factors contributed 34.12 variance in teachers work motivation.

Brand (1989) studied the impact of emotion on writing process of teachers and found that writers experience a variety of emotions when they write and anxiety was the negative emotion most often experienced by all writers.

Mittal (1989) studied the teachers’ motivation to work and found that sex of teachers had no significant influence on their motivation to work. And also teachers who perceived less psychophysical hindrance and more humanized thrust were found to be more work motivated.
Gupta (1985) had studied the personality of effective secondary school teachers by using Cattell's 16PF Inventory and found that emotional stability has positive and significant relationship with teaching efficiency. There was a significant variation between effective male and female teachers on emotional stability. Also, there was significant variation among effective teachers of different disciplines on emotional stability.

Chaddha (1985) had studied the emotional adjustment of 350 high and higher secondary school teachers and found that emotional adjustment distribution was not normal for the total sample of teachers as well as for the male and female teachers. No significant difference was observed between the emotional adjustment scores of various sub-group of teachers; male rural-male urban, male rural-female rural, male-urban-female urban, female rural-female urban.

Banga (1983) had studied the impact of teachers training programme on the personality motivating of students and found that boys could overcome emotional situations at the end of the training. Boys were found to be suspicious and self-opinionated, tensed, frustration driven, apprehensive, worrying and depressive when they join the course and become more so after the training programme while girls were found to be suspicious, self-opinionated, emotionally controlled and socially precise at the beginning of the training and become more so after the training programme. Training programme negatively affected the emotional control of boys and while positively affected the emotional control of girls.
3:5. STUDIES RELATED TO EMOTIONAL INTELLIGENCE AND TEACHER EDUCANDS:

Tincy Ramakrishnan (2001) conducted a study on Birth Order, Mental ability, And Emotional Intelligence of undergraduate Students. This study reveals that the establishment of the ordinal position among siblings happens at the time of conception; it is common fallacy to imagine that children of the same family are brought up under the same circumstances. According to Adler (1939), the first child feels dethroned or becomes emotionally insecure by the arrival of a new child. The academic intelligence offers virtually no preparation for turmoil i.e., a high IQ is 0.

no guarantee of prosperity, prestige or happiness in life. Hence the focus is shifted to a set of traits or a relatively new concept- Emotional Intelligence that also matters immensely for a person’s ability and potential for them. The major findings of the study are there will be significant difference among the four groups of students categorized on the basis of birth order in their mean score on mental abilities. The study can be implied much fruitfully in family counseling setting where the parents can be given awareness about the long lasting effects of the ignorance and the possibilities of improving the abilities of their children. Taking the aspect under consideration teachers and significant others can modify their mode of approach towards the children.

Dhull (2004) conducted a study on Emotional Intelligence, its significance for teacher educators. The study reveals that an emotionally competent teacher is likely to emphasize on responsible behavior on the part of his students by placing himself as a role model and through formalizing classroom activities in a proper way. So we must have to consider and plan about restructuring and resulting one teacher
education pre-service program in a way that they may suitably result in a proper development of Emotional Intelligence and emotional competencies among the school teachers.

Remould (2005) conducted a study on enhancing Emotional Intelligence of student teachers through Enneagram educational programs. The findings of the study was mean scores for emotional self-awareness, emotional a significant difference between the mean scores for emotional self-awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections of the components of EQ of the experimental group and the control group in the pre and post-intervention administration of the scale.

Amritha (2005) conducted a study on influence of personality on the Emotional Intelligence of teacher educands. The result reveals that gender, ages, and qualifications influence the Emotional Intelligence of teacher educands. Further, it is found that extroversion, introversion and feeling dimensions of personality have a negative impact on Emotional Intelligence of teacher educands whereas thinking and judging dimensions have a positive impact on their Emotional Intelligence.

Patil (2006) conducted a study on Emotional Intelligence among student teachers in relations to sex and academic achievement. The study shows there is a close relationship between the emotional intelligent and academic achievement of teacher educands.

3:6. STUDIES RELATED TO MEASUREMENT OF EMOTIONAL INTELLIGENCE:

Coryn et.al. revealed the development and evaluation of a measurement device called Social-Emotional Learning Scale (SELS) designed to assess
elementary-aged students’ social-emotional learning needs. This tool demonstrated evidence of both precision and accuracy, including internal consistency as well as convergent and discriminate validity.

Follesdal and Hagfvet (2009) pointed out that no studies have yet been reported that have carried out a comprehensive analysis of reliability of scores from MSCEIT; taking into account the different conceptual features of the multifaceted measurement design. The low estimated generalizability coefficients suggest that the scores may not generalize well to intended domains and the validity of some of the scores may be questioned.

