CHAPTER-II

Review of Related Literature

Introduction:-

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

**Definition of literature review :-**

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

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

**Purpose of a Literature Review:-**

There are several purposes to writing a literature review. To provide the reader with an up to date account and discussion of the research has findings in a particular topic. This might sound pretty esoteric but you will find that in
writing a literature review you will learn about the ways other people have constructed their own research projects. Seeing what others have done might help you understand your own assignment. You might be able to see the methods that other more experienced researchers have used and you might decide to follow on their footsteps and copy their methodological approach. You might also be able to detect conflicting points of view expressed by different authors. These conflicting points of view might be the indicators of diverging theories within the same topic. You need to be aware of these conflicting theories as well as of the arguments supporting these theories in order for you to assess their value and make up your own mind on the topic. Being aware of the theories will help you later in your life as a student when you will have to design a larger research project like your dissertation. You might also be able to discuss relevant research carried out in the same topic. It is important to be able to discuss relevant research because very often it is very difficult (as students and as researchers) to keep abreast of everything that is published every year in a topic. The job of the writer of the literature review is to summarize and discuss the major documents published in that topic over a stated period of time. The discussion will take into account the methods and the results or findings of the most relevant research. The reviewer will assess whether the methodology is appropriate and whether the results seem valid. The reviewer therefore evaluates the quality of the research as opposed to merely listing documents. The reviewer may also discuss material published in other fields which are related to the main topic. This process is very important since very often research in the social sciences is multidisciplinary, i.e. knowledge gets generated from many disciplines and needs to be integrated. For example in order to be able to research and write a literature review on a question like ‘Why do teenagers smoke?’ ‘The reviewer might need to read material from journals in psychology, medicine, and sociology.\(^1\)

**Mechanics of Writing a Literature Review:-**

You need to read. You need to read because it will give you ideas, and because it might improve your writing style. You need to develop some basic reading strategies. You need to decide:

- Where to read

\(^1\) [http://trochim.human.cornell.edu/kb/probform.htm](http://trochim.human.cornell.edu/kb/probform.htm)
• What to read
• Whom to read
• How to find what you need to read

Your University or College library might be your first port of call in deciding where to read, but as you progress in your course you might need to read in other libraries. You might also choose to photocopy material from these libraries and read it at home. The advantage of using photocopies is that you can underline the material and make notes. The question of what to read is more tricky- Books, journals, reports, popular media, computer-based material, internal reports, letters, conference proceedings etc. You will probably need to read all these when you are constructing a literature review. When you try to determine who to read you need to be aware that anyone can be mistaken in their interpretations or their opinions. It is therefore important that you can be able to ascertain how authoritative the person that you are reading is. You should also be able to ascertain their motivation in writing. This might help you determine if the person has a biased perspective on an issue. You should be guided on what to read (at least as a starting point) by your module coordinator(s) and seminar tutors however, that is only initial guidance, after that you should be capable of finding your own material. Once you have set-up your basic reading strategies, you will need to be able to understand what you read. This is slightly more complicated than it seems because you will need to be able to develop tricks to scan a lot of documents very fast, and decide if a particular document is good enough to merit careful reading. It takes practice to be able to look at a document in the library and determine if it is good enough for you to spend serious time reading it. Have a look at the table of contents and index of the book. Look at the introduction and concluding chapter. Scan some of the topics from the index and determine if the material is adequate. These hints will give you a superficial knowledge about the content of a document; however you will not be able to write a literature review based on superficial knowledge. You will have to read enough to know enough about what has been written and summarize it in an intelligent fashion. In other words, you need to know enough to be able to be critical about it. Once you select a document for serious reading, you will need to summarize and criticize it. I am including here some material from the session on
abstracting to refresh your memory since you will need to make a large number of
abstracts before you are able to construct a literature review.

Review of the study related from Indian context:-

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

Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambica Sharma (2002)-
Satisfaction as predictor of Life Satisfaction: A study on Lecturers in Govt. & Private
Colleges in Jammu studied at Project level and concluded that the present study aims to
find out the job-satisfaction and life satisfaction of the government and private lecturers
of Jammu district. A total of 60 lecturers (30 male and 30 female) were selected using
random sampling technique. The data was obtained through questionnaires which were
administered personally. Results indicated a significant difference in the job-
satisfaction of government and private college lecturers with government college lecturers
having higher job-satisfaction. Government and private college lecturers do not differ
significantly on life-satisfaction scores. A significant positive correlation between job-
satisfaction and life-satisfaction of overall sample was found. Positive correlation
between these two variables has important implications for managers and supervisors.

Farah Mushtag & K. Bharati Kumari (2003) -"A study of parental encouragement,
academic anxiety and emotional stability of school going Adolescents" at Ph.D. level
studied and got concluded that The correlation values between parental encouragement
and academic anxiety are very low. Academic anxiety is negatively correlated with
parental encouragement and positively correlated with emotional stability in girls. The

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- 24 -
correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negatives in Muslim boys. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys. However most of the correlations are less than O.S. It means the correlation values are low, In Muslim boys there is low negative correlation between parental encouragement and academic anxiety. The studies conducted various people have found significant correlation between academic anxiety and emotional adjustment.

Upadhyay, S.K. and Upadhyay, Vikrant. (2003)- “A Study of Emotional Stability and Academic Achievement of Boys and Girls at Secondary level.” at Ph.D. level studied and got concluded that Emotions have both direct and indirect and indirect effect on personality. The direct effect comes from physical and mental disturbances. While indirect-comes from reactions of members of the social group around the person who is experiencing the emotion. If the emotions are unpleasant or uncontrolled, they are damaging to the personality pattern. If pleasant and controlled then have vice versa effect on life. The main finding are:- 1. Boys are significantly emotionally stable than girls. 2. There is no significant difference between boys and girls in academic achievement. 3. There is no significant relationship between emotional stability and academic achievement of the students.

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

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6 Indian Journal of Education research Vol 23, No. 1, Jan-June 2004
are upon us it we are to truly prepares students to thee successful in the world’s greyhound school. We must give them the skills of emotional literacy.

Vikrant Upadhyay & S.K. Upadgyay (2004)- “A study of emotional stability and academic achievement of boys and girls at secondary level”\(^7\) at Ph.D. level studied and got concluded that The main findings are :-

1. Boys are significantly emotionally stable than girls,

2. There is no significant difference between boys and girls in academic achievement.

3. There is no significant relationship between emotional stability and academic achievement of the students.

Geeta S. Pastey and Vijayalaxmi A. Aminbhavi (2006) - “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”\(^8\) entitled the research and the analyzed and interpreted findings of the study have led to the following conclusions. Adolescents with high emotional maturity have significantly higher stress and self confidence than those with lower emotional maturity. Sex of the adolescents has not influenced their stress and self confidence. Having more number of siblings has influenced positively the self confidence of adolescents when compared to those having less number of siblings. Whereas number of siblings has not influenced significantly their stress. Order of birth of adolescents has no significant impact on their stress and self confidence. Varying educational level of adolescents’ fathers has significantly influenced the stress experience of their adolescent children. Whereas the educational level of parents has not influenced the self confidence of their adolescent children. Income of family has no significant impact on the stress and self confidence of adolescents.

