CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

In this chapter, studies which are related to the problems are abstracted and their contribution to the field is presented. Significant writings of authorities in the area of the study are also reviewed. An attempt is made to show how the present investigation arose from contradictions or inadequacies of earlier investigations. Related literature is the foundation on which any future study can be found, which provides ideas, theories, explanations, hypotheses, method of research and other valuable information regarding the problem in hand. J.C. Aggarwal (1966) says “study of related literature implies locations, reading and evaluating reports of research as well as reports of causal observation and opinion that are related to the individual’s planned research project.” Review of related studies helps the researcher to understand what is already known, what others have attempted to find out and what one can add to it. Thus it is a complete picture of the background of one’s study which is put together in step by step.

2.2. THE PURPOSES OF REVIEW

The reasons for review of related literature are:

1. To gain a background knowledge of the research topic

2. To identify the concepts relating to it, potential relationships between them and to formulate researchable hypotheses

3. To identify appropriate methodology, research design, methods of measuring concepts and techniques of analysis

4. To identify data sources used by other researchers, and
5. To learn how others structured their reports.

Self-Efficacy and Emotional Intelligence of Teacher Trainees

The major goal of school education at any level is the attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of excellence in education. The extent to which this goal can be actualized depends principally on the workforce, especially the teaching personnel. Teachers, like other employees in various organizations, are crucial in the actualization of the school goals and objectives.

It is a well accepted fact that the quality of education is mediated by the teacher and what the teacher does. Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self directed learning. And teachers can also degrade the quality of education through error, laziness, cruelty or incompetence. For better or worse, teachers determine the quality of education. In this view one can state that the quality of education depends upon the quality of teachers.

The phrase quality of teachers includes all the personality dimensions of a teacher i.e. span of knowledge, teaching skills and teacher behavior.

Quality conscious teachers are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people and adults alike. These teachers are aware of the challenges of the broader social contexts in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of their pupils. They care deeply about them. They care also about how and what they teach and are curious to learn more
about both in order to become and remain more than merely competent, they are aware of the role played by emotion in classroom and teaching. They are committed to working cooperatively and, at times, collaboratively with colleagues in their own and other schools and seek and take opportunities to engage in reflection of different kinds in, on and about their practices. For these teachers, teaching is a creative and adventurous profession. It is essential to high quality teaching.

Numerous studies have identified emotional intelligence and teacher efficacy as critical behavioral factors of teacher to be effective in school environment or classroom. According to Lazarus (1991), understanding and being able to apply emotional intelligence, is essential to success in teaching. In his opinion, understanding and managing (not suppressing) one’s own and others’ emotion is a central part of all teachers’ work. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve: stress management, self-esteem, confidence, positive personal change, decision making, leadership, assertion, comfort, and commitment which would raise the quality of teacher and consequently the quality of education. Teachers who understand and improve their emotional intelligence skills are able to simultaneously develop professional and personal strength, as well as improve areas of weakness. Different professions require different emotional intelligence levels and to be successful in teaching profession one needs to have a high intelligence level.

In order to teach effectively, teachers must not only feel psychologically and emotionally comfortable, but they must also have some sense of belief that they can make a difference to the lives of children they are teaching and that those children are learning. They must feel their professional work is bringing about positive change in their pupils (Rudow 1999). Teacher efficacy as a belief is expected to guide teachers
in their behavior, decisions, and motivation with regard to teaching. Specifically teachers’ level of efficacy for teaching affects their daily decisions related to teaching (e.g., the selection of materials or the amount of effort used to reach all students) and their willingness to invoke specific strategies and techniques.

The present study intends to find out the effect of emotional intelligence and self-efficacy of B.Ed. trainees on their academic achievement. It is the purpose of the present study to assess the relationship between emotional intelligence and academic achievement, and self-efficacy and academic achievement.

2.3. STUDIES RELATED TO EMOTIONAL INTELLIGENCE


This study documents people’s difference in the display of emotional intelligence competencies at home and at work. Emotional intelligence is “life-centric”, it can be shown and engaged regardless of context. Work and home are the two most important aspects of people’s lives, therefore the logical contexts for comparison. Behavior in these two contexts can provide a more comprehensive idea of how people use their competencies and help organizations in their effort to enhance and benefit from them. The work and personal life contexts replicate the public vs. private dichotomy in which people have been socialized. Organizations reinforce such ideas along with a gender role issue present in daily interaction at home and at work. The study is founded on the premise that the gender role dynamics affect emotional intelligence behavior differently for men and women and that the degree and features of the difference is affected by cultural factors primarily.
The analysis reveals a difference in emotional intelligence behavior between work and the personal context. When the analysis is performed by gender the difference increases. Women show a significant difference in seven and men in six of the 21 competencies of the emotional intelligence competency framework used in the study. It also shows that women display a higher level of their competencies at home, men at work, behavior that is in line with the gender role dynamics and the cultural characteristics of the sample. A correlation analysis revealed that the difference in behavior is related to the masculinity/femininity dimension of culture and human values in the case of women (Hofstede, 1997; Boyatzis et al. 1999). Self-confidence is believed to be at the center of the difference in behavior especially for women, whose differential in behavior is evident at the social competence level. Men show a difference in display at the personal competence level of the model. This has implications for today’s organizations in terms of training, retention, practices and policies. More importantly, it has implications for men and women’s development in the organization and the potential to live more abundantly. Cross-cultural research on emotional intelligence can enhance both fields.


This study seeks to identify the competencies and characteristics that distinguish outstanding urban principals. The study specifically focuses on three questions. First, what are the emotional intelligence and problem solving competencies that distinguish outstanding and typical urban principals? Second, how do outstanding and typical urban principals conceptualize and adapt, differently to
their job demands? Third, how do outstanding and typical urban principals conceptualize and adapt, differently to their job demands? Third, how do outstanding and typical urban principals conceptualize and adapt differently to their external organizational environment?

A criterion sample of 12 outstanding and 8 typical principals was identified from a large Midwestern urban school district. Data from critical incident interviews, open-ended questions and a variety of assessment questionnaires were collected. The quantitative and qualitative data were analyzed to identify the key characteristics that describe differences between the two performance groups.

Significant differences are found in all three areas of inquiry. Outstanding principals demonstrate a broad and deep repertoire of competencies related to emotional intelligence and problem solving. Thirteen of the 23 competencies studied significantly differentiate outstanding and typical principals. These include: self confidence, self control, conscientiousness, achievement orientation, initiative, organizational awareness, developing others, leadership, influence, change catalyst, conflict management, teamwork/collaboration, and analytical thinking.

The findings also point to difference in how outstanding and typical principals conceptualize and adapt to their job demands. Outstanding principals view and position themselves as leaders. They articulate goals that focus on improving instructional quality and organizational climate. They build relationships in the context of these goals.

In addition, the findings suggest that outstanding and typical principals do conceptualize and adapt to their external organizational environments differently. Outstanding principals view the external environment as more important, interact with
a broader range of external groups and utilize a wider spectrum of boundary spanning strategies.


The purpose of the study was to examine the relationships among emotional intelligence, teacher self-efficacy, length of teaching experience, and age in a sample of south Texas public school teachers. Additionally, the study examined differences in emotional intelligence between male teachers and female teachers, and among African American, Hispanics, and White teachers. Participants were 180 elementary science teachers from south Texas public schools. The sample was made up of 14 (7.8%) males and 166 (92.2%) females. Regarding race / ethnicity, the study sample consisted of 31 (17.2%) African Americans (3 males and 28 females), 49 (27.2%) Hispanics (7 males and 42 females), 98 (54.4%) Whites (3 males and 95 females), and 2 (1.1%) “Others” (1 male and 1 female). Participants ranged in age from 23 years to 65 years. Five hypotheses were proposed and tested to address the relationships under investigation.

The study employed a mixed methods correlation and causal-comparative research design approach. Three instruments, the Multifactor Emotional Intelligence Scale (Mayer, Caruso, & Salovey, 1999), the Science Teaching Efficacy beliefs Instrument (Riggs & Enochs, 1990), and a demographics questionnaire were utilized to collect the data. An independent measures t test, the Pearson r, and the one-way MANOVA were used to analyze the data. A significant positive relationship was found between “emotional intelligence” and “teacher self-efficacy”. Data analyses
however, failed to support hypothesized relationships between “emotional intelligence” and “length of teaching experience,” and between “emotional intelligence” and “age”. Additionally, statistical analyses of the data collected for this study supported and predicted statistically significant differences in “emotional intelligence” between male and female teachers, and among the three race ethnicity groupings. Based on these findings, recommendations for the application of the construct of “emotional intelligence” in Texas public school are discussed.


The purpose of this study was to determine if components of emotional intelligence were factors that influenced student satisfaction of undergraduate students enrolled in four nursing programs at Wayne State University. Research has suggested that students’ satisfaction is an important factor for student retention and graduation in higher education. As a nursing shortage is present in the United States, it is important to investigate factors that could influence students’ decisions to remain in the College of Nursing.