Qualter et.al. (2007) through their study suggested that pupils with high/average levels of Emotional Intelligence cope better with transition in terms of grade point average, self-worth, school attendance and behavior than pupils with low Emotional Intelligence.

Brackett (2006) examined the relationship between self-report and performance measures of Emotional Intelligence and the results show that Self-Rated Emotional Intelligence Scale (SREIS) and performance measures of Emotional Intelligence as assessed by the MSCEIT, were not strongly correlated. Results indicated that perceptions of ones Emotional Intelligence and emotional abilities are not an accurate indicator of Emotional Intelligence and actual social competence.

Drew (2006) explored the possibility on Emotional Intelligence assessment instrument can predict Student Teacher Performance (STP). The results indicate that Emotional Intelligence, as assessed by the Bar-On EQ-i, and college
supervisors’ assessments of 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 STP, and the Stress Management and Adaptability Scale scores did not have any statistically significant relationship with total or any aspect of STP.

Meijer et.al. (2006) developed an instrument to measure social emotional characteristics and special educational and pedagogical needs of students in the last grade of primary educations. Intelligence was the most important predictor; lack of conscientiousness accounted for another nine percent of the variance in level of secondary education.

Palmer et.al. (2005) examined the psychometric properties with the most recent ability test of Emotional Intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test. The fundamental limitations of the MSCEIT with respect to the inadequate number of subscales theorized to measure each branch levels factor are identified.

Zeidner et.al. (2005) examined academically gifted and non-gifted high school students to compare mean Emotional Intelligence scores, various essential procedures, and relations between Emotional Intelligence and ability, across different populations. Findings suggest that individual differences are measure dependent, with the profile of scores variable across Emotional Intelligence assessment procedures.
3:7. STUDIES RELATED TO ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE:

Sony et.al. (2010) proposed that Emotional Intelligence and general mental abilities (GMA) differ in predicting academic performance and the quality of social interactions among students’ findings of the study support the notes that Emotional Intelligence and GMA each have a unique power to predict academic performance, and that GMA is the stronger predictor. However, the results also show that Emotional Intelligence, but not GMA, is related to the quality of social interactions with peers.

Deniz, Tras, and Aydosan (2009) analyzed the effects of Emotional Intelligence on the academic procrastination and locus of control tendencies of a group of students. Research findings show that the subscales of the Emotional Intelligence scale, adaptability and coping with stress, are highly correlated with the students’ academic procrastination tendency scores. Secondly, it was found that the two sub-scales of the Emotional Intelligence Scale, adaptability and general mood, could significantly predict the students’ locus of control scores.

Berenson, Boyles, and Weaver (2008) examined the intrinsic factors of Emotional Intelligence and personality to determine the extent to which they predict Grade Point Average (GPA), a measure of academic success, among students. Study revealed that Emotional Intelligence emerged as the most significant direct predictor of GPA. Also the soft skills are pertinent to academic success and may constitute a useful profile of the successful online student that could be applied to marketing, advertisement, quality assessment, and retention efforts.
Rosenblatt and Elias (2008) documented a normative decline in academic achievement across the transition from elementary school to middle or junior high school. They examined the effectiveness of varying levels of a social-emotional learning intervention and recommend for a school transition programme, to raise interesting theoretical questions about the relationship between social-emotional learning and academic growth and achievement.

Jaeger and Eager (2007) explored the value of Emotional Intelligence as a means to improve academic performance. They stated that academic model of success in higher education often neglects the role of non-cognitive variables, including Emotional Intelligence. Their addresses the value of Emotional Intelligence in predicting academic performance as measured by cumulative grade point average. The study concluded that the role student affairs professionals play in the non-cognitive development of students, specifically Emotional Intelligence, could enhance student performance inside and outside the classroom.

Srivastava (2007) conducted a study to find out the relationship between Emotional Intelligence and achievement in environmental studies. The study revealed that there was significant positive correlation between Emotional Intelligence and achievement in environmental studies. The study also revealed that emotionally intelligent students were more emotionally stable and sensitive to their environmental issues than their less emotionally intelligent counterparts.

Amelang and Steinmayr (2006) examined the incremental validity for tests of Emotional Intelligence for explaining the variance of performance criteria. Two studies were conducted to examine if Emotional Intelligence could predict achievement above and beyond intelligence and conscientiousness. By means of
structural equation modeling the data of both samples were separately tested for sex differences as well as for a validity increment of Emotional Intelligence. In both samples, Emotional Intelligence could not explain any variance in the criteria beyond psychometric intelligence and conscientiousness. The tests for sex differences only showed sex specific convergent validity of Emotional Intelligence in the student sample, providing useful information on the developmental aspect of Emotional Intelligence.

