CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 OVERVIEW

This chapter attempts to review the studies related to the theme of the investigator chosen for her present study. It consists of four sections. The first section represents the importance of review of related literature. The second section briefly brings out the purpose of survey of related literature. The third one briefly outlines a number of Indian studies and foreign studies related to the investigators theme. The fourth section is the critical review of the related studies.

2.1 IMPORTANCE OF REVIEW OF RELATED LITERATURE

The term review means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. The task of review of related study is highly creative and tedious because the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for the study. Literature is that mirror which reflects the past views and presents the future perspectives. It is imprudent and wasteful to proceed any study without knowing what has gone before. The previous literature gives a guideline and develops insight into the problem. All available literature concerning the problem at hand must necessarily be surveyed and examined before the definition of the research problem is given. The researcher must be well conversant with relevant theories in the field, reports, records and all other relevant literature. He must devote sufficient time in reviewing of research already taken on related problems.
2.2 PURPOSE OF SURVEY OF RELATED LITERATURE

The purposes of survey of related literature (Lokesh Koul, 1984) are the following.

- It helps the researcher to find out what is already known, what others have to find out, and what methods of attack have been promising or disappointing and what problems remain to be solved. It shows whether the evidence already available solves the problem adequately without further investigation.
- It is the basis of most of the research projects in various sciences, and humanities. It forms the foundation upon which all future work will be built.
- It enables him to know the means of getting to the frontier in the world of his research. Unless he has learnt what others have done, and what still remains to be done, he cannot develop a research project that will contribute something to the knowledge existing in his field.
- It helps the researcher to avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.
- It furnishes him/her with indispensable suggestions about comparative data, good procedure, likely methods and tried techniques.
- It provides ideas, theories, explanations, hypotheses and methods valuable in formulating and studying the problem.

2.3 RELATED STUDIES

In the present study various researches done in Emotional intelligence; Co curricular participation and leadership potential were referred by the investigator to gain in depth
knowledge. The suggestions and recommendations made by other researchers motivated the investigator to carry out the present study with certain limitations.

The related studies reviewed by the investigator are classified as,

2.3.1. Indian studies
2.3.2. Foreign studies

**2.3.1 Indian studies**

The investigator collected the following studies from Indian journals and web resources.

**2.3.1.1 Studies related to Emotional intelligence**

Tyagi (2004) made a study on *Emotional Intelligence of Secondary Teachers in Relation to Gender and Age*. The objectives of this study were to determine the level of EQ of secondary teachers and to compare the level of EQ of male and female secondary teachers and to compare the group I (age below 30 years), group II (31-45 years) and group III (46-60 years) on the variable of emotional intelligence and to seek significant difference if any among the groups. The findings revealed that the level of emotional intelligence of secondary teachers was extremely low, the level of EQ was independent of gender and age and there was no significant difference among the groups.

Latha, Sangeetha Ramaswamy and Ananthasayanam (2005) conducted a study on *Study of Emotional Intelligence and its Effect on Teachers Effectiveness among School Teachers*. The objectives of the study were to study and group the school teachers of present study based on emotional intelligence and to study the influence of emotional intelligence on teacher effectiveness among selected school teachers. The findings revealed that emotional intelligence
doesn’t influence the teacher effectiveness in general. But emotional intelligence does affect certain aspects of teaching process namely teachers sense of humour and mastery in the subject.

**Thilaka Suresh and Rajalekshmi (2005)** carried out a study on *Emotional Intelligence among School Teachers*. In this study the investigators have attempted to find out the emotional intelligence among school teachers. A sample of 300 teachers from rural and urban areas was selected using simple random sampling technique. The findings revealed that there was no gender difference in emotional intelligence. Teachers working in rural and urban areas do not differ in their emotional intelligence. Teachers from government schools were found to be better in their emotional intelligence than the teachers from aided and private. Language teachers were found to be better in their emotional intelligence than the other subject teachers.