A non experimental, descriptive research design was used for this study. This research design is appropriate for this type of study as the independent variables will not be manipulated and no intervention or treatment will be provided to the participants. The primary data collection instrument was questionnaires that were distributed to undergraduate students in the College of Nursing at Wayne State University.
The population for this study included all undergraduate students in the College of Nursing. These students had been admitted into one of the Bachelor of Science in Nursing (BSN) programs and were attending either part or full time. Four different BSN programs are offered in the College of Nursing. These programs include rational, second-career/second degree BSN completion, and RN to MSN.

The findings of the study indicated that emotional intelligence was not a statistically significant predictor of self-reported grade point average. Emotional intelligence and satisfaction with their college experiences and growth did not differ relative to the nursing program in which they were enrolled. Some factors of emotional intelligence were found to be predictors of satisfaction with college experiences.

Further research is needed to explore the effects of emotional intelligence on students in undergraduate nursing programs. Additional research should focus on improving student’s satisfaction to retain students through graduation.


This quantitative investigation is the first attempt to examine relationships between personality domains, critical thinking, emotional intelligence and transformational leadership styles. This study is also the first attempt to develop such research in a developing country. Four well-known instruments that had been translated into Spanish, namely, the NEO PI-R, WGCTA, MSCEIT, and MLQ were used. Peruvian managers’ personality domains of extroversion and conscientiousness demonstrated the strongest and most consistent correlations to transformational leadership styles followed by openness to experience and neuroticism. The final
model developed indicated that agreeableness, critical thinking, and emotional intelligence had no significant effects on transformational leadership styles. Personality traits were the most important aspects for influencing transformational leadership styles. The extroversion and conscientiousness personality domains may encourage individual to emerge as leaders.


In an era of unprecedented challenges and rapid change, community colleges need effective leadership that brings out the best in people, organizations, and communities. The diminishing supply of qualified leaders has been well documented (Campbell, 2002; Shults, 2001) at the same time that the complexity and challenges of leadership positions are increasing, Emotional intelligence may be a factor that help differentiate an average community college leader from an outstanding one.

The purpose of this study was to explore the relationship between the emotional intelligence of community college presidents in North Carolina and faculty and staff retention. Specifically, the study assesses whether presidents in these educational institutions who possessed high levels of emotional intelligence were able to retain employees.

A total of 39 presidents participated in the study which yielded an overall response rate of 67.2%. The participating presidents completed an online self-reported assessment of emotional intelligence, the Bar-On Emotional Quotient inventory (Bar-On EQ-I).
The emotional intelligence scores were compared to unit record retention data of each institution for faculty and staff. The Pearson’s Product Moment Correlation Coefficient was conducted on the data sets to determine if a relationship existed between the emotional intelligence scores of community college presidents and their organizations’ performance based on retention of faculty and staff. A t-test for statistical significance was then calculated. A 0.05 significance level was applied. Study results indicated that there were no statistically significant correlations between the emotional intelligence of community college presidents and faculty retention. Findings also showed that Total EQ-I scores and Adaptability Composite Scores were the only two statistically significant scores related to staff retention. All other correlations of composite scores and staff retention were found not to be statistically significant.

While two scores when compared to staff retention showed statistical significance, the findings refute other studies because the relationship between the emotional intelligence scores of community college presidents and senior administrator retention were found to be inversely related. The data suggest that presidents with higher emotional intelligence and adaptability scores have senior administrators who are more likely to leave.


This study was conducted to examine the factors that both support and inhibit retention among first-generation college students. In recent years state boards of regents have begun to hold universities accountable for students successfully
completing of their academic goals. In order for universities to help students to achieve their academic goals, institutions of higher education must search for new strategies to improve student retention. An examination of retention and its relationship to emotional intelligence has been reviewed. A recurring theme in this review was that emotional intelligence assessment may provide new strategies to help student’s retention. Participants’ emotional intelligence levels were measured by the Mayer Salovey Caruso Emotional intelligence Test V2.0. The Freeze Frame emotional management tool was used to provide participants with training to regulate or bring their emotions more under their conscious control. It was anticipated that this training would be reflected in a higher retention rate.


In recent years research examining discordant amoral styles of leadership has gained popularity amongst leadership theorists. This research sought to gain a clearer understanding of the role that a narcissistic personality combined with elevated levels of emotional intelligence (EI), plays in producing leaders who are low in moral reasoning ability and generally less effective as leaders. The participants in the study were 114 employees of a medium-sized law enforcement agency on the West Coast. Of the 114 total participants, 53 were supervisors and 61 were subordinate raters. Supervisors completed self-report measures of narcissism, as well as assessments of their emotional intelligence and moral reasoning. Subordinate raters completed measures evaluating their supervisors on leadership style, as well as the amount of trust the subordinate placed in the supervisor.
Results from this research indicated that narcissistic leaders with a strong ability in terms of the Using emotions branch of EI were less effective as leaders, and had a less developed sense of moral reasoning than their supervisory peers who were less narcissistic. Also, the combination of high narcissism and elevated skill on the using emotions branch of EI produced supervisors who were less trusted by their subordinates.

Finally, results indicated that narcissistic leaders with a high level of ability in terms of the Managing Emotions branch of EI scored higher on ratings of subordinate trust. This result indicates that emotionally intelligent narcissistic supervisors can manage emotions in both themselves and their subordinates to the point of being highly trusted. This result seems to be at the heart of amoral leadership. Supervisors who manipulate subordinates for their own personal benefit through the management of emotions are likely amoral leaders. This project adds to the relatively new body of research examining the emotional intelligence construct.

**Dardello & Andrea Deliece (2007) “Using a theory of emotional intelligence to teach basic writers at a two-years college”**

Emotional intelligence scholars such as Daniel Goleman, Reuven Bar-On, John Mayer David Caruso, and Peter Salovey have all claimed that cognitive ability alone is insufficient to determine an individual’s success. Each has pointed to emotional intelligence as a skill needed to obtain one’s life goals. The Mayer Salovey-Caruso Emotional Intelligence Test (MS-CEIT), the only ability based test of emotional intelligence developed by John Mayer, Peter Salovey, and David Caruso, was used to teach basic writers at Howard Community College to recognize, understand, use and manage emotions to determine, if being taught, emotional
intelligence skills in a fifteen-week semester, would improve student’s emotional intelligence skills and their success in the course. Students also kept emotional intelligence journals wherein they recorded their emotions during six stages of the writing process, including brainstorming, developing a thesis, developing an outline, writing the first draft, receiving feedback, and revision. Using Alice Brand’s glossary of positive and negative emotional vocabulary for writers, students identified emotions that aided and stifled their writing process. Although this study did not find that teaching emotional intelligence skills in a fifteen-week semester significantly increased student’s emotional intelligence as determined by the MSCEIT, it did find a relationship between students’ emotional intelligence score, students’ writing skills and their success in the course. Students’ reported emotions throughout the course contribute to success oriented pedagogy for basic writers.


There is a growing need for school administrators who are able to address the social emotional needs of their staff, students, and families as well as to handle the complex pressures of the job. Researchers (for example, Cooper, 1997; Beairsto, 1999 Fullan, 2002) argue that leaders are not always equipped with the skills necessary to deal effectively with the needs of the organization. Some (for example Mayer & Salovey, 1990, 1997; Goleman 1995, 1998) suggest that effective leadership skills require an understanding of the skills associated with emotional intelligence. Others (Lazarus & Folkman, 1980, 1984; Moos, 2003) argue that coping skills are critical for managing stress and leading effectively. The purpose of this study was to
examine the relationship between principals’ leadership effectiveness, emotional intelligence, and coping mechanisms for stress. It also sought to explore whether emotional intelligence and coping mechanism for stress are predictive of leadership effectiveness when other characteristics of school leaders are held constant.

There were 65 participants in this study. Each participant was the principal of a public middle school in Massachusetts and was also a member of the Massachusetts Secondary School Administrators’ Association during the 2005-2006 school years. This study relied on survey research methodology and data was collected using existing measurement scales with some adaptations. Kouzes and Posner’s (2002) Leadership Practices Inventory (LPI) was used to measure Leadership Effectiveness; Mayer, Salovey and Caruso’s (2000) Emotional Intelligence Test (MSCEIT) was used to measure Emotional Intelligence, and ; Moos’ (2003) Coping Responses Inventory was used to measure Coping Mechanisms for Stress. In order to examine the relationship between Leadership Effectiveness, Emotional Intelligence, and Coping Mechanisms for Stress, correlation coefficients were calculated. Multiple regression techniques were used to explore the relationship between Leadership Effectiveness, Emotional Intelligence Coping Mechanisms for Stress, and other important covariates.