Jayan, C. (2006) – “Emotional Competence, Personality and Job Attitudes as Predictors of Job Performance”\(^9\) entitled the research and the sample consisted of 204 middle level managers, who completed Emotional Competency Inventory, Type A Personality Pattern, Job Attitudes Scale and Performance Rating (Self) Scale. Co-worker rating and Superior ratings for these managers were also obtained. Stepwise regression

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\(^7\) Indian journal of education research vol 23, No.2, July- December 2004 Page - 41


analysis showed that R increased from 0.1155 to 0.3369 with addition of each of the seven variables that contributed significantly to the prediction of job performance.

**Suneetha Hangal and Vijayalaxmi A. Aminabhavi (2007)- “Self-Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers”**

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

**Manoharan, R. John Louis and I. Christie Doss (2007)- “Emotional Maturity of Post-Graduate Students in Pondicherry Region”**

(Ph.D. level studied and concluded that the study was undertaken with the objective of identifying the level of emotional maturity of Post Graduate students in Pondicherry region. A sample of 256 students was drawn from the Pondicherry University and four affiliated colleges. An Emotional Maturity Scale which has five components namely emotional instability, emotional regression, social Maladjustment, personality disintegration and lack of independence was used to collect the data. The level of emotional maturity of P.G. students is low. Their scores on the components namely emotional instable, emotional regression and social maladjustment are on the higher side. Therefore, they are poor in their emotional stability, emotional well-being and social adjustment. Their scores on the last two components namely, personality disintegration and lack of independence are below average. Hence they are moderately sound in their personality integration and independence. The emotional maturity of P.G. students is influenced by sex, class and

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11 EXPERIMENTS IN EDUCATION, Vol.35 No.8 August 2007
group. The level of emotional maturity of female students is higher than that of the male
students. It is also to be noted that students of the second year are more mature than those
of the first year. It is also found from the table that there is significant positive
relationship between the group chosen for study and level of emotional maturity: Arts
group students have higher numerical score than the science students –which means
science students have greater emotional maturity.

**Ruchi Dubey (2007) – “Relationship between Emotional Intelligence and Academic
achievement of undergraduate students.”**

Ph.D. work, The major findings of the study were:- It was found that there is not relationship between emotional Intelligence and academic achievement of undergraduate students of Arts and science stream. The only exception is the mathe group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

**Sharma, Kanak, (2007)- “A study of emotional intelligence among adolescents in
relation to adjustment and Defense mechanism”**

at Ph.D. level studied and got finding of the present study is likely to prove of immense importance to educational thinkers teachers and psychologists and others .For leading a happy and contented and life a balance between Emotional intelligence and adjustment and defense Mechanism is refused. Teachers Parents and society may provide such guidance and training for the development of these propensities by which adolescents shall be able to lead a happy and contented life and may be successful in professional life too.

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

**Srivastava, Nidhi. (2007)- “A study of emotional intelligence in relation to
advisements in environmental studies”**

at Ph.D. level studied and got concluded that it is evident that T-ratio is significant at as level. This means there is significant
difference in emotional intelligence of high and low achievement in environment studies

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12 Researches and studies- Education Department University of Allahabad. Vol-58 2007
13 Journal of research and Exploration in teacher Eduvol.l R.P.31-35
14 Journal of educational studies association for educational studies Vol-5 no.1. 2007 Page 7-9
Low achievers in this subject exhibited less emotional intelligence. Emotionally intelligent students may be more emotionally stable and sensitive to this environmental issues than their less emotionally counterpart. This can facilitate their learning about the environment. This finding draws indent support from the views of Golden (1996) that 80% of persons success in life depends on emotional intelligence. Therefore, the curriculum makers should prepare the content of EVS in such that students use their emotional intelligence.

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

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

The new concept of emotional intelligence does not have acceptance with any world level psychologist since it has no sound theory behind it. It deserves to be discarded. It is only an emotional break of wild imagination and nothing more then. Emotional behavior cannot be understood with traditional and pure intelligence which should monitors the role of emotions of life.

Surinder Jeet kaur & Harjit kaur (2008)- “Effectiveness of training of emotional intelligence on adolescent student: A pilot study” at Ph.D. level studied and got concluded that the study found that on the contrary, the value of t= 762 for irritability/urban hosting and t= 16.36 for emotional exhaustion which were significant at P<.01 level showed that training of EI on the subjects was significant at p<.01 level showed that training of EI on the subject was effective in reducing the irritability and

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15 Aysses vol.7no.1 January- June 2008.pp.58-71
16 Journal of teacher education and research vol-3 no 2 Dec 2008 page 86-90
17 MERI journal of education Volume III Number II oct.2008 Management study and research institute New delhi-110088
emotional exhaustion means score of the subjects in the post training session. The potential of training was obvious in effective management irritability and emotional exhaustion of the subject science these are hetro traits of EI.


The statistical evaluation of various hypotheses has revealed the presence of:
1. insignificant difference in anxiety of adolescence boys coming from coeducation and unisex education school.
2. Insignificant difference in anxiety of adolescent girls coming from coeducation and unisex education school.
3. Insignificant difference in anxiety of adolescence Boys and Girls coming from coeducation and unisex education school.
4. Insignificant difference in Emotional maturity of adolescence Girls of coeducation and unisex education school.
   i. Significant difference in Emotional instability of adolescence Girls coming from coeducation and unisex education school.
   ii. Significant difference in Emotional Regression of adolescence Girls coming from coeducation and unisex education school.
   iii. Significant difference in social maladjustment of Girls coming from coeducation and unisex education school.
5. Insignificant difference in Emotional maturity of adolescent Boys of coeducation and unisex education school.
   i. Insignificant difference in Emotional instability of Boys coming from coeducation and unisex education school.
   ii. Insignificant difference in Emotional Regression of Boys coming from coeducation and unisex education school.
   iii. Significant difference in lack of Independence of Boys coming from coeducation and unisex education school.

¹⁸ http://www.indianmba.com/Faculty_Column/FC773/fc773.html
6. Insignificant difference in Emotional maturity of Girls and Boys coming from coeducation and unisex education school.