**Aggarwal (2006)** conducted a study on *Does Emotional Intelligence Affect Relationship Between Deprivation and Academic Anxiety?* The main objectives of the study were to find out the relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence and to evaluate the relationship between the academic anxiety and different areas of deprivation. The findings revealed that the deprivation and academic anxiety was positively correlated in case of more emotionally intelligent girls. The social deprivation and academic anxiety was positively correlated in case of more emotionally intelligent girls due to their greater understanding of emotional behavior of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls was positively correlated which could be due to lack of support from parents in academics which leads to greater academic anxiety among them.

**Sridhar and Hamid Reza Badiel (2007)** conducted a study on *Teacher Efficacy and Emotional Intelligence of Primary School Teachers*. This study examines the level of teacher
efficacy and emotional intelligence of primary school teachers in relation to gender, age, and educational level. There was no significant difference between the means of teacher efficacy and emotional intelligence with reference to two of independent variables which were considered in this study (gender, educational level). In respect of the third independent variable (age) significant difference has been observed.

Sameer Babu (2008) conducted a study on *Emotional Intelligence of Secondary School Students and its Effect on Social Science Achievement*. This study was an attempt to find whether emotional intelligence is related to social science achievement among secondary school students or not. The study also makes a comparison between boys and girls in their emotional intelligence scores. The results show that there was significant relationship between emotional intelligence and social science achievement among secondary school students.

Asha Bhatnagar and Arushi Mittal (2010) conducted a study on *Emotional Intelligence as a Function of some Personal Variables*. The aim of the present study has been to find out the effect of birth order, gender and working status of mother’s on emotional intelligence of the students. The findings of the study revealed that these factors were found influential to affect the emotional intelligence of the students.

Deshmukh and Sawalekhe (2010) conducted a study on *Self concept, Emotional Intelligence and Adjustment of Adults*. The purpose of the investigation were i) to study the correlation between self concept, emotional intelligence, and adjustment of adults ii) to compare the level of adjustment of adults in terms of high and low groups of self concept and emotional intelligence. Results show that there was significant positive correlation between self concept, emotional intelligence and adjustment among adults. High and low groups of self concept significantly differ on adjustment among adults. Adults with high self concept were significantly
better adjusted than adults with low self concept. Adults with high emotional intelligence were significantly better adjusted than adults with low emotional intelligence.

Digvijay Pachuri (2010) conducted a study on *Emotional Intelligence of Three Faculty Members*. The main objectives of the present study were to study the emotional intelligence of different faculty members and to compare the emotional intelligence of male and female students of different faculty. The findings revealed that the commerce faculty students possess very high emotional intelligence in comparison to science and social science faculty and there was no significant difference in the mean scores of emotional intelligence of male and female students of different faculties.

Gowdhaman and Balamurugan (2010) attempted a study on *Emotional Intelligence among the B.Ed Teacher Trainees*. The objective of the study was to find out the level of emotional intelligence of the B.Ed teacher trainees with respect to the background variables gender, age, type of management, type of institutions, monthly income, community, religion, entertainment, social service and family occupation. The findings revealed that the emotional intelligence among B.Ed teacher trainees was normal. Among the ten variables of the study the variables such as gender, type of institutions, age, religion, and social services have significant impact on emotional intelligence and the other five variables do not cause any significant effect on emotional intelligence.

Sadia Habib (2010) conducted a study on *Self concept and Emotional Intelligence in College going Girls*. Among the six aspects of self concept, high emotional intelligent group and low emotional intelligent group differed significantly on two aspects namely temperamental and experimental aspects. There was no significant difference in physical, social, moral and
intellectual aspects of self concept. Overall findings suggested that girls with high emotional intelligence had better self concept.

**Sarah Basu and Prinjal Saxena (2010)** conducted a study on *Emotional Intelligence of B.Ed Trainees*. The aim of the study was to compare the emotional intelligence of B.Ed trainees of aided and self financed colleges and to study the emotional intelligence of male and female B.Ed teacher trainees. The findings revealed that the B.Ed trainees from aided colleges possessed significantly higher levels of emotional intelligence than the trainees from self financed colleges. Also it was found that female pupil teachers significantly outscored their male counterparts in terms of emotional intelligence.