Correlation analyses revealed a negative relationship between Total Emotional Intelligence and Total Leadership Scores, which suggests that ability-based Emotional Intelligence is not part of the criteria necessary for Effective Leadership. Several positive and significant relationships were found among scores from the Coping and Leadership Scales. These findings were consistent with prior research (Randall, 1980; Fallen, 1998; Arthur, 2004) Multiple regression analyses revealed a significant predictive relationship between the three variables and explained 16% of the variance
in Total Leadership Effectiveness scores. In addition, three of the leadership subscales (Model the way, inspire a shared vision, and Challenge the process) were able to be explained by variables from the coping and Emotional Intelligence scales. These relationships were significant.

Findings from the study may be used to restructure professional development for principals in order to increase their effectiveness as leaders. Selection criteria for the recruitment of effective leaders maybe impacted as well. Future research should also continue to explore the difference between ability-based Emotional Intelligence and trait-based Emotional Intelligence. While the analyses showed that Emotional Intelligence and Coping Mechanisms contribute to the prediction of Leadership Effectiveness, future studies should investigate other confounding factors that could impact principals’ Leadership Effectiveness aside form their own abilities and traits.

**Garcia, Maria del Carmen., (2007) “Motivation, language learning beliefs, self-efficacy, and acculturation patterns among two groups of English learners”**

English learners (EL) are often viewed as a homogenous group of students, when in fact they are a diverse group with distinct generational differences among them. Common methods employing generation status fall to address the differences in a subgroup of EL students, namely Generation 1.5. These students’ experiences, characteristics and educational needs fall within those of recently arrived first-generation immigrants and the US born second generation children of immigrants (Roberge, 2002). Relying on first generation and second generation categories does not grasp the varied experiences of immigrant and U.S. born EL students (Oropesa & Landale 1997). The purpose of this study was to investigate motivational variables related to language learning for secondary English Learner students based on
generational status (recent immigrant ELs or first generation and long term ELs (Generation 1.5). Participants’ (N = 151) motivation beliefs, self-efficacy, and acculturation patterns related to learning English were examined. Quantitative methods were used to assess the differences among the groups, and to determine the predictability of these variables on achievement and language proficiency outcomes. Results indicate that first generation ELs reported higher levels of effort, desire, attitudes and motivation to learn English, while generation 1.5 ELs reported higher levels of U.S. acculturation and identity, and more competence with English. The predictability of motivational variables did not capture a large variance of EL students’ academic achievement and language proficiency outcome among this sample. Implications for language teaching and learning are also discussed.

**Johnson, Gia Daneka Kimbrough.** (2008) “Learning styles and emotional intelligence of the adult learner”

Everyone has a preferred learning style. Knowing and understanding learning styles helps individuals learn more efficiently (Silver, Strong, & Perini, 1997). It also allows an individual to capitalize on their strength and improve self-advocacy skills. In the learning environment, many educators are becoming aware that students’ emotional intelligence should be incorporated and embraced in the classroom (Ashkanasy & Dasborough 2003). When a student’s emotional and social skills are addressed, academic achievement of the student increases and interpersonal relationships improve (Goleman, 1995).

The purpose of this study was to examine the relationship between learning styles and emotional intelligence among adult learners. This study was conducted
using the Gregoric Style Delineator to measure the four mediation abilities of learning styles and the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) for assessing the four branches of emotional intelligence. The sample for this study consisted of 111 participants, who were male and female undergraduate and graduate students, who were at least 19 years of age, and enrolled in a degree of study at this university. Collected data included the participant’s gender, race, age, GPA, traditional or non-traditional students, education level, and major.

Based on the analysis of the data from this study, the data suggests that there is no correlation between the four mediation abilities of the Gregorc Style Delineator and the four branches of emotional intelligence as measured by the Mayer-Salovey-Caruso Emotional Intelligence Test. The data also included that there is no statistical difference between learning styles and emotional intelligence based on ethnicity, age, GPA, and gender. The results indicated that The Gregorc Style Delineator and the Mayer-Salovey-Caruso Emotional Intelligence Test measure two separate constructs. The Gregorc Style Delineator and the Mayer-Salovey-Caruso Emotional Intelligence Test are not interchangeable instruments measuring constructs from the same domain.


Emotional intelligence of adults has increasingly become the focus of research and educational reform efforts in recent years (Bar-On, 2004a; Drago, 2004; Goleman, 1997; Salovey, Brackett; and Mayer, 2004). Researchers have discovered that factors other than performance on intelligence tests contribute to academic performance
The main purpose of this study was to examine the relationship between emotional intelligence and academic achievement based on the birth order of nontraditional adult learners in a private liberal arts university based in Phoenix, Arizona. For the purpose of this correlational study, a convenience sample, of 115 male and female adult nontraditional undergraduate learners at Ottawa University-Arizona during or after the Proseminar class, was selected. Measures for emotional intelligence, gender, and age were operationalized by the Bar-On Emotional Quotient Inventory (Bar-On EQ-i) survey instrument. Birth order was operationally defined as the sequence in which children are born into a family, such as first born, middle child, last born, and included only children. Social rank was included in this definition. Grade Point Average was based on a 4.0 scale reflecting all semester hours attempted by students, including transfer credits within the last five years from other institutions from the point of entry to Ottawa University. The statistical findings showed that there was a weak positive relationship between emotional intelligence and academic achievement of the adult learner in that the higher the participant’s emotional intelligence, the more likely the participant will have a high Grade Point Average; similarly for the converse. Further analysis showed that the relationship between EQ and GPA did not vary across individuals with different birth order. However, one test revealed that the measures for Birth Order and Emotional Intelligence were significantly related to the GPA measures for academic achievement. One implication of the research findings is that liberal arts education curricula may need to be redesigned or strengthened to better accommodate emotional intelligence instruction to ensure a holistic approach to adult learning. Future studies should consider using a larger representative sample with a balanced mix of genders and a
more representative sample in terms of GPA.


The purpose of this study was to investigate the relationship among emotional intelligence, academic achievement, and demographic characteristics in first-year community college students. A quantitative research methodology was designed for this research. This study utilized end-of-semester Grade Point Average to measure academic achievement and the online Emotional Quotient Inventory (EQ-i) to assess emotional intelligence. A convenience sample of 199 students was used for statistical analysis. Data analysis included frequencies, percentages, mean scores, t-tests, one-way ANOVA with post-hoc tests, Pearson correlation, Spearman rho correlation, multiple regression, and logistic regression. The statistical data were computed by SPSS 16.0 for Windows at alpha levels of .05 or lower.

The findings in this research study do not support the existence of a relationship between overall emotional intelligence as measured by the EQ-I and academic achievement as measured by GPA. However, a relationship was found between academic achievement and the emotional intelligence subscales of Social Responsibility and Problem Solving.

Differences in emotional intelligence and subscales were discovered among various demographic groups. Differences were found between age groups in Stress Management and Adaptability emotional intelligence scales. Differences were discovered between genders in the Interpersonal emotional intelligence scale. In addition, students with parental responsibilities scored higher in the Interpersonal and
Adaptability emotional intelligence scales. Further findings revealed significant differences between ethnic groups in Interpersonal emotional intelligence scales. Students who had been divorced and students who were employed scored higher in Adaptability subscale. Moreover, the present study found differences between gender and marital status groups and academic achievement.

This study found a predictive relationship among academic achievement and Independence, Empathy, Social Responsibility, Flexibility, and Problem Solving emotional intelligence subscales. Further, a weak predictive ability of academic achievement was found for age, gender, and marital status.


Emotional intelligence (EI) has gained considerable attention within the last decade. This surge in interest is due, in part, to claims about EI’s ability to predict important outcomes such as life satisfaction, peer attachment, substance abuse, depression, and loneliness. This also has been attributed to attempts at expanding our understanding of human abilities, beyond general intelligence, or psychometric g. Although psychometric g is the most predictive factor of many important educational and occupational outcomes, at least 50% of the variance can be attributed to other variables. Thus, researchers have looked for alternative constructs such as EI to supplement or replace intelligence tests to improve prediction.

Although a number of conceptualizations of EI have emerged within the last decade, Mayer and Salovey’s (1997) theory of EI has the most empirical support. They postulate that EI consists of the ability to (1) accurately perceive emotions, (2) use
emotions to facilitate thinking, (3) understand emotions, and (4) manage emotions. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was developed to measure these constructs. Although the test’s authors provide some evidence to substantiate the MSCEIT’s validity, questions remain.