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

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

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

10. Insignificant difference in security - Insecurity of Boys coming from coeducation and unisex education school.


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

Geeta S. Pastey and Vijayalaxmi, A. Aminbhavi (2009)- “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”19 (Karnatak University, Dharwad) at Project level studied and concluded that as emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied. In view of this, an attempt is made in present study to find out the impact of emotional maturity of adolescents on their stress and self confidence. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka State, India. The scales such as emotional maturity (Singh and Bhargav, 1994), Self Confidence Inventory (Rekha Agnihotri, 1987) and Students’ Stress Scale (Deo, 1997) were administered on the selected sample. Along with responses to the above scales, some personal data information were also collected from the sample. The obtained responses were scored and converted to standard (T) scores, further subjected to ‘t’ and ‘F’ tests. The findings revealed that the adolescents

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with high emotional maturity have significantly high stress (t=10.44; p< 0.001) and self-confidence (t=-2.92; p< 0.01) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence (t = 2.96; p< 0.01) than their counter parts. It is also found that educational level of father has significantly influenced stress of their adolescent children (F= 5.303; p< 0.01). Adolescent boys tend to have significantly higher stress than girls (t=1.72) and girls tend to have significantly high self confidence (t=1.83).

Mishra, Anindya Jayanta (2009)- Life Satisfaction of Old Age Home Residents in India: A Study of Orissa  studied at Ph.D. level and concluded that the major reasons for the Indian elderly to shift to old age homes are the interests of the elderly to spend their old age in sacred places, the migration of their children in search of employment opportunities, their maladjustment in family and weak financial condition. The feeling of satisfaction of the old age home residents forms an important dimension of study of elderly. The paper examines the lives of the residents of six old age homes in Orissa (a state in India) and probes the issue of life satisfaction of the residents. The study also attempts to understand the lives of the residents within the framework of two major theories in social gerontology, namely the disengagement theory and the activity theory. While disengagement theory deals with disengagement from societal and family roles, activity theory contends that engagement in various roles facilitates the elderly to adjust to the later years of their life. The study found that the residents were quite satisfied with the prevailing arrangement at the old age homes. Since a majority of them were very poor and had very low expectations, they were happy and satisfied with whatever they had got. Further, the residents not only believed in disengaging themselves from family roles but also most of them had withdrawn themselves from family responsibilities. At the same time, they re-engaged themselves in various activities in the old age homes which helped many of the residents maintain their physical and mental health.

Darshana Dave & Kunjal Sinha (2009)- “Drivers of Agent Preference and Satisfaction – A Study on Life Insurance” studied at a project studied and the data analysis it is revealed that majority of the agents’ i.e. 54% of the agents are associated with their life

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20 Mishra, Anindya Jayanta (2009)
21 Darshana Dave & Kunjal Sinha (2009)
insurance company for one to three years. Unit linked plans are the highest sold by the agents, while Unit Linked Endowment and Whole Life policies are least sold by the agents. Gap mean for agents’ expectation and perception reveals that for variables like motivation by the employee of the company, commission structure of the company and advertisements given by the life insurance companies. Whereas agents’ perceived that variables like range of policies with the company, claim settlement by the company and network of the company did not meet their expectations. Unlike other Life Insurance Companies, Sahara Life Insurance Company does not provide training to their agents from time. In many ways the entry of private players in the insurance sector has marked tremendous change in the sector. Private players introduced new products, professionalism and new distribution channels in the industry. However agents are still the most fruitful channel of distribution for not only LIC but also for the private insurance companies. This article reveals that unit linked plans are the highest sold by the agents, hence we can say that now-a-days consumers are looking insurance more as an investment tool rather than pure insurance plans. The consumers are satisfying both the objectives at one time by taking a unit linked plan of having the insurance cover and getting higher return on the investment. The article also reveals that the income of the agent affects the preference on commission structure given by the company. Hence if the insurance agent is a full tie insurance agent then he would prefer that company who gives higher commission on the policies sold, while if he is a part time agent who is in free time selling the policies then he may not give more preference on the commission structure of the company. Rather he will be more interested in image of the company and type of policies the company has in its basket. The life insurance company’s business depends a lot on the agents. Hence the companies should try to retain performing agents and also give them time to time training. With this they will get motivated and will be able to achieve higher business for the company.

P.K.Nanda and Asha Chawla (2009)- “Impacts of Age and Family Type on Emotional maturity of urban Adolescent Girls” at Ph.D. level studied and concluded that the results it is very clear that type of family definite has impact on emotional maturity. Joint family system has a positive impact on emotionality because maximum

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percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family. It might be due to the reason that in joint family system, there are more members in the family wherein there are more chances of disclosure of pent up emotions, there are more number of adults advising young ones during their stressful period where as such intimacy is not found in nuclear family, where the number of family members is very less and majority of mothers are working. It can be concluded from the results that emotional maturity is affected by age, as adolescents grow in age there comes more stability in their emotions. Levels of unstability and extremely unstability decrease with age. Joint family system plays a significant role in emotional maturity and stability of adolescent girls.

Joshi, Rajesh (2009)-“Goal direction and effectiveness, emotional maturity, and nuclear family functioning.”

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

Bahman Kord Tamini and Farhad Kahrazei (2010)- “General Health and Life Satisfaction of Students in Polygamy and Monogamy Families”

at Ph.D. level studied and concluded that Present study aimed at investigating and comparing general health and life satisfaction of students in polygamy and monogamy families. The sample

23 Research article summary (published 29 Jun 2009)
size of this research consist of 128 students (32 male and 32 female from polygamy families and 32 male and 32 female from monogamy families) were selected at random. To collect the data General Health Questionnaire and Life Satisfaction Scale of Students were applied. The results of the present study showed that there was negative significant correlation between physical symptoms, anxiety, social dysfunction and depression sub-scales and total scores of GHQ and life satisfaction, and also the results of the ANOVA indicated that there was not any significant difference between the mean scores of four groups on general health scale and sub-scales. The results did not emerge significant difference between four groups on life satisfaction scale. But results indicated a significance difference between male and female students on physical symptoms, anxiety, depression and total scores of GHQ. The female students scored significantly higher than male students, but there was not any significant difference between two groups of gender on social dysfunction sub-scale scores and life satisfaction scale.

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

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

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

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

**K. Subbarayan, G. Visvanathan (2011)- “A Study on Emotional Maturity of College Students”**

entitled research and based on the analysis of the data the investigators

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25 Indian Journal of Social Science Researches Vol. 7 (1), March, 2010, pp 77-82
26 International Research Journal research Analysis and Evaluation VOL. I * ISSUE—3&4  pp-41-44
27 Recent Research in Science and Technology 2011, 3(1): 153-155
concluded that the sex, community and the family type did not play any role in the emotional maturity of the college students. But it is inferred from that the college students belongs to different religious shows significant difference in their emotional maturity.