**Vandhana Jadhav and Ajay kumar Patil (2010)** conducted a study on *Emotional Intelligence among Student Teachers in relation to General Intelligence and Academic Achievement*. The findings revealed that there was no significant relationship between emotional intelligence and general intelligence of student teachers and there was no significant relationship between emotional intelligence and academic achievement of student teachers.

### 2.3.1.2 Studies related to Co curricular participation

**Priya kamal (1997)** conducted a study on *The Relationship Between Co-curricular Activities and Scholastic Achievement of Secondary School Students*. Objectives of the study were to investigate the types of co-curricular activities pursued by secondary school pupils, to identify the various types of activities offered in schools, to find out the students opinion regarding the relevance of participating in co-curricular activities, to find out whether participation in co-curricular activities has affected their academic achievement, to find out the reasons behind non participation in co-curricular activities by some secondary school pupils, to find out students opinion regarding whether co-curricular activities are to be given importance in
the curriculum and to find out the students opinion regarding whether curricular and co-curricular activities should be taught in an integrated manner in schools. The study was based on the data given by 450 secondary school students of Trivandrum District. The investigator used the questionnaire and in-depth interview for the collection of data. Findings of the study were there was no significant difference between boys and girls with respect to academic achievement, there was significant difference between urban and rural students with respect to academic achievement, majority of the students participate in co-curricular activities and the reason for non participation by high achievers was mainly due to the fact that it may affect studies negatively.

Jayachandran Nair (2000) conducted a study on Opinion of Prospective Teachers Towards Co-curricular Activities. The major objective of the study was to measure the opinion of prospective teachers towards co-curricular activities. The major findings were sex has influence on the opinion of prospective teachers towards co-curricular activities. Locality has no influence on the opinion of prospective teachers towards co-curricular activities. The level of educational qualification has no influence on the opinion of prospective teachers towards co-curricular activities. Subject of study has influence on the opinion of prospective teachers towards co-curricular activities.

Merlin Sasikala (2005) carried out a study on Attitude of Science Teachers towards Co-curricular Activities. The findings revealed that significant difference was observed in the attitude of male and female teachers towards co-curricular activities, significant difference was observed in the attitude of the teachers working in boys and girls school towards co-curricular activities and no significant difference was observed in the attitude of rural and urban teachers towards co-curricular activities.
Samuel Stella and Doreen Gnanam (2005) carried out a study on *Influence of the Type of School on Health Status, Academic Achievement and Participation in Co curricular Activities of Higher Secondary Students*. This study aimed to investigate the influence of the type of school on health status, academic achievement and participation in co-curricular activities of students at the higher secondary level. The study concluded that significant difference was found with regard to health status, academic achievement and participation in co-curricular activities based on the type of school in which they were studying.

Sunith kumar (2006) conducted a study on *Values of Co curricular activities as Perceived by Higher Secondary Students*. The major objectives of the present study were to study the preference for co-curricular activities by higher secondary students and to study the value of perception of co-curricular activities in total and with regard to the dimensions by the higher secondary students. The findings revealed that preference for co-curricular activities by higher secondary students is dominant with music, games, and picnic. The level of perceived values of co-curricular activities by higher secondary students is high. There was no significant relationship between co-curricular activities and academic achievement of higher secondary students.

Nimisha Beri (2010) conducted a study on *Effect of Co-curricular Activities on Mental Health of Students*. The major objective of the study was to study the mental health of undergraduate students in reference to the participation in co-curricular activities. The findings revealed that there was significant difference between the mental health of students participating and those not participating in co-curricular activities. The mental health of those students who participate in co-curricular activities was found better in comparison to those not participating in co-curricular activities.
2.3.1.3 Studies related to leadership potential

Singh (2004) made an attempt to study the Sociological Factors of Leadership Behavior on School Organization Climate. The major objective of this study was to find out the relationship between the various dimensions of leadership behaviour of secondary school principals and each dimension of school organizational climate. The findings revealed that there was no significant relationship between the various dimensions of leadership behaviour of secondary school principals and each dimensions of school organizational climate. The age, sex, teaching and administrative experience of the principals of secondary schools played a very important role in the relationship between school organizational climates.