The purpose of this study was to examine the construct of EI as measured by MSCEIT. Specifically, this study investigated the validity of the MSCEIT by examining its internal structure, relationship to external criteria, and incremental validity. Results of this study revealed that internal consistency estimates were acceptable for higher-order factors although unacceptable for some subtests. Overall EI and scaled scores on the MSCEIT correlated with personality and g in the low to moderate range demonstrating convergent and divergent evidence of validity. Overall EI also correlated significantly with self-reported SAT scores, psychological well-being, peer attachment, and alcohol use. However, after controlling for the effects of g and personality, EI contributed little to no additional explained variance in a number of real-life outcomes. Alcohol use was the only criterion on which EI explained additional variance. Further, results indicated that the proposed theoretical structure of the MSCEIT is an improper model. Thus, the present study raises concerns about the construct of EI and its measurement with the MSCEIT.
American public school students who, by definition of the Individuals with Disabilities Education Act (IDEA) are emotionally disturbed (ED) and often display difficulties with internal control characteristics and behavior reflecting poor internal controls. This dissertation attempts to review the literature on emotional intelligence (EI) and how it may impact students with ED, particularly as they experience poor internal control characteristics. After review of the literature, a 12-week study of students with ED from a private school in the State of Maryland was completed. The 12-week study included EI interventions based upon Gwen Doty’s EI learning strategies for students grades K-8. The study included students ranging from 11 to 14 years of age and grades six through eight. The data was collected based on an ANCOVA to determine whether there were statistical differences between the experimental group and control group. After implementing the EI strategies and calculating statistical data there were no statistical differences noted as a result of the study. The hypothesis was not supported, which may have been due to a very small sample size as well as threats to validity. However, future research in this area is needed as there is evidence to support beneficial claims for EI- social and emotional learning- upon students of all backgrounds and disabilities as well as grade and age levels.
Walker, Mary Elizabeth Bankson (2006)’” Emotional intelligence and academic success in college”

During 2003 and 2004, 1205 undergraduate students at a four-year research intensive university were given the Bar-On EQi: Short. The data from the Bar-On EQi: Short was collected along with demographic data on the students during their first four semesters of college. Correlations were examined between emotional intelligence and gender, ethnicity, ACT score, and grade point average, number of terms completed, and number of hours failed within the first four semesters. The findings of this research suggest that there is indeed a significant relationship between emotional intelligence and academic success in college. This study found that there is a positive correlation between the five emotional intelligence component scores (intrapersonal, interpersonal, mood, stress and adaptability) and the individual semester grade point averages of the first four regular semesters. Further, this study found a positive correlation between emotional intelligence component scores and academic persistence and a positive correlation between emotional intelligence and ACT scores. Lastly, this study found a relationship between emotional intelligence scores and both gender and ethnicity. This study did not find a relationship between the number of hours a student fails during a semester and the same student’s emotional intelligence scores. Further, this study did not find a relationship between emotional intelligence and gender and ethnicity combined.

According to the U.S. Small Business Administration, one of the fastest growing segments of the economy is businesses with fewer than 500 employees. Within that segment, the number of firms owned by women continues to grow. Little research has been conducted to understand the critical factors of women’s success, and in particular, how that success could be impacted by stress. The current study explored female small-business owners in a variety of industries. The study investigated whether there was a potential impact of emotional intelligence and coping responses on leadership effectiveness practices. The purpose of this study was to examine whether any significant, predictive relationships existed between these variables. The focus of this study was female, small-business owners in the upstate New York cities of Buffalo, Rochester, and Syracuse. Each firm of the sample population had between 2 and 50 paid employees, in order to understand specific issues related to leaders in a size demographic that had not previously been researched. The study relied on cross-sectional sampling and survey research methodology using previously validated instruments. Emotional intelligence was measured using the Mayer-Salovey-Caruso Emotional Intelligence Test version 2.0. Coping response was measured using the Moos (2003) Coping Responses Inventory for Adults, and leadership effectiveness was measured using the Kouzes and Posner (2002) Leadership Practices Inventory for Self-evaluation. Correlation and multiple regression analysis demonstrated that although previous studies had demonstrated interaction at the total-score level for emotional intelligence, coping response, and effective leadership practices, that same result was not duplicated within the current study. Leadership subscale areas
(such as challenge the process, enable others to act, and encourage the heart) showed correlation and predictability from experimental emotional intelligence (area scores within the Mayer-Salovey-Caruso Emotional Intelligence Test). Multiple regression analyses showed statistically significant correlation and predicted a range of 9 to 16% of the variance.


This paper sets forth the rationale, supporting literature, and methodologies utilized in a dissertation project designed to examine the relationship between emotional intelligence and an individual’s perception of team cohesiveness. The preliminary analysis of the data revealed a statistically significant positive correlation between an individual’s level of emotional intelligence and his or her corresponding perception of team cohesiveness.

The research suggests that an individual’s emotional intelligence level is a factor with regard to how an individual perceives the team he interacts with. Human resource departments and managers need to be aware of the implications of hiring or placing individuals with low levels of emotional intelligence on teams. This is especially true if the individuals will work in highly collaborative team environments, such as software development projects. Education focusing on team work, and team cohesiveness education programs, should also consider the value of adding emotional intelligence training to their current employee training.
It is hoped that the results from this study will not only add to the knowledge base of existing information, but may also provide greater insight for the development of evolving organizational policies that include EI selection criteria into its recruitment policies when looking for prospective employees for highly collaborative projects.

2.4. STUDIES RELATED TO SELF-EFFICACY


Using Self-Efficacy and the Trans-theoretical Model as the framework, this study investigated the influence of a goal setting and monitoring in starvation on the cognitive and behavioral variables in students enrolled in nutrition courses. To help control mono-operation bias, courses with two different approaches to course sequencing and content were included. A pretest/posttest (i.e., eight page questionnaire) quasi-experimental design was utilized with twelve weeks of the nutrition course serving as the intervention. Data was collected using the Block Eating Habits Screener, researcher –developed self-efficacy scales and stage of change tools. The self-efficacy Scales were: nutrition self-efficacy social expectancy outcomes. Physical (positive and negative) expectancy outcomes and self-evaluation expectancy outcomes.

The overall participation rate for completion of both the pretest and posttest in the four courses was 74.5% (236 of 353 enrolled in courses.) Over 80% entered the nutrition courses in a pre-action stage and ranked “interest” as the number two choice for enrollment.
The groups did not differ at baseline (MANOVA). There was no significant pretest to posttest score difference between the goal setting and control groups. The concepts and course activities presented in the nutrition courses may have confounded the ability to measure effectiveness of the goal setting treatment. The two courses differed significantly from each other on two variables. One course demonstrated an increase in self-evaluative expectancies, while the other had no change. The courses differed on positive physical expectancies, although neither group had a significant change in score from pretest to posttest.

Significant pretest to posttest differences were found for: decrease in dietary fat, increase in nutrition self-efficacy and social outcome expectancies, and advancement in stage of change. The largest effect size was for the increase in self-efficacy for nutrition knowledge skills, and motivation. Using MANOVA and two-step post hoc analysis’ there was a significant difference across stage of change at pretest and posttest for: social expectancies, nutrition self-efficacy, and dietary fat. These results provide evidence further validating the effectiveness of nutrition interventions--- in particular the positive cognitive and behavioral effects of university nutrition courses.

**Jones, Leslie Nicole, (2006) “The role of faculty and peer research mentoring in research productivity, self-efficacy, and satisfaction of doctoral students”**

Mentoring relationships have been identified as important in the development of a professional identity among counseling psychologists, yet there is a paucity of research in this area. This study investigated the relationship between faculty and peer research self-efficacy research productivity, and satisfaction with the graduate school experience of students. Participants were second year or later counseling psychology
doctoral students enrolled in APA Accredited programs. The results are consistent with the general mentoring literature in that 54.5% of the participants reported only having a faculty research mentor and 30.6% indicated they had both a faculty and a peer research mentor. The only statistically significant finding in this study was that satisfactory faculty research mentoring predicted satisfaction with the graduate training program for counseling psychology doctoral students.


The current study was conducted to examine the effects of telephone intervention on arthritis self-efficacy, depression, pain and fatigue in older adult patients in different clinical settings. Eighty-five subjects from two clinics were randomly assigned to either the control (n=45) or intervention (n=40) groups. The study was a mixed quantitative/qualitative design. Each subject completed several pre-tests including the Arthritis Self-Efficacy (ASE) Scale, the Geriatric Depression Scale (GDS) and Numeric Rating Scales for both pain and fatigue. All subjects received an informational packet on self-management of arthritis and developed an action plan and personal goals for self-management of their arthritis over the next six weeks. Subjects in the intervention groups also received a brief educational session on the packet and were called once weekly for the next five weeks. The calls followed a script, addressing different sections of the informational packet. The calls were designed to be both instructional and motivational. Subjects in the control groups were not contacted until the sixth week. At that time all subjects were called and the assessment tools were administered.
Quantitative data analysis (repeated measures of ANOVA) showed a significant increase in ASE scores over time for both intervention and control groups. Qualitative data analysis revealed the emergence of several major themes that were supported by the subjects’ responses. The telephone interventions helped many of the participants initiate exercise programs for the first time in their lives. Participants also indicated that they were determined to adhere to these programs, that they would make other lifestyle changes that would assist their arthritis self-management, and that the telephone interventions were helpful in facilitating medical care for arthritis exacerbation and other medical problems.

Telephone intervention was helpful in promoting adherence to exercise programs and other lifestyle changes that may assist older patients in the self-management of their arthritis, and was helpful in facilitating medical care.