**Review of the study related from aboard context:**

Deand, G. Bruton, (1989)- “Alienation and Emotional Maturity”²⁸ at Ph.D. level studied and concluded that despite the lengthy interest in alienation, scholars have not addressed the question of differential individual response to social and personal problems. Research has indicated that the alienated are less likely to confront their problems, e.g., alienation correlates negatively with utilization of medical services and marital adjustment scores. Emotional maturity, on the other hand, has been found related to better marital adjustment, etc. One under-utilized approach, therefore, is to consider alienation as a manifestation of inadequate socialization. A study of 582 lower classmen in a Midwest university found virtually zero correlations between social background factors and alienation, but significant, inverse relationships between alienation and emotional maturity.

Kurtz, M. E.; Propst, D. B. (1991)- “Relationship between perceived control in leisure and life satisfaction: a study of non-institutionalized older persons”²⁹ studied at Project level and concluded that numerous research findings suggest that the presence or absence of control has profound effects on people's emotional, cognitive and physical well-being. Empirical verification of the usefulness and practicality of perceived control in leisure research has been minimal. An exploratory study was designed to (a) establish a baseline measurement of the degree of perceived control in the leisure lives of a sample of non-institutionalized older persons in Michigan, USA, and (b) to relate the measure to life satisfaction. The results indicate that the sample population exhibited relatively high levels of perceived leisure control. Perceived leisure control correlated positively with life satisfaction. The results are consistent with current literature. The importance of enhancing perceived leisure control for older persons is emphasized, and specific applications in the leisure and health care profession are discussed. Life dissatisfaction

²⁸ Sociological Focus, 1989, vol. 22, No.4, pp. 221-230 (2 p.)
²⁹ Leisure Studies 1991 Vol. 10 No. 1 pp. 69-77
has a long-term effect on the risk of suicide. This effect is independent of gender and health status and seems to be partially mediated through health behavior and social situation. Assessment of life satisfaction might help in early detection of population groups with cumulated risk factors for suicide.

Charles J. Sandoz (1992)- “Locus of Control, Emotional Maturity and Family Dynamics as Components of Recovery in Recovering Alcoholics”\(^{30}\) at Ph.D. level studied and concluded that a group of recovering alcoholics in A.A. is compared with a group of non-problem drinkers. Measures of locus of control, emotional maturity and intimacy with parents are used as points of comparison. The A.A. group differs significantly with the other group in its greater belief in an external locus of control, in its greater emotional dependency and its lower intimacy level with parents. A linear relationship is found between length of sobriety and an internal locus of control in the recovering group.

Onsal, Yetim (1993) - “Life Satisfaction : A study based on the organization of personal Projects”\(^{31}\) studied at Ph.D. level and concluded that a methodology about personal project was used to understand perceived life satisfaction. Variables derived from the Personal Project Matrix were shown to explain variability in reported life satisfaction in two separate studies (university and professional samples). The results indicated that personal projects of students had been organized in systems and these systems' properties had meaningful effects on life satisfaction. A cross-validation analysis revealed that professionals' projects did not show the same systemic feature which students' projects had. But some variables such as projects performed in general places, stress, and amount of reported obstacles discriminated life satisfaction scores meaningfully.

Saris, W.E., Veenhoven, R., Scherpenzeel, A.C. & Bunting B. (1996)- “A comparative study of satisfaction with life in Europe”\(^{32}\) This study reviews the literature on life satisfaction. Six questions are considered:

1. What is the point of studying life-satisfaction?

\(^{30}\) Alcoholism Treatment Quarterly, Volume 8, Issue 4 April 1992, pages 17 - 31
\(^{31}\) www.jstor.org/stable/27522698
\(^{32}\) Eötvös University Press, 1996, ISBN963 463 081 2, pp. 11-48
2. What is life-satisfaction?
3. Can life-satisfaction be measured?
4. How satisfied are we?
5. What causes us to be satisfied or dissatisfied with life?
6. Can the level of life-satisfaction be increased?

These questions are considered at the individual level as well as the societal level. In the concluding section a general overview is given of the work presented in this research.

Almegta Nadiakashed, (1996)-“Relationship of self efficacy, causal attribution, and emotions to female college students academic self evaluation”33 at Ph.D. level And concluded and indicated significant correlations between the variables analysis of variance revealed no difference between teacher evaluation of students and students, evaluation of their only academic performance is the past however significant differences were found, between teacher evaluation of student and students evaluation of academic performance in the present and future also significant difference were found between low moderate and high self defecators students is self evaluation ability and their evaluation of assignment and predicted final grade for the cereuses. se vanity strategies of academic self evaluation were reported is the interview. The consistency of students feeling about their academic self revelation is discussed implications for self efficacy; self evaluation casual attribution and emotion are discussed.

Frankie Marry (1997)- “Effective brattices for students labeled with significant identifiable emotional disability.”34 Phillips Jacqueline sue Ed. D. Unit of northern Colorado Date from student interviews were coded qualitatively as themes emerged. The students stated how they perceived their involvement in Disciplinary incidents and identified what they thought helped them manage their behavior effective teacher practices as perceived by students included (a) sense of humor (b) being nice and (c) teacher responsiveness effective classroom practices in clouded (a) Relevance (b) active burning and (c) Socialization .

33 DAI. Vol 58 Number 1, July 1997 page-78
34 DAI Vol - 58, Number - 2,August 1997 , page - 1246

at Ph.D. level studied and concluded that The road to emotional maturity involves the integration of various aspects of personality into the self. The intra- and interpersonal aspects are dealt with from different standpoints (Freud, James, Gardner and others), the emotional aspect being seen not as the opposite of the intellectual, but as complementary to it in the child's and adult's personalities. The serf contains everything that has passed through consciousness; it is the most important element of consciousness. Thanks to drives for knowing, for feeling, for creating, which are always active, we achieve a serf which is more than the sum of its components and becomes a global factor in our personality. This global factor is the difference between the idiot savant and the creative, actualizing, gifted personality. Like many educators involved with gifted children, I started off by relating giftedness to the child's intelligence. However, in the course of my work as a psychotherapist, I quickly discerned the problem of the gifted child as a lack of balance between intellectual and emotional development. During the many years I have worked with gifted children, I have come to realize that even the highest intelligence cannot reach its full realization if it lacks emotional maturity. Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of the individual. Gifted children, who in most cases are far ahead intellectually, tend to limp behind emotionally. This takes from the child a lot of energies which could have been used for more positive, important purposes, and weakens even the most intelligent.