Parker et.al. (2006) had studied the Emotional Intelligence of 464 principals or vice-principals from the elementary and secondary schools and found that women scored higher than men on the interpersonal dimensions of Emotional Intelligence. Also task-oriented principals are found to have impulse control, self awareness, assertiveness, self-actualization, empathy, social responsibility; interpersonal relations, adaptability, problem solving, independence, stress tolerance, optimism and happiness, gender, inter-personal, intrapersonal relations and adaptability were found to be the predictor of task oriented principals and vice-principals.

Mohana Sundaram, Balasubramanian and Vijaya (2004) conducted a study on Emotional Intelligence and achievement of teacher trainees. The study revealed that there was no significant correlation between Emotional Intelligence and achievement in social science subject. The men and women, teacher trainees do not differ in their Emotional Intelligence. The teacher trainees of co-education institutions are at a higher level than the teacher trainees of non-co-education in their Emotional Intelligence.

Nelson & Low (2003) were of the opinion that Emotional Intelligence is the single most important influencing variable in personal achievement, career success,
leadership and life satisfaction. They feel that an emotionally fit person should be able to identify, understand, experience, and express human emotions in a healthy and productive ways.

O’connor and Little (2003) argued that ability measures of Emotional Intelligence, based on a cognitive framework, would better predict academic achievement than would self-report Emotional Intelligence measures.

Maree and Ebersohn (2002) examined the possible meaning of the construct Emotional Intelligence. Two case studies of adolescent males were presented and indicated that Emotional Intelligence has a significant impact not only on the qualitative level of intelligence actualization but also on the quantitative level of intelligence measurement and scholastic achievement.

Ajayakumar Bhimrao Patil (2002) conducted a study on Emotional Intelligence among student teachers in relation to sex, faculty and Academic Achievement. The significance of this study was that EI is totally dependent on the environment. It is related neither to development of some organ nor to physiological process. There is ample scope for its development at any age. So the results of this study will be useful to the student teacher to improve their Emotional Intelligence. Emotional Intelligence gives a new approach to student teachers, who is future become teachers. This approach embraces the learner and learning in a more complete way than traditional schooling. Education for promoting emotion needs to be recognized as an essential element of the educational process in the class room and therefore, developing Emotional Intelligence becomes a prime concern of college of education and curriculum of B.Ed course. The researchers used Emotional Intelligence tools. Major objectives of this study are to find the difference in the EI
of male and female student teachers and to find the relationship between EI and Academic achievement of student teachers. The major findings of this study are Emotional literacy program for student teachers should be started. This will help to improve student teacher overall performance. It also helps to control the decline of the education and strengthen educational process in accomplishing its main objectives.

Darsana (2002) conducted a study of relationship between Emotional Intelligence and certain achievement facilitating variables of higher secondary school students. In this study aimed at finding the relationship between Emotional Intelligence and Achievement facilitating variables, and comparing Emotional Intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management, the investigator finds that there is significant relationship between Emotional Intelligence and achievement motivation. The investigator used the tools like EIT, socio-economic status scale, examination Anxiety scale and self concept scale.

Usha (2002) conducted a study on Emotional adjustment and family acceptance of the child: correlates for Achievement. The study is aimed at finding the extent of relationship between Emotional Adjustment and family acceptance of the child of academic achievement. Survey was the method used and the study was conducted on a representative sample of 700 standard nine pupils drawn from three districts of Kerala. The findings revealed that there exists a significant relation between emotional adjustment and achievement and also with family acceptance of the child and achievement. No significant difference was noticed between Emotional adjustment of boys and girls. Urban pupils were found superior to rural pupils in
their Emotional adjustment, family acceptance and achievement. The study revealed that Emotional adjustment and the extent to which the child is accepted in the family have significant relations to achievements. An Emotionally distributed child, even though intelligent, may find it difficult to achieve the desired educational goals. Any vivid experience that is experienced by intense emotions is likely to have a profound effect on one's attitudes, values, and future behavior. The effect may be favorable or unfavorable, depending on the emotion aroused, its intensity, previous experience with the emotion and the preparation one has had for it. Students who rate higher in emotional adjustment are likely to have more moral maturity and can make more mature moral judgments than students with similar intelligence who is emotionally disturbed.