Arthritis education classes have been developed which have been shown to enhance the self-management of arthritis in older patients. Telephone intervention may be an alternative means of enhancing self-management for these individuals.


For several years IT has been seen to be the engine of substantial productivity gains. However what has happened is that companies have spent millions of dollars deploying new technology only to see it being underutilized by employees.

The Technology Acceptance Model is one of the models used to study the problem of low adoption or underutilization of technology. However, despite the success in the predictive powers of the model, increasingly there have been calls to study the robustness of TAM in other cultural settings, Notably, Hofstede (1994)
posited that many social science theories are culture centric and Straub, Keil and Brenner (1997) noted that with the advancement of globalization, we need to know how widely the model applies in other countries.

This study therefore acquired data from individuals from several organizations in Jamaica so as to assess the explanatory and predictive power of the model in a different cultural setting. Using seven variables external to the core TAM model, this study found that the model does hold in Jamaica. However some surprising findings include that there was no significant effect of Age and Gender, and that Subjective Norm was found to be significant even though it was found to hold before only where usage was mandatory.

**Parsons, Angela Grace (2006) “The impact of self-efficacy on recruiting teachers to work at low-performing schools”**

This study addressed the task of recruiting experienced teachers to serve as instructors at low performing schools located in the largest school district in Kentucky, a state undergoing systematic school reform. The participants (N=701) were elementary (n = 239) middle school (n=26) and high school (n=249) teachers employed at schools classified as In-Need-of Assistance (n=170), Progressing, (n=262) and Meets Goal (n=205).

The independent variables included demographic characteristics of the participants (age, gender, marital status, ethnicity, number of dependent children, current teaching assignment, CATS achievement level, number of years of teaching, number of years until retirement, current job satisfaction) serving as control variables. The predictor variables of interest were facets of teacher self-efficacy (instruction and discipline, community involvement decision making, school climate parental
involvement, attendance). The dependent variable was a two-item additive composite score for attraction to a teaching position at a low-performing school. The resulting coefficient alpha for the dependent variable was 0.93.

This research study had a correlation design with hierarchical multiple regression analysis as the main analytical procedure. Two control variables (CATS achievement level and current job satisfaction) and two teacher self-efficacy variables (instruction and discipline, and community involvement) were significant predictor variables. As current job satisfaction increased, participant ratings of a teaching position at a low-performing school increased. CATS achievement level had a negative correlation with job rating, indicating as the CATS achievement level at the current school decreased, participant rating of a teaching position at a low-performing school increased. The full regression model (R² = 0.13) explained 13% of the variance in the rating of teaching position at a low-performing school, a medium effect size with practical significance useful to educational leaders and policymakers. Implications for recruitment practice and future research are discussed.


Today’s organizations need leaders throughout the hierarchy who can enhance their follower’s self-efficacy to produce creative performance. This dissertation examines the effects of formal leaders’ use of positive humor, an organizationally relevant yet understudied construct, on followers’ job and creative self-efficacy, and on their creative performance. To that end, this dissertation develops and tests a structural model in which leaders’ humor usage directly influences followers’ self-
efficacy, which in turn, partially mediates the relationship between leaders’ humor usage and followers’ creative performance.

Results from a field study of 193 leaders and their 528 followers suggest support for many of the structural model’s proposed relationships. Specifically, full support was found for the hypothesis that leaders’ use of humor was positively related to followers’ creative performance. Indirect support was found for the hypotheses that leaders’ use of humor was positively associated with followers’ job self-efficacy and creative self-efficacy. Instead of the hypothesized direct relationship between leaders’ use of humor and followers’ self-efficacy, the results of the study’s structural equation analysis suggest that followers’ sense of humor mediates the relationships between leader’s use of humor and followers’ self-efficacy. Finally followers’ creative self-efficacy was found to positively influence followers’ creative performance, and to fully mediate the relationship between followers’ job self-efficacy and their creative performance.

This dissertation research seeks to make several contributions. First, it adds to the short list of empirical studies of formal leaders’ humor usage in organizations. Second it proposes and tests a mechanism through which formal leaders’ humor usage might be expected to influence followers’ creative performance. Third, it looks at the relationship between formal leaders’ humor usage and followers’ creative performance. Finally, it complements prior creativity research that emphasizes the social psychological context of creativity, and adds a fresh construct, leaders’ humor usage.

The research reflects recent scholarly interest in positive organizational science, and is motivated by the researcher’s interest in that which affects the work lives of everyday people. In considering the practical implications of this study, the
researcher suggests that organizations have good reason to promote the use of humor in organizations, in that it contributes to creative performance.


The purpose of this study was to examine the usefulness of a modified integration model in understanding the relationship between the academic achievement and institutional integration of minority students. Peer learning, help seeking, institutional integration and several rational predictor variables, including high school GPA and SAT scores were examined in relationship to first semester GPA and reenrollment in the following semester. The sample included 198 primarily minority freshmen enrolled in nine sections of a freshmen success course. The majority of these students were also taking remedial Math and English course. Results from correlational analyses showed a significant relationship between peer learning, help seeking and institutional integration. However, no support was found for the predictive value of the modified model. Results from two multiple regression analyses showed that, of the three variables, only peer learning was a significant predictor of academic success and retention. The best predictor of student achievement and retention of the subjects was prior academic achievement. Results from multiple regression analyses showed that students’ prior preparation and peer learning were predictive of academic success and retention at the university.

This study examined how demographic variables, student’s hope for the future, perception of family interaction, perception of career barriers, and involvement in a school-to-work program related to career decision-making self-efficacy.

One hundred six participants from a school-to-work program were compared to 57 control group participants from the local school district. Four assessments and a demographic form were administered: the Adult Dispositional Hope Scale to Assess the level of hope that students had for their futures, the Career Decision-Making Self-Efficacy-Short Form to assess students’ level of confidence in making good career decisions, the Family Assessment Device to Assess students’ perception of healthy family functioning and the Career Barriers Inventory-Revised to assess students’ perception of barriers.

Assessments were administered at the beginning and end of the Fall 2004 semester. Group differences were examined, including the variables of grade point average, bilingualism, and ethnicity. Data were analyzed using creational analyses, one-way analysis of variance (ANOVA), and repeated measures of ANOVA.

There was no significant relationship between perceptions of being hopeful about the future and perception of barriers. Students who expressed greater hope for the future also perceived family functioning as healthier. Student’s perception of barriers was not significantly related to career decision-making self efficacy. Students’ perception of healthier family interaction was positively related to career decision-making self-efficacy. It did not appear that students choosing to participate in the school-to-work program viewed their family interaction as more positive than
did the control group. Grade Point Average was not related to perception of a healthier family interaction. European American and Latin American students did not differ in their career barrier scores. There was no difference in how bilingual and monolingual English-speaking students viewed career barriers, except that bilingual students indicated greater decision-making difficulties. Students who chose to participate in the school-to-work program did not perceive fewer barriers than students not in the program. No time x treatment effect between groups over the semester was evident.


Teachers engage in a variety of learning opportunities, both formal and informal, and for a variety of reasons. While numerous organizations have documented the important need for teachers to be continuous learners and outlined the best methods and qualities of effective learning opportunities for teachers, little attention has been placed on understanding the teacher as an adult learner. The purpose of this research study was to examine the relationship between a teacher’s perceived sense of self-efficacy as it is related to autonomous learning; his or her learner autonomy profile and student achievement. Results from the study were mixed. The total LAP score and scores on the ALA were significantly correlated. The combination of the LAP and the ALA were not found to be predictors of student achievement. While the combination of desire, resourcefulness, initiative, persistence, and self-efficacy were not found to be predictors of student achievement; further analysis indicated that a small correlation existed between persistence and higher gains
in student achievement. Results also indicated that the number of subjects taught was significantly related to gains in student achievement.


The main purpose of this study was to create an instrument to measure the perceived self-efficacy of preschool teachers in early literacy instruction. The secondary purpose was to make group comparisons using demographic characteristics and identify potential predictor variables. The participants included 100 preschool teachers from Lutheran preschools in the Southwestern United States. The study used multivariate correlational methods for instrument creation, causal-comparative methods to make group comparisons of demographic characteristics, and sequential regression to identify possible predictor variables. Three components were identified in a principal components analysis: instruction in literacy, knowledge of literacy, and diagnosis of literacy difficulties. No demographic characteristics were found to be significant. The most significant finding of the study included a discrepancy between average scores in instruction in literacy and knowledge of literacy indicating that preschool teachers may need additional training in literacy theory.