Necmi Avkiran (2002)- “Interpersonal skills and emotional maturity influence entrepreneurial style of bank managers.”

at Ph.D. level studied and concluded that Results of this study highlight the importance of human resource managers and trainers assessing the interpersonal skills and emotional maturity of new recruits and enhancing the interpersonal skills of the existing managerial workforce. The entrepreneurial style of the branch manager is projected to play an increasingly important role in the deregulated finance sector. Currently, the branch manager, who can best be described as a corporate entrepreneur, could well evolve into an independent entrepreneur under a franchise banking system. Path analysis was used to investigate the interrelationships among the

35 Journal article by Erika Landau; Roeper Review, Vol. 20, 1998
three competency factors for a bank branch manager. Emotional maturity and interpersonal skills are modelled as impacting on entrepreneurial style. All the hypothesised effects were supported by decomposition of the zero-order correlations.


studied at Project level and concluded that prospectively investigate whether life satisfaction and neuroticism, two measures reflecting aspects of anxiety/depression, are related to risk of breast cancer. The study population comprised 12,032 women from the population-based Finnish Twin Cohort. Life satisfaction and neuroticism were assessed in health questionnaires in 1975 and 1981. During 21 years of follow-up, 238 cases of breast cancer were documented in the study cohort through record linkage to the Finnish Cancer Registry. After adjustment for age and other important covariates, the hazard ratios were 1.0 (reference), 0.9 (95% confidence interval 0.6-1.3) and 1.0 (0.7-1.6) by decreasing level of life satisfaction (satisfied, intermediate, dissatisfied), and 1.0 (reference), 1.0 (0.7-1.4) and 0.8 (0.6-1.2) by increasing level of neuroticism (low, intermediate, high). These results did not change after accounting for possible changes in the levels of life satisfaction and neuroticism between 1975 and 1981. The null results were also confirmed with the use of a nested case-control study within twin pairs that became discordant for breast cancer during the follow-up. Our data indicate that life satisfaction and neuroticism are not substantially associated with breast cancer risk. These findings provide epidemiological evidence against the doubts that breast cancer would be more likely to occur in unhappy, dissatisfied, and worrying women.


at Project level studied and concluded that An investigation was conducted by mail using a questionnaire regarding the life satisfaction and quality of life (QOL) of patients receiving home oxygen therapy (HOT) to evaluate their support. QOL was evaluated according to 4 scales: (1) activities, (2) state of health and quality of living, (3) physical symptoms, and (4) economic state. The answers of 90

37 Cancer Causes Control. 2002 Mar;13(2):191-8 online
patients (recovery rate: 60%) who responded to the investigation were analyzed, and the following points were clarified. 1. Most of the subjects visited the hospital regularly, and about half the subjects (50.6%) had been treated by hospitalization during the 3 years prior to the investigation. 2. A large majority of the subjects (77.4%) answered they were satisfied with life. 3. Life satisfaction was closely related to the patients' roles and hobbies, and their activities in their communities and families. 4. The quality of living and the state of health were closely related to mental activity. 5. The economic state was closely related to all items of life satisfaction, quality of living, and state of health. From these results, expansion of the range of activities of patients receiving HOT and providing an economic basis for their living as well as preventing exacerbation of the disease are considered to be important for improving their life satisfaction.

Huang, Yunong (2003)- “Family relations and life satisfaction of older people: a comparative study between two different hukous in China”39 studied at Project level and that this study examined the relationships between family relations and life satisfaction between the two groups of older people with different hukous in Putian, Fujian, China. Five factors related to family relations: family support network, satisfaction with family support, family harmony, filial support and filial discrepancy, were included in the study. A total of 532 valid questionnaires, 263 and 269 being filled in by older people with agricultural and non-agricultural hukous, respectively, were obtained. Bivariate analyses indicated that five factors were correlated significantly with life satisfaction for both groups of older people. The results of hierarchical regression analyses showed that when controlling for socio-demographic variables, filial support was associated with life satisfaction for both groups of older people; satisfaction with family support and filial discrepancy was only associated with life satisfaction among older people with agricultural hukous; family harmony only contributed to explaining life satisfaction among older people with non-agricultural hukous. The present study confirmed some previous empirical findings, which indicated the importance of family relations to older people's lives, and extended our understanding about the correlates of life satisfaction for the two groups of older people with different hukous in China. Limitations and direction of future studies were also addressed. Meanwhile, the policy

39 http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8070398
and practice implications of the study were discussed in the context of China's social and economic changes.

Kenneth N. Wexley, Janet L. McLaughlin and Harvey L. Sterns (2004)- “A study of perceived need fulfillment and life satisfaction before and after retirement” studied at Project level and concluded that this study examines the perceived need satisfaction, need importance, and overall life satisfaction of managerial and non-managerial individuals as a function of four periods of proximity to retirement: greater than 48 mo pre retirement, 3–48 mo pre retirement, 3–48 mo post retirement, and greater than 48 mo post retirement. Pre retirees and retirees completed a modified Porter need satisfaction questionnaire and a Life Satisfaction Index. Significant differences were found among proximity to retirement groups in security satisfaction, being-in-the-know satisfaction, self-actualization importance, and autonomy importance. The results suggest that the period of 4–7 yr before retirement may be a critical time to institute retirement planning programs. Results also suggest that retirement can be a satisfying period of life.

Tony Lawrence (2004)- “The effects of hours spent studying, hours spent socialising, hours spent working (part time or otherwise), satisfaction with grades and difficulty making ends meet, on student life satisfaction.”

In a correlational survey design, the effects of hours spent studying, hours spent socialising, hours spent working (part time or otherwise), satisfaction with grades and difficulty making ends meet on student life satisfaction was investigated. One hundred and nine participants (approximately equal quantities of males and females) were used. A multiple regression analysis was performed which showed that ‘satisfaction with grades’ related the strongest to ‘life satisfaction’ (beta=0.313, t(102)=3.250, p<0.005). Socialising hours was also significantly related to life satisfaction (beta=0.184, t (102) =2.006, p<0.05). The three remaining independent variables had no significant contribution to the dependent variable. The study was designed to investigate whether the many stresses that students go through had an effect on their life satisfaction, highlighting a study conducted by Simons (2001) which showed that life satisfaction increased as coping resource availability increased and that both perceived stress and coping resource

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40 Journal of Vocational Behavior Volume 7, Issue 1, August 1975, Pages 81-87
41 http://www.coursework.info/University/Education/Teaching/Student_life_satisfaction_L62020.html
availability were significant predictors of life satisfaction. The results for this study were said to support the findings of Simons and were explained in terms of, grades being one of the most important things to a student, and socialising acting as a coping resource.