3:8. STUDIES RELATED TO PROFESSIONAL DEVELOPMENT AND EMOTIONAL INTELLIGENCE:

Jackson’s (2009) findings indicated that the principals scored high in the influential and conscientational subscales and low in the dominance subscales. The principals also processed either near average or above average Emotional Intelligence with both principals scoring particularly strong in the strategic subscales.

Moafian and Ghanizadeh (2009) examined the relationship between Iranian EFL teachers’ Emotional Intelligence and their self-efficacy in language institutes. Data analysis and statistical calculations revealed that there is a significant relationship between the teachers’ Emotional Intelligence and their self-efficacy. Three subscales of Emotional Intelligence-emotional self-awareness, Interpersonal-
relationship, and problem solving- were found to be good predictors of teacher self-efficacy.

Ramo, Sariz, and Boytiz (2009) revealed that both emotional and social competencies and personality traits are valuable predictors of job performance. In addition, competencies seem to be more powerful predictors of performance than global personality traits.

Bissessar (2008) suggested that there is a need for transformational leaders to embrace Emotional Intelligence, intrinsic motivation and extrinsic motivation towards becoming more self-actualized leaders.

Ogremi (2008) examined the relationship between Emotional Intelligence and teacher effectiveness of elementary and kindergarten pre-service teachers and recommend that teacher education programmes and future research include Emotional Intelligence to improve quality in teacher education.

Palomera et.al. (2008) in their article called for the inclusion of emotional competencies within basic competencies considered in compulsory schooling and in the objectives of pre-service teacher training as the priority educational context for this type of learning, which is also an indispensable requirement for later ongoing professional development.

Penrose, Perry & Ball (2007) showed that length of teaching experience and current status add significant direct effects on predicted teacher self efficacy but did not moderate the relationship between Emotional Intelligence and teacher self-efficacy. These findings are significant as this now demonstrates a relationship
between levels of Emotional Intelligence in teachers, their self efficacy beliefs and teacher effectiveness.

Subramaniam and Cheong (2008) conducted a study to explore the Emotional Intelligence of mathematics and science teachers. The findings showed that there was no significant difference in the Emotional Intelligence between the mathematics and science teachers, though a high mean value of Emotional Intelligence was noted for mathematics teachers compared to the science teachers.

Beland (2007) opined that high school students will need a high level of skill in the social and emotional arena to be ready for competitive employment in the 21st century. Beland describes creative ways that high school teachers integrate training in five key components of social and emotional learning: social awareness, self-management, relationship skills, and responsible decision making into curriculum and classroom practice.

Robertson (2007) provided an overview of the concept of Emotional Quotient and its historic and theoretical foundations. Strategies for developing and implementing skills related to Emotional Quotient to enhance clinical competence and cultural proficiency are explored.

Hayashi and Ewert (2006) explored the concept of outdoor leadership from the perspectives of Emotional Intelligence and transformational leadership. The results revealed a number of unique characterizations of outdoor leaders’ Emotional Intelligence and leadership, including constituents of past outdoor experience to the development of Emotional Intelligence as well as transformational leadership.
3:9. STUDIES RELATED TO ORGANISATIONAL DEVELOPMENT AND EMOTIONAL INTELLIGENCE:

Stein et.al. (2009) in their study examined the Emotional Intelligence scores of executives in comparison with the general population and to investigate the executive groups Emotional Intelligence scores in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The findings enable researchers and practitioners to better understand what leadership differences and similarities exist at various organizational levels.

Sanville (2009) conducted a study to determine the extent to which the dimensions of principal Emotional Intelligence, as perceived by teachers accounted for variability in school climate. The data analysis reveals that principal self-awareness and self-management accounted for the variability in school climate. The Emotional Intelligence clusters of social awareness and relationship management did not account for significant variability in school climate.

Coppock (2007) conducted a study on the effectiveness of emotional literacy work in schools and the findings contribute to the growing body of research evidence on and models of best practice in, promoting the emotional well being of children and young people.

Rao (2006) proposed that it has become increasingly clear that although Intelligence Quotient and technical skills are important, Emotional Intelligence is the SinQuaNon of leadership.

Holf and Jones (2005) examined the concept of Emotional Intelligence in conjunction with organizational behavior, education, and training for enhanced emotional knowledge within businesses and academic organizations. The role of an
emotional quotient is considered in management effectiveness together with effectiveness of schools.

Rajan (2004) focused his study for identifying emotionally disturbed children in primary school from 5-10 year age group; studying their drawings as a form of self-expression ascertaining whether drawings are indicative their value for diagnostic therapeutic intervention by teachers in elementary education.