This research explored how the Georgia High School Graduation Test affects eleventh grade teacher morale and teacher self-efficacy. The purpose of this study was to examine the relationship between variables identified in high stakes testing
research: pressure, stress, teaching style and content used, and how they can predict changes to teacher morale and self-efficacy. Furthermore, the purpose of this will examine how these tests impact experienced and non-experienced teacher morale and self-efficacy. This study utilized the responses of 139 eleventh grade teachers from various school districts throughout the state of Georgia. This study utilized the High Stakes Test-Teacher Attitude Survey (HST-TAS); the HST-TAS is an adaptation of Gibson and Dembo’s TES and Hackman’s Job Change Model Questionnaire. This study employed an ex post facto design using a correlational study. Statistical tests were performed using Multiple Regression and an Independent Sample t-test. The data collected clearly illustrated that although stress / pressure and changes to instructional strategies and content significantly predict teacher morale and self-efficacy; the change in instructional strategies and content is the stronger predictor. Furthermore, stress / pressure and changes to instructional strategies are a stronger predictor when predicting self-efficacy. Lastly, this concluded that teaching experience does not appear to impact a teacher’s perception of their morale or self-efficacy; although experienced teachers showed slightly higher ratings of both.


This dissertation explores the relationship between children’s self-efficacy beliefs, teachers’ beliefs about children’s abilities and effort, and children’s academic achievement. According to self-efficacy theory and research on teacher belief’s, children’s self-efficacy beliefs and teacher beliefs about children’s abilities and effort may differ by the child’s gender and/or ethnicity and should relate to children’s
academic achievement. Therefore this study explores the differences in children’s
self-efficacy beliefs by their gender and/or ethnicity, the differences in teacher beliefs
about children by the child’s gender and/or ethnicity, and the connections between
children’s self-efficacy beliefs, teacher beliefs about children’s abilities and effort,
and children’s academic achievement. The sample consisted of two groups of first
grade children (low income and non-low income) from eight elementary schools
across an urban fringe public school district. Results indicated no significant
differences in children’s self-efficacy or teacher beliefs about children’s abilities by
the child’s gender and/or ethnicity in either the low income group or the non-low
income group. Teacher beliefs about children’s effort were significantly higher for
females in the low income group but did not differ significantly by the child’s
ethnicity. In the non-low income group, teacher beliefs about children’s effort did not
significantly differ by the children’s gender and/or ethnicity. Children’s self-efficacy
beliefs significantly related to their academic achievement in only the low-income
group, suggesting a possible connection with the philosophies of Head Start. Teacher
beliefs about children’s abilities emerged a consistent significant predictor of
children’s academic achievement across both the low income group and the non-low
income group, with teacher beliefs about children’s abilities significantly lower for
the low income children. Implications of this study include consideration to the
powerful predictive role of teacher beliefs about children’s abilities to children’s
academic achievement. In addition, in light of the fact teacher beliefs about children’s
abilities were significantly lower for the low income children, special consideration
should be paid to the connection between teacher beliefs about children’s abilities and
children’s academic achievement as a possible future key to the scholastic success of
low income children.
2.5. STUDIES RELATED TO ACADEMIC ACHIEVEMENT


This study examined the relationship between early exposure to violence—both personal and community—and the later academic achievement of African American first time college students. The study incorporated several variables that were thought to impinge upon the academic achievement process. Specifically, those variables were divided into several groups: background factors (socioeconomic status, high school academic record, personal and community violence exposure), student characteristics (locus of control, educational aspirations and expectations), and university characteristics (campus safety, academic and social integration). Students’ achievement was measured by students’ expected grade point average, as indicated on a student questionnaire.

University administrators, professors and researchers who study the nation’s institutions of higher learning have long been interested in improving the academic performance of African American college students. Concomitantly, learning theories that proliferate in educational literature have gained wide recognition for their potential to explain the academic development of young adults in post secondary educational settings. Yet little research addressing the academic development of African American college students has been conducted. This study departs from similar studies that have been conducted because while its focus is academic achievement, it specifically examines the influence of early exposure to violence upon that process.
Theoretically, early exposure to personal and community violence and the manner in which that exposure impacts upon the later academic achievement of college students is a complex one. Early violence exposure impacts upon the student’s locus of control; the locus of control attribution then determines the student’s predisposition and motivation towards seeking assistance and pursuing academic endeavors. Traditional variables that have been studied in the past were also found to have strong correlations with academic achievement. Case studies have been included as a means of strengthening the contention of a relationship between early exposure to violence and the later academic achievement of African American first time college students.


The purpose of this study was to determine if there was a significant difference in the rate of gain in test scores between schools that use an Integrated Learning System (ILS) and schools that do not. This study examined all the schools in an entire state that adopted a popular ILS during a designated time period. The Indiana Statewide Testing for Educational Progress (ISTEP) across for third grade students in like-paired schools provided the data for this investigation. Nine independent variables derived from this standardized, statewide series of tests were analyzed. ILS user schools were matched to ILS nonuser schools to form like-pairs of experimental-control schools. Four hypotheses were developed and investigated to determine if there was a significant difference in the test scores of ILS users compared to ILS nonuser schools after the intervention was applied. Three tests of significance were executed. Univariate analysis of variance and t-tests examined
nine variables separately. Multivariate tests examined the variables simultaneously. Three major findings emerged from this study. First, multivariate tests of the hypotheses demonstrated that there were not a significant pre/post main effect, but neither the experimental /control main effect, nor was the interaction significant. There was a significant pre/post change for all schools, but the pre/post change for experimental schools was not different from the pre/post change in the control schools. The tests of significance were examined collectively to show support for one another. Repeated measure multivariate, univariate and t-tests demonstrated the following, with only a few exceptions for subtests: pre versus posttest score differences were significant for both groups for the nine dependent variables examined separately or simultaneously; experimental versus control test score differences were not significant for the nine dependent variables examined separately or simultaneously; and the pre/post change for the experimental schools was not significantly different from the pre/post change for the control schools for the nine dependent variables examined separately or simultaneously. These results suggest that it is rash to conclude that the use of an ILS, in itself, is likely to lead to improved student performance on standardized test scores.


Previous research has documented the significance of self-regulation in learning acquisition. The purposes of the present study were three-fold: (1) to narrow the focus of self-regulation specifically to students’ time management strategies; (2) to test the relationship between student’s time use and their self-efficacy
perceptions; and (3) to test the relationship between quantitative and qualitative time management and dimensions.

Quantitative time management was operationally defined as the use of strategies to allocate time for studying or to improve the rate of one’s learning. Qualitative time management was defined operationally as the use of strategies to improve the degree or depth of one’s learning. To minimize socially desirable responses, data were obtained by means of an open-ended, structured interview. Teacher ratings of students’ time management practices were employed to validate interview data.

Fifty tenth-grade students answered questions regarding their methods of time use across a range of learning contexts. It was found that high-achievers used significantly more quantitative and qualitative time management strategies than did low-achievers. As predicted, high-achievers surpassed low-achievers in their perceived self-efficacy to manage time.

Additionally, self-efficacy measures correlated with time management measures, and there was a strong association between students’ self-reported time use practices and teacher ratings of students’ time management. Lastly, quantitative and qualitative time measures were found to be positively and significantly correlated. Implications of these findings were discussed.


The challenge of ethnic diversity is one of the most critical issues facing higher education today. With proliferating numbers of Asian Americans enrolling in
colleges and universities, higher education must more effectively address the needs of this group.

The purpose of this study was to explore the experiences of second-generation Chinese-American undergraduates as they are confronted with self and perceived parental educational and career expectation. The research questions were: (1) what are the educational and career expectation of the student? (2) What are the perceived parental expectations; and how do these perceived expectations relate to birth order and gender? (3) If the student perceives differing self- and perceived parental ethnic identity and acculturation? (4) What are the effects of the perceived differing expectations upon the students, and how does the student manage these perceived differing expectations?

Individual interviews were conducted with 30 students at a highly selective West Coast University. The findings revealed high self- and parental educational and career expectations. A predictable pattern of parental pressure for educational achievement emerged. The findings suggest a relationship between birth order and parental expectations, with higher and more definitive parental expectations experienced by first-born than later-born. In terms of gender and parental expectations, achievement-oriented expectations were equally high for males and females, but gender-role behavior-oriented expectations remained distinctly bifurcated.

In the event of differing expectations, the effects upon the student was traced to a three-stage sequential process, resulting in a cyclic pattern of effort to eliminate the difference until a break was effected through an identified set of six intervening factors. Management of differing expectations involved the student’s use of identified strategies, which, although not always effective, nevertheless were reported to be
satisfactory. No relationship was found between ethnic identity and acculturation and differing expectations.

The students’ intellectual and emotional resources appeared to be serving them well. Moreover, their flexibility to accommodate multiple expectations from multiple sources, and their ability to be situation-appropriate in operationalizing cultural values contributed to the success with which they negotiated this period of their lives. LaFromboise, Coleman, Gerton’s (1993) bicultural development model provide an explanatory theoretical basis of the students’ high level of functioning in both cultures.