Borg, Victoria (2005) - “Life satisfaction of adolescents: a cross-cultural study in Malta and Australia” entitled Ph.D. thesis Victoria University and found ethnic identity and ethnic identification were explored among Maltese-Australian adolescents. The nature of the relationship and the support received from parents was a key element in detracting from their life satisfaction. Most adolescents were satisfied with life and there was no significant difference between the groups. Results also indicated that overall, male adolescents reported higher levels of life satisfaction with life than females but there was no interaction between gender and ethnic group. Regression analysis showed that the experiences of life satisfaction are similar for these two groups. In addition, the results indicated that different patterns of predictors of life satisfaction emerged for the three ethnic groups. The three models showed that a significant amount of variances remained unaccounted for by the current predictors. However, the qualitative study shed more light on these findings. Although both studies contributed significantly to our understanding of the experiences of life satisfaction of adolescents across cultures, more research is required, especially among adolescents of Maltese origin.

Larsen, John L. and Juhasz, Anne McCreary (2005) - “The Effects of Knowledge of Child Development and Social Emotional Maturity on Adolescent Attitudes Toward Parenting” at studied and concluded that Parenting, always a complex and difficult task, is even more difficult for teenage parents who are generally less able financially, emotionally, and cognitively than adults to nurture and care for their children. The relationship between the combined effect of knowledge of child development and level of social-emotional maturity, and the extent to which this relationship affects adolescent attitudes toward parenting was investigated in 434 females from junior colleges, a university, and a junior high school. Subjects completed the Knowledge of Child Development Inventory, the California Psychological Inventory, and the Adult/Adolescent Parenting Inventory. The analysis of the data (multiple regression and

http://vuir.vu.edu.au/id/eprint/15541
http://www.eric.ed.gov/
canonical analysis) suggested that there were significant relationships among the variables being examined. In general, the relationships indicated that subjects' negative attitudes toward parenting were associated with lack of knowledge of child development and low levels of social-emotional maturity, and subjects' positive attitudes toward parenting were associated with knowledge of child development and high levels of social-emotional maturity. The joint impact of knowledge of child development and social-emotional maturity factors on attitudes toward parenting accounted for 51 percent of the variation among the variables.

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

Brillhart B. (2005)- “A study of spirituality and life satisfaction among persons with spinal cord injury” studied at Project level and concluded that the purpose of this study was to investigate the relationship of spirituality and life satisfaction among persons with spinal cord injury. A nationwide sample of 230 persons with long-term spinal cord injury completed the Satisfaction with Life Scale (SWLS), the Quality of Life Index (QLI), and a demographic data form. Data analysis also indicated that there was a significant positive correlation between life satisfaction and psychological/spiritual factors of the QLI instrument. Nurses are mandated by the International Council of Nurses, the Joint Commission on Accreditation of Healthcare Organizations, and the Patient's Bill of Rights (Maddox, 2001) to provide spiritual care for clients. Rehabilitation nurses have the opportunity to support spirituality and life satisfaction as we assist our clients with disabilities to redefine their lives and explore new life opportunities.

44 www.parenting-child-development.com
Brendan M Baird, Richard E Lucas, M Brent Donnellan (2006) - “Life Satisfaction Across the Lifespan: Findings from Two Nationally Representative Panel Studies”[^46] studied at Project level and concluded that two large-scale, nationally representative panel studies (the German Socio Economic Panel Study and the British Household Panel Study) were used to assess changes in life satisfaction over the lifespan. The cross-sectional and longitudinal features of these studies were used to isolate age-related changes from confounding factors including instrumentation effects and cohort effects. Although estimated satisfaction trajectories varied somewhat across studies, two consistent findings emerged. First, both studies show that life satisfaction does not decline over much of adulthood. Second, there is a steep decline in life satisfaction among those older than 70. The British data also showed a relatively large increase in satisfaction from the 40s to the early 70s. Thus, age differences in well-being can be quite large and deserve increased empirical and theoretical attention.

Keith J. Zullig and Rebecca J. White (2007) - “Physical Activity, Life Satisfaction, and Self-Rated Health of Middle School Students”[^47] studied at Project level and concluded that little research has examined the association between life satisfaction, self-rated health (SRH), and physical activity concurrently for middle school students. A convenience sample of 245 students in grades 7 and 8 was surveyed about physical activity, life satisfaction, and SRH using the U.S. Centers for Disease Control and Prevention (CDC) 2005 Middle School Youth Risk Behavior Survey. ANOVA analyses revealed significantly reduced life satisfaction for females who reported not engaging in vigorous physical activity during the past 7 days [$p < .01$, effect size (ES) = .75]. Significantly reduced life satisfaction was detected for both males ($p < .001$, ES = .66) and females ($p < .0001$, ES = .80) who reported not playing on sports teams. Additionally, logistic regression analyses showed the odds of reporting fair/poor SRH increased 5.4 times for males (CI = 1.30–22.39, $p < .05$) and 30.9 times for females (CI = 3.74–255.43, $p < .001$) who reported not playing on sports teams. Preliminary findings suggest physical activity and sports participation is associated with improved life satisfaction and SRH for middle school students. In addition, although


[^47]: Applied Research in Quality of Life Volume 6, Number 3, pp- 277-289,
some gender differences were observed, consistent findings for sports participation suggest sports participation may carry multiple social, mental, and physical benefits for youth.

Digdem Müge Siyez and Alim Kaya (2007)- “Validity and Reliability of the Brief Multidimensional Students' Life Satisfaction Scale With Turkish Children” studied at Project level and concluded that the Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) was designed to measure life satisfaction among children and adolescents. The present study aimed to assess the reliability and validity of the Turkish version of the BMSLSS. The Turkish version of BMSLSS was administered to 394 students from fourth through eighth grade. The results revealed acceptable internal consistency reliability, criterion-related validity, and construct validity for the BMSLSS. The BMSLSS scores had acceptable test-retest reliability ($r = .82$) and internal consistency ($r = .89$). Item-total correlations varied from .64 to .78. The BMSLSS had a significant correlation with the Children's Depression Inventory and the Piers Haris Self-Concept Scale. The results indicated that the BMSLSS has strong psychometric properties for the sample of the study.

Linda L. Hyatt and C. Blaine Hyatt (2007)- “Effective Leadership Through Emotional Maturity” at Ph.D. level And concluded This research addresses successful leadership, emotional intelligence, and emotional maturity and their impact on society. To merely hold the position of a leader does not make one a leader. Success is largely an individualistic interpretation of personal increase or satisfaction, whether physical, emotional, or psychological. One’s perception of success is influenced by the social contexts around the individual. A successful leader must possess certain characteristics and have the ability to transform those characteristics into action. A person may understand, believe, and accept proper leadership techniques; however, if one is not able to implement those techniques the leadership would be flawed and the proper leadership model would break down under adverse conditions. Two basic factors contribute to one’s ability or inability to implement proper leadership techniques: first, emotional intelligence, the cognitive understanding and acceptance of basic leadership principles,
and second, the ability to implement those principles, emotional maturity. An individual may possess one without the other yet their ability to be a successful leader will be inhibited.