Vembu (2003) studied the relationship between Emotional Intelligence and organizational stress and explored that there exists a significant negative relationship between them. This result help in the formulation of suitable development programs to help the individuals cope with stress better and work better.

Finnegan (1998) argues that schools should help students to learn the abilities underlying Emotional Intelligence. Possessing those abilities or even some of them are lead to achievement from the formal, educational years of the child and adolescent to the adults’ competency in being effective in the workplace and in society.

3:10. SUMMARY OF RELATED STUDIES

Analysis of various studies has revealed that gender difference exists with regard to Emotional Intelligence. Priyadarshini (2005) and Banga (1983) have found that male teachers are more emotionally intelligent than female teachers while Okech (2004) and Perry, Ball and Stacey (2004) have reported that there is significant difference in Emotional Intelligence between male and female teachers. In contrast to this, Chadha (1985) has observed no significant difference between male-rural and female-rural teachers, and male-urban and female- urban teachers.
Mittal (1989) reported that sex of teachers has no significant influence on their motivation to work. Contrary to this, Mittal (1992) found that female teachers were more motivated towards work than male teachers.

Analyses of the studies pertaining to relationship between personality and Emotional Intelligence have revealed that some personality traits of teachers are related to Emotional Intelligence. Upadhyaya (2006) found that students-teachers of high and low Emotional Intelligence do not differ on emotional stability while Vora (1980) found a close and effective relationship between emotional stability and emotional maturity. Upadhyaya (2006) found that high emotionally intelligent teachers are more enthusiastic and confident. George (2000) reported that people in other jobs with above average Emotional Intelligence adopt coping behaviors which are necessary for generating confidence and enthusiasm.

Michael (2005) found that high Emotional Intelligence generates more optimism in teachers and George (2000) found that for other than teaching job, people with more than average Emotional Intelligence adopt coping behaviors which are necessary for generating more optimism.

Upadhyaya (2006) found that student-teachers of high and low Emotional Intelligence do not differ on the personality traits self-centeredness symptom of emotional maturity among the persons in other jobs. Upadhyaya (2006) found that student teachers of high and low Emotional Intelligence do not differ on the personality trait- affectionate while Sibia, Mishra and Srivastava (2004) reported that affectionate teachers are emotionally successful.
Analysis of the studies conducted in the field of relationship between Emotional Intelligence and work motivation has revealed that Emotional Intelligence affects work motivation. Okech (2004), Mayer and Salovey (1997) and Mittal (1992) have indicated that Emotional Intelligence is a required for work motivation among teachers. Mishra (2006) and Perry, Ball and Stacey (2004) found that Emotional Intelligence is directed related to teaching motivation. Similar findings have been reported by Parkar (2006), Duran, Extremre and Rey (2004) and singh (2001) for persons engaged in non teaching jobs.

Studies related to non-teaching jobs have revealed the Emotional Intelligence competencies distinguish top performers from average ones. Mc clelland (1998) found that achievement drive distinguishes top performers from average ones and Boyatzis (1998) reported that top performers are able to balance their drive. Parker (2006) found adaptability as a predictor of task- oriented principals and Mc clelland (19998) found that adaptability distinguishes top performers from average ones.

George (2000) found that people with above average Emotional Intelligence have above average level of confidence and Mc clelland (1998) found that self-confidence distinguishes top performers from average ones. Mc clelland (1998), Goleman (1998), George (1990) and Boytazis (1982) indicated emotional competencies as a necessary factor for top performance among managers working in jobs other than teaching. Pool (1997) reported that emotional well- being is a predictor of success in any job while Hunter and Hunter (1984) reported that IQ by itself is not a very good predictor of job performance.

Tucker, Sojka, Barone and Mc carthy (2001) found that Emotional Intelligence is important for success in teaching while similar findings have been indicated by

3:11. CONCLUSION

The review of related literature empowered the investigator to have extensive information on the history of Emotional Intelligence, current trends in Emotional Intelligence, and training strategies for the enhancement of Emotional Intelligence. It made possible for the investigator to frame the objectives, to formulate the hypothesis, prepare appropriate tools and select suitable method for the study. It also gives the idea or proper interpretation of data and drawing valid conclusions based on findings. The importance and need for Emotional Intelligence and its training to the secondary school students is an eye opener to the investigator to develop a standardized tool for measuring the Emotional Intelligence among the high school students and teachers and train the students for enhancing their Emotional Intelligence with the developed and validated tools.