Rahn, Brenda Christine (1997) “The relationships between learning style, academic achievement, and attendance of selected sixth-grade urban middle school students”

This study examined the relationships between academic achievement as measured by the Iowa Tests of Basic Skills (ITBS), learning style preferences as measured by the Learning Style Inventory (LSI), and attendance of selected urban sixth grade students. Kendall’s statistical analysis was used to examine rank-order relationships of the ITBS percentile rank and LSI variable scores. No systematic influences were observed by gender or school site on LSI variable relationships. ITBS scores revealed Visual preference was negatively (discordantly) correlated with ITBS percentile rank scores for Reading, Mathematical Problem Solving, and Total Mathematical score. Positive (concordant) correlations with the LSI preference self-motivation and spelling and Mathematical Concepts were also observed. The Visual learning style preference appeared to be more significant for these sixth graders than
indicated by previous studies. The researcher proposes further research related to an overall learning preference factor called “comfort”.

Smith, Marcella Katherine, (1997) “A comparative study of the effects of an ESL/sheltered instructional program on the self-esteem and academic achievement of LEP students in grades 7 and 8”

A quasi-experimental design was employed in a study comparing the self-esteem and academic achievement of LEP students who attended a Newcomer Center for half of a school day versus LEP students who were integrated into a regular school setting for the entire school day. The study was conducted at two middle schools, each consisting of grades 7 and 8. The ethnic/linguistic backgrounds of the LEP students in the study were similar. Both schools were located in suburban school districts. Both groups were given sheltered instruction using the Natural Approach for ESL students. Twenty-seven students attended a Newcomer Center and forty-four did not.

Seven research questions were geared toward comparing the two groups in the area of GPA scores and self-esteem scores over a nine-week period. Comparisons were also made for each gender (females to females/males to males) and between the various ethnic/linguistic groups in the study.

The result of the study indicated that there was no significant difference in self-esteem scores between the two groups. This was true for females as well as males. There was a significant difference in GPA scores for the males who were compared in the study. Those who did not attend a Newcomer Center had significantly higher GPA scores than those who did attend. There was no significant difference in GPA scores for females who attended the Newcomer Center and those who did not. Asian males who did not attend a Newcomer Center had significantly
higher GPA scores than Asian/Pacific Islanders who were attendees of a Newcomer Center. There was no significant difference in GPA scores for other ethnic/linguistic groups in the study.

Both groups of students were academically successful. The study concluded that a variety of ESL programs are needed for LEP students. A period longer than nine weeks is also needed to determine changes in LEP students’ self-esteem.


This is a replication and extension of the Bass and Coleman (1996) study. The current study extends the initial investigation through the use of a standardized instrument to assess whether the Sphinx club, a school-based Afri-centric intervention enhances academic achievement in African American middle school boys who are at risk for academic failure or underachievement. This intervention combined the principles of the rites of passage movement within African American communities and current thing on the process of second culture acquisition to focus on developing the participants’ sense of ethnic self as a precursor to academic performance. This investigation adds a Social Skills Intervention (Elliott & Gresham, 1991) for the control group and the participants were randomly assigned to their treatment condition. Results from the Classroom Behavior Scale (Bass & Coleman, 1996), Grade Point Average, Academic Self-Efficacy Scale-AV (Coleman, 1996), Multigroup Ethnic Identity Measure (Phimney, 1992) Social Skills Rating System (Gresham & Elliott, 1990) and Disciplinary referrals indicated that culturally relevant interventions (Sphinx Club) can be as successful as monocultures interventions (Social Skills interventions). Based on the results of the investigation it appears that
social skills development has a stronger relationship to students’ attitude toward academic achievement, whereas increasing one’s ethnic identity has a stronger relationship to student’s actual academic achievement. It also adds to the body of empirical research, which is currently being conducted on culturally relevant interventions.


This study examined adolescents’ perceptions of parental influences on adolescent self-esteem and academic achievement among adolescents in mainland China, Volgograd Russi, and the mid-western United States (i.e., European Americans). These analyses were conducted on extant data from a larger cross-national study of parent-adolescent relationships and adolescent social competence. The sizes of the three samples used in the present analyses varied from 385 to 480. Subjects were recruited using a convenience strategy; however, four public schools within large urban areas in each country were targeted to minimize contextual differences across the cultural groups. Overall, the relationships between parental behaviors and adolescent self-esteem and academic achievement varied across Chinese, European American and Russian adolescents. Moreover, the relationships examined were moderated by gender of adolescent and gender of parent. Parental support and autonomy were positive predictors of self-esteem among mainland Chinese and European Americans, whereas conformity to parents was the only significant predictor (i.e., negative) of self-esteem among Russian adolescents. The extent that parents monitored their adolescent’s activities through firm behavioral
control strategies was a consistent predictor of academic achievement across all three
cultural groups.

The findings of this study point to the importance of conceptualizing the
constructs, individualism and collectivism, as two separate continua of behavior, with
each having the potential to influence family relationships regardless of the dominant
macro-level social-orientation (e.g., individualism or collectivism). That is, many of
the findings from this study were contrary to what would be expected following an
individualism-collectivism perspective where these two constructs are viewed as polar
opposites on one continuum.

intervention on language functioning and reading achievement in language-
impaired adolescents”

There is a large body of research that implicates difficulty with phonological
processing as the fundamental deficit in many children with reading and language
impairments. Research indicates that difficulty with the ability to discriminate
acoustic information that enters the nervous system in rapid succession (within a time
frame of milliseconds) interferes with the development of phonological processes
(Tallal, Miller & Fitch, 1993). This temporal processing deficit may result in more
global language impairments, such as receptive language disorders and reading
disabilities.

This experimental study examined the effects of two intensive computer-based
language interventions on receptive language, phonemic awareness, reading and
spelling achievement. One language intervention is called Fast Forward (FF),
CD-ROM and Internet-based training program developed to increase students’ ability
to process rapid, successive acoustic information and understand spoken language. Fast Forward is based on twenty years of research in neural plasticity and language impairments. Fast Forward was compared to a language arts computer-based intervention, Success maker (SM). Success Maker employs direct reading and spelling exercises and practice.

This study contrasted the effectiveness of the two intervention approaches with sixty-four adolescents from three local school divisions. ANOVA and ANCOVA procedures were used to examine the effects of FF and SM, as well as combinations of SM and FF on measures of receptive language, phonemic awareness reading, and spelling. A control group was used for further comparison.

While no statistical results were found between groups, issues with treatment compliance may have affected participants’ ability to benefit from intervention. Discussion focuses on the feasibility of implementing FF in the public school systems, and suggestions for future research are offered.

**Hammond, Carol Howard, (2000) “A descriptive study of levels of success of academic achievement among students of African descent in grades 5-8”**

This study looked at variables that may predict levels of academic success for students of African descent in grades 5-8. The study focused on students who are academically successful as defined by G.P.A of 2.50 and above. The Iowa Test of Basic Skills, which consists of nine sub-tests, was used to determine which of these sub-tests best predict levels of academic success. The independent cognitive variables used in this study were the nine sub-test of the Iowa Test of Basic Skills (Grade Equivalent Stanine and National percentile Rank scores for math, language and reading). In addition, non-cognitive variables such as involvement of parent and or
significant other, caring, support and high expectations, culturally relevant teaching, including the ten sub-test of the Family Environment Scale (Cohesion, Expressiveness, Conflict, Independence, Achievement Orientation, Intellectual-Cultural Orientation, Active Recreational Orientation, Moral-Religious Emphasis, Organization and Control) were used to determine if non-cognitive variables can predict levels of academic success. The dependent variable utilized in this study was G.P.A. (academic success). Subjects were 105 students of African descent from two private schools in the Washington, D.C. metropolitan area.

It was found in the study that the most significant cognitive variables for predicting academic success were the nine sub-tests of the Lowa Test of Basic Skills (Grade Equivalent Stanine and National Percentile Rank scores for math, language and reading). In regards to no-cognitive variables, the significant predictors of levels of academic success were caring (specifically teachers who smile had a significant positive relationship to academic success while yelling had a negative effect on academic success). Organization, culturally relevant teaching, involvement of parents were also statistically significant. The data show that non-cognitive variables are better predictors of levels of academic success for children of African descent who are successful. Implications for this study are discussed in this document.