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

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

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

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50 www. GWR@newmex.com,
51 American Educational Research Associations vol.79 , no 1 march 2009 page 491-515
and research. If we are to improve the conditions of schooling supports the earning and commitment of teacher and improve the academic and social emotional growth of the student these cultural policy and practice question demand greater attention.

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

A. Mikels (2009)- “Positive emotions increase life satisfaction by building resilience” This study shows that if happiness is something you want out of life, then focusing daily on the small moments and cultivating positive emotions is the way to go,” said Barbara Fredrickson, Ph.D., Kenan Distinguished Professor of Psychology in UNC’s College of Arts and Sciences and the principal investigator of the Positive Emotions and Psychophysiology Laboratory. “Those small moments let positive emotions blossom, and that helps us become more open. That openness then helps us build resources that can help us rebound better from adversity and stress, ward off depression and continue to grow.” In the month long study, 86 participants were asked to submit daily “emotion

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52 http://eqi.org/mgtpaper.htm
reports,” rather than answering general questions like, “Over the last few months, how much joy did you feel?” “Getting those daily reports helped us gather more accurate recollections of feelings and allowed us to capture emotional ups and downs,” said Fredrickson, a leading expert in the field of positive psychology. Building up a daily diet of positive emotions does not require banishing negative emotions, she said. The study helps show that to be happy, people do not need to adopt a “Pollyannaish” approach and deny the upsetting aspects of life. “The levels of positive emotions that produced good benefits weren’t extreme. Participants with average and stable levels of positive emotions still showed growth in resilience even when their days included negative emotions.”

Fredrickson suggested focusing on the “micro-moments” that can help unlock one positive emotion here or there. “A lot of times we get so wrapped up in thinking about the future and the past that we are blind to the goodness we are steeped in already, whether it’s the beauty outside the window or the kind things that people are doing for you,” she said. “The better approach is to be open and flexible, to be appreciative of whatever good you do find in your daily circumstances, rather than focusing on bigger questions, such as ‘Will I be happy if I move to California?’ or ‘Will I be happy if I get married?’

Nansook Park and E. Scott Huebner (2009)- “A Cross-Cultural Study of the Levels and Correlates of Life Satisfaction among Adolescents”54 studied at Project level and concluded that Cross-cultural differences in the perceived levels and correlates of life satisfaction were investigated with 472 Korean and 543 U.S. adolescents. Korean adolescents reported lower global life satisfaction than U.S. adolescents, as well as lower satisfaction with family, friends, school, self, and living environment. Although satisfaction with family, self, and living environment contributed significant and unique variance to the global life satisfaction of adolescents in both cultures, satisfaction with school contributed significantly to global life satisfaction only for Korean adolescents. Level of satisfaction with self was a stronger correlate of global life satisfaction for U.S. adolescents than it was for Korean adolescents. The findings are discussed in terms of individualistic versus collectivistic culture frameworks within the value as moderator model of subjective well-being. Implications for future research and culturally sensitive well-being interventions are also presented.

54 http://jcc.sagepub.com/content/36/4/444.abstract
Lei Zhang (2010)- “Urbanites’ Life Satisfaction Research in China: A Case Study of Quality of Life in Eight Cities”\textsuperscript{55} at research level studied and In this paper results were reported of an accidental sampling survey of more than 1600 respondents from eight typical cities representing different developmental levels in China. The main aim of this survey was to measure respondents’ assessment of the life satisfaction, which reflected part of the people’s quality of life as a whole in China. Generally speaking, the evaluations were quite favorable. Most of the respondents owned high assessments for their life satisfaction as a whole. Life satisfaction had district variance. People from different cities had dissimilar evaluations. But the difference was not caused by developmental levels. The relevant statistical analysis also indicated some individual characteristics (such as income) had influence on residents’ satisfaction with QOL, while some others (such as gender, age, education and marriage) had no significant influence. As far as the specific domains were concerned, health, working status and family life were the most important factors.

Heather C. Robertson (2010)- “Life Satisfaction among Midlife Career Changers: A Study of Military Members Transitioning to Teaching”\textsuperscript{56} at Ph.D. level studied and concluded that the study explored factors related to life satisfaction for military members transitioning to teaching. Schlossberg’s (1981) model of human adaptation to transition was used to articulate the career transition factors of readiness, confidence, control, perceived support, and decision independence. The Career Transitions Inventory (Heppner, 1992), Satisfaction with Life Scale (Deiner, 1985), demographic variables, and open-ended questions were used to examine relationships. The data were collected using a secure online survey with a total of 136 usable responses from the Troops to Teachers database. Participants were overwhelmingly male (86%), married (86%), white (79%), and not of Hispanic origin (87%), which were reflective of an earlier Troops to Teachers study (Feistrizer, 2005). A weak correlation was found with life satisfaction and the variables of confidence and control. Stepwise regression revealed that combined control and readiness accounted for approximately 16% of the variance in life satisfaction. Additional relationships were noted between time in transition and income, as well as

\textsuperscript{55} Asian Social Science Vol. 6, No. 5; May 2010  
\textsuperscript{56} Dissertation submitted to the Faculty of Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Counselor Education
time in transition and support. Generally, participants were satisfied with life, which may indicate successful adaptation post-military transition. Results supported earlier studies demonstrating that internal/psychological factors (i.e., confidence, readiness, control) are positively linked to successful career transition. However, results did not mirror research on external factors (i.e., support) being related to successful career transition. Participants’ insights indicated that preparing for, investing in, and having a positive attitude might benefit others pursuing a mid-life career transition. Further, helping and serving others, recognizing their accomplishments, and finding work/life balance reflected satisfaction in both military and teaching careers. Limitations of the study included low response rates, lack of diversity among the respondents, and findings not generalizable to other populations. Implications for counseling individuals in mid-life military career transitions are to (a) incorporate confidence and control as counseling foci, (b) address social/family and financial supports during transitions, and (c) draw from previous meaningful experiences (i.e., military) to deal with transition. Future research with populations that fully encapsulate stages of transition and are representative of more diversity can further contribute to our understanding of mid-life career transition.