Nesin, Gert, (2000) “Young adolescent achievement and attitudes in various curriculum designs”

The purpose of this study was to compare young adolescent achievement and attitudes on three eighth grade teams, one team that incorporated curriculum integration in the areas of social studies and language arts and two that followed alternative curriculum designs. Participants included six teachers and about 200
students from two schools in a large suburban area. Part of the study investigated the
differences between students on the teams on quantitative measures of reading
achievement, ability to access and process information, and classroom attitude.
A pretest and posttest were given for each measure. In addition to quantitative
methods, a focus group of male students at risk from each of the three teams shared
their perception of learning. To describe curriculum on each team, observations,
interviews and questionnaires were used as data sources. Analysis of covariance was
used to examine differences between teams on quantitative measures. No significant
differences were found for reading achievement or ability to access and process
information. Classroom attitude scales showed mixed results, some in favor of the
curriculum integration team and some in favor of the other two teams. Other scales
revealed no significant differences. Seven scales showed significant interactions.
Curriculum designs included at least partial implementation of curriculum integration
on one team and separate subject-interdisciplinary curriculum on the other two teams.
For focus groups, the constant comparative method was used. Analysis was both
within and across focus groups. Common themes among the three groups included
relationships, power, teacher/student responsibility and learning. Themes unique to
one group included perceptions of self, change, the game of school, scheduling, and
stress. Differences between the curriculum integration team and the other two teams
were in the areas of teacher relationships and student input.
Miller, Sharon Elaine, (2000) “A comparative and longitudinal analysis of African American students’ academic achievement, and social and academic self-concepts as related to their gifted and non-gifted status”

There has been little research examining change in academic achievement, and academic and social self-concepts of African American Students admitted to gifted programs by regular procedures (Plan A), those admitted by alternative procedures (Plan B), and those nominated but admitted to gifted programs (Not Eligible). This longitudinal examining of the rate of change for these three groups of students (Plan A, Plan B, and Not Eligible), are compared to the groups’ family structure and SES.

Seventy-four 5th graders (Cohort I) were assessed in fifth, seventh and eighth grade. Seventy-five 7th graders (Cohort II) were assessed in seventh, ninth and tenth grade. There were more non-significant than significant differences when the three groups, at the two different grade levels, were compared. There were no differences for family structure for Cohort I. For SES, during Wave 1, significantly more Plan B and Not Eligible students participated in federal subsidized lunch programs. This did not continue through Wave 3. For Cohort II, more Plan A students lived with their mother and father during Wave 3. There was no difference during Wave 1. significantly more Cohort I Plan B than Not Eligible students indicated their intent to matriculate to post secondary education and beyond.

Hierarchical linear modeling analysis indicated no significant differences in the rate of change between Plans A, Plan B, and Not Eligible groups, for both cohorts, for academic achievement. Out of five academic self-concepts subtests, Cohort I Plan A and Plan B students significantly differed from the Not Eligible students on one subtest (Academic Self-Concept Referenced Based). For Cohort II, Plan A and Plan B
students significantly differed from the Not Eligible on three of the subtests (Academic Self Concept performance Based, Academic Self-Concept Referenced Based, and Students instructional Mastery).

Out of five social self-concept subtests, cohort I Plan A and Plan B students significantly differed from the Not Eligible students on one subtest (Athletic Competence). Cohort II Plan A and Plan B students significantly differed from the Not Eligible students on one subtest (Scholastic Competence).

Future research needs to focus on the descriptive results of this study to explain the non-significant and significant differences.

**Shupe, Margery Josephine, (2000) “Relationships between self-concepts, social isolation, and academic achievement in college students with and without learning disabilities”**

A recent review of the literature indicates that students who have learning disabilities are entering college in increasing numbers. Often, these individuals experience failure in academic settings due to variety of causes. The present investigation was designed to determine more about the reasons for failure within the group of students with disabilities.

This study sought to examine possible correlates with academic success for students, both with and without identifying learning disabilities. Among the variables that are hypothesized to be correlated with improved academic achievement are: (a) self-concept (in a positive direction) and (b) social isolation (in a negative direction). Although research has addressed the relationship between these two variables and achievement in elementary and secondary context, there has yet to be sufficient examination of their role in the success of college-aged individuals.
Two standardized assessments were used for the purposes of this study: (a) the Tennessee Self-Concept Scale: Second Edition and (b) the ULA Loneliness Scale Version 3. College GPA was obtained from the students’ records at the University of Cincinnati. A sample of 200 students was garnered through a voluntary convenience sample obtained from the University College, a two-year, open access college of the University of Cincinnati. Half of the participants were students with identified learning disabilities, half were students without such identification.

A Multivariate Analysis of Co-Variance (MANCOVA) and a multiple regression analysis were used to determine the relationships between self-concept, social isolation, disability status, and achievement (i.e., college GPA). The results indicated relatively small, but significant, relationships, and some interesting interactions were identified between the variables of sex and disability status (i.e., presence of a diagnosed learning disability or not). In both the self-concept and social isolation measures, it appeared that women with a disability were more influenced than were men with a similar diagnosis. Subsidiaries were performed using the Chi-square statistic, to determine the strength of the relationships between the specific categorical variables.

Conklin, Elizabeth., (2008) “Student academic achievement in online and traditional courses at a New York State community college”

The study compared online and traditional courses at a New York State community college on the dimensions of student academic achievement and dropout rates and compared the demographic characteristics of students enrolled in online and traditional courses. Academic achievement was contrasted with course discipline for
online and traditional courses. Finally, this study examined trends in online education over the semesters during the 2001-2006 academic years by analyzing course data.

The study revealed that students who attend college part-time are 1.5 times more likely than traditional students to enroll in online courses. Semester GPA and overall GPA were also significantly correlated with the decision to enroll in online courses. Findings showed that online courses enroll a higher percentage of females than traditional courses, and the average student age for online courses tends to be higher than that of traditional courses.

The results showed that students enrolled in online courses scored significantly lower than students enrolled in traditional courses. Moreover, the proportion of students who drop out of online courses is significantly higher than students dropping out of traditional courses. The higher percentage of student dropouts was from math and science courses. Liberal arts and humanities courses had the largest difference between online grade points (M= 2.13) and traditional course grade points. (M = 3.04)

Findings indicated that there is a significant difference between the average grades of business courses and liberal arts / humanities courses, and a significant difference between the average grades of liberal arts / humanities and math / science courses. The difference between business and math / science courses was not significant. The data also revealed that online courses show no indication of grade changes during the years 2001-2006. However, there was a strong association between semesters and grades in traditional courses, showing that as the years increase, the average grade points in traditional courses increases. Additionally, the difference between online and traditional courses increased with the increase in years. While
traditional course average grades increased over the five-year span of the study, online course grades have remained constant.

2.6. SYNTHESIS OF REVIEW OF LITERATURE

The review of related studies shows that several investigations were undertaken to find out the relationship between emotional intelligence and academic achievement, and self-efficacy and academic achievement of students of school level and college level.

Izaguirre Ruben, (2008) investigated the relationship between academic achievement and emotional intelligence in college students. The study confirmed a relationship between academic achievement and the emotional intelligence subscales of Social Responsibility and Problem Solving.

Colston, R.Dean, (2008) studied the relationship between emotional intelligence and academic achievement in adult learners. The findings of this study supported the hypothesis that there was a correlation between emotional intelligence and academic achievement of adult learners. The statistical findings showed that the learners who had high emotional intelligence had a high Grade Point Average (GPA).

Walker, Mary Elizabeth Bankson, (2006) conducted a study on the relationship between emotional intelligence and academic achievement in undergraduate students. Results of the study indicated a strong relationship between emotional intelligence and academic success in college.

Sandvig, James, (2008) conducted a study on the relationship between emotional intelligence and an individual’s perception of team cohesiveness. The preliminary analysis of the data revealed a statistically significant positive correlation
between an individual’s level of emotional intelligence and his or her corresponding perception of team cohesiveness.

Denton, Kristin Lee, (1997) conducted a study on the relation of children’s self-efficacy beliefs and teacher beliefs about children’s abilities and efforts, and first-grade children’s academic achievement. This study explored the differences in children’s self-efficacy beliefs by their gender and/or ethnicity, the differences in teacher beliefs about children by the child’s gender and/or ethnicity, and the connections between children’s self-efficacy beliefs, teacher beliefs about children’s abilities and effort, and children’s academic achievement.

Robinson, Pamela L., (2006) investigated the relationship between peer learning, help seeking, Math self-efficacy, English self-efficacy and institutional integration. This study was conducted to examine the usefulness of a modified integration model in understanding the relationship between the academic achievement and institutional integration of minority students. Results from correlational analysis showed a significant relationship between peer learning, help seeking and institutional integration. The study proved that peer learning was a significant predictor of academic success and retention.

Smith, Marcella Katherine, (1997) conducted a comparative study of the effects of an ESL/sheltered instructional programme on the self-esteem and academic achievement of LEP students in grades 7 and 8. The result of the study indicated that there was no significant difference in self-esteem scores between the two groups. This was true for females as well as males.

Bass, Christopher Kevin, (2000) studied the effects of a culturally relevant intervention on the academic achievement of African American adolescent males. It was concluded that social skills development has a stronger relationship to students’
attitude towards academic achievement, whereas increasing one’s ethnic identity has a stronger relationship to student’s actual academic achievement.

Emotional intelligence and self-efficacy appear to be related to the academic achievement of students in school level and college level. The studies on emotional intelligence, self-efficacy and academic achievement reported in different contexts clearly reveal that so far no attempt has been made to study the effect of emotional intelligence and self-efficacy of B.Ed. trainees on their academic achievement. Hence the investigator has come up with the idea of undertaking a study in Kerala.

The investigator conducted a theoretical overview to throw better light to understand the background theories related to the variables of present study which is described in the third chapter.