Ashley Denice Lewis (2010)- “Facilitating student engagement: The importance of life satisfaction” studied at Project level and concluded that this study sought to understand the longitudinal relationships between multidimensional aspects of students' engagement with school and their overall life satisfaction. Student engagement has been conceptualized as the degree to which a student cognitively, emotionally, and behaviorally participates in school. It was hypothesized that adolescent students' life satisfaction would broaden thinking and behavior, such as student engagement, based on the Broaden and Build Theory of Positive Emotions (Fredrickson, 2001). Thus, individual differences in life satisfaction would lead to increases in cognitive, emotional, and behavioral student engagement. Likewise, it was also hypothesized that individual differences in multidimensional student engagement would predict increases in life satisfaction. To test this bidirectional hypothesis, 779 middle school students completed a global measure of life satisfaction and measures of cognitive, emotional, and behavioral engagement at two time points, 5 months apart. A statistically significant bidirectional

57 http://scholarcommons.sc.edu/etd/210/
relationship between life satisfaction and cognitive engagement was found, but no significant relationship was found between life satisfaction and emotional or behavioral student engagement. Implications for school professionals and future research are discussed.

Aileen L Bergström; Gunilla Eriksson; Lena von Koch; Kerstin Tham (2011)-“Combined Life Satisfaction of Persons with Stroke and their Caregivers: Associations with Caregiver Burden and the Impact of Stroke”58 studied at Project level and concluded that little is known about the life satisfaction of the person with stroke combined with their caregiver, i.e. the dyad, despite the fact that life satisfaction is an important rehabilitation outcome. The aim of this study was to describe the dyads combined life satisfaction and to understand this in relationship to the perceived impact of stroke in everyday life and caregiver burden. In this cross-sectional study, the life satisfaction of persons and their informal caregivers was measured in 81 dyads one year post stroke. Their global life satisfaction, measured with LiSat-11, was combined to a dyad score and the dyads were then categorized as satisfied, dissatisfied or discordant. The groups were compared and analyzed regarding levels of caregiver burden, measured with the Caregiver Burden scale, and the perceived impact of stroke in everyday life, measured with the Stroke Impact Scale (SIS). The satisfied dyads comprised 40%, dissatisfied 26% and those that were discordant 34%. The satisfied dyads reported a significantly lower impact of the stroke in everyday life compared with the dyads that were not satisfied. As expected, dyads that were not satisfied reported a significantly greater caregiver burden compared with the satisfied dyads. The discordant group was further broken down into a group of dissatisfied and satisfied caregivers. The caregivers that were not satisfied in the discordant group perceived a significantly greater level of caregiver burden compared with the satisfied group. Even caregivers who were satisfied with life but whose care recipients were not satisfied reported caregiver burden. Measuring combined life satisfaction provides a unique focus and appears to be a feasible way of attaining the dyads' perspective. The findings suggest that those dyads with a discordant life satisfaction could be vulnerable because of the caregivers' reported caregiver burden. These findings support the importance of a dyadic perspective and add

to the understanding of the reciprocal influences between the caregiver and recipient. This knowledge has clinical implications and contributes to the identification of possible vulnerable dyads in need of tailored support.

Mirtaher Mousavi and Others (2011)- “Life satisfaction in Iran; A national representative study” studied and concluded that there is no internationally published document regarding life satisfaction (LS) in the Iranian general population, we aimed at seeking the determinants of LS in a nationally representative sample in Iran. This cross-sectional study drew upon the data of the Iranian National General Health Survey in 2007 with a sample size of 12,000 individuals randomly selected from all 30 provinces of the country. The independent variables were composed of socio-demographic, family, economic, and social data; and the dependent variable was LS, determined via a single-item scale. The analysis included 11,945 subjects, among which LS was very poor in 3.9%, poor in 12.1%, moderate in 23.9%, good in 39.7%, and very good in 20.5%. Good self-rated LS (n = 7,186; 60.2%) was predicted by gender, marital status, ethnicity, monthly family income, living place, family size, and employment. This is the first report of a nationwide sample regarding the perception of life satisfaction in Iran. It is hoped that the results can shed further light on the link between this neglected important health indexes in Iran.

Alexander C. Pacek, and Benjamin Radcliff (2011)- “Life Satisfaction and State Intervention Go Hand in Hand” studied at Project level and concluded that The 15 countries included in the study are Australia, Canada, Finland, France, Germany, Great Britain, Italy, Japan, the Netherlands, Norway, South Korea, Spain, Sweden, Switzerland and the United States. The findings of the study contrast with the views of economists who are critical of government intervention and the welfare state in particular, arguing it can lead to inefficiency and wastefulness that will hurt employment, wages and economic growth. Flavin said the research is focused only on the link between government intervention and life satisfaction and not whether intervention achieves economic growth or such goals as reducing poverty or violent crime. But "to the extent that it is a primary task of democratic governments to secure the well-being of their citizens, studying what

59 Scientific Research and Essay 18 April, 2011Vol. 6(8), pp. 1839-1844,
60 http://www.sciencedaily.com/releases/2011/05/110505163753.htm
government activities make citizens happier helps inform the 'politics vs. markets' debate," he said. The United States had one of the lowest levels of state intervention among the countries in the study, but "we still certainly have a more expansive safety net than most developing countries," Flavin said.

Kyo, Takahashi and Nguyen, Thi Minh Thuy (2011)- “Social capital and life satisfaction: a cross-sectional study on persons with musculoskeletal impairments in Hanoi, Vietnam” 61 studied at Project level and concluded that Social capital has been recognized as a major social determinant of health, but less attention has been given to social capital of persons with musculoskeletal impairments. The present study aimed to explore the associations between social capital and life satisfaction of persons with musculoskeletal impairments in Hanoi, Vietnam. A cross-sectional study was conducted in Hanoi, Vietnam. From June to July 2008, we collected data from 136 persons with musculoskeletal impairments who belonged to disabled people's groups. Social capital was measured using a short version of the Adapted Social Capital Assessment Tool that included group membership, support from groups, and support from individuals, citizenship activities, and cognitive social capital. Life satisfaction was measured using the Satisfaction with Life Scale. As possible confounding factors, we measured socio-economic factors and disability-related factors such as activities of daily living. After controlling for confounding effects, group membership remained significantly associated with the level of life satisfaction reported by the persons with musculoskeletal impairments. In particular, being an active member of two or more groups was associated with higher life satisfaction. In contrast, other components of social capital such as citizenship activities and cognitive social capital were not significant in the multiple regression analysis of this study. The findings suggest the importance of considering an active participation in multiple groups toward the enhancement of the life satisfaction among persons with musculoskeletal impairments. To encourage persons with musculoskeletal impairments to have multiple active memberships, their access to groups should be facilitated and enhanced.

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

Summary of the Chapter:-

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

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