Jacob and Doreen Gnanam (2007) carried out a study on Leadership Preference in Relation to Peer Relations and Social Interest. In this study an attempt was made to identify the leadership preference of higher secondary students and to find out to what extent their peer relations and social interest influences their leadership preference. The findings revealed that the leadership preference for higher secondary students is mostly autocratic. There was significant inverse relationship between peer relations and preference for leadership of higher secondary students. There was significant inverse relationship between social interest and preference for leadership of higher secondary students.

Faranak Joolideh and Yeshodhara (2008) carried out a study on Leadership Behavior among High School Teachers in India and Iran. In this study leadership behavior of high school Principals in India and Iran was investigated. Findings indicated that between leadership behavior of female and male teachers in Iran there was a significant difference. But in India the difference was not significant. Even the findings indicated that between leadership behavior of
teachers in government and private high schools there was a significant difference in Iran but the difference was not significant in the case of India.

**Sampath (2009)** conducted a study on *An Investigation into Leadership Preference of Undergraduates*. The major objectives were to investigate the leadership preference of undergraduates and to compare the means of scores on leadership preference of boys and girls. The findings revealed that there was no significant difference between boys and girls, localities of undergraduates where they belong to, and UG courses they pursue in respect of their mean scores of leadership preferences.

**Maninder Jit Khanna (2010)** conducted a *comparative study of Leadership Behavior of Principals in relation to Job Satisfaction of Teachers in government and non-government schools of U.T.* The major objectives of the study were to compare the leadership behavior of Principals in govt. and non-govt. schools and to compare the job satisfaction of teachers in govt. and non-govt. schools. The findings revealed that the leadership behavior of Principals and job satisfaction of teachers do not differ significantly in govt. and non-govt. schools of U.T., Chandigarh.

**Kotreshwar Swamy Surapuramath (2010)** conducted a study on *Leadership Behaviour of Heads of Secondary School & Academic Achievement of Students in Mathematics*. The major objective of the study was to study the leadership behaviour of heads of secondary schools with types of school, medium of instruction (Kannada and English), location (rural and urban), gender (male and female) and educational qualification (undergraduates and postgraduates). From this study it was concluded that many factors influenced the academic achievement of students in mathematics at the secondary school level and it was observed that leadership behaviour of the heads have made significant contribution towards the academic achievement in mathematics.
Parvathi and Jayashree (2010) conducted a study on Principal’s Leadership Characteristics and Organizational Climate. The main objectives were to describe the psycho physical hindrance component of leadership behavior of government primary schools teachers and to describe the role of teacher as a school principal in school management process through controlling component of leadership behavior. The findings revealed that there was no significant difference in the means among the male and female teachers with reference to the psycho physical hindrance component of leadership behavior. There was no significant difference in the means among the male and female teachers with reference to the controlling component of leadership behavior and there was no significant difference in the means among the male and female teachers with reference to the production emphasis component of leadership behavior.

Thangarajathi (2010) conducted a study on Ego and Leadership among Adolescents. The main objective of the study was to study the relationship between ego and leadership among adolescents. The findings revealed that there was negligible relationship between ego and leadership among adolescents. Sex has no influence on ego and leadership.

Umer Farooque (2010) conducted a study on Relation between Leadership Behaviour of the Head of the Institution and Organisational Culture in Secondary Schools. This study aimed at finding out the relationship between leadership behaviour and organizational culture of the schools. The findings revealed was organizational culture in schools has a positive moderate relationship with leadership behavior of the heads of the institutions.
2.3.2 Foreign studies

The investigator collected the following studies from International journals and web resources.

2.3.2.1 Studies related to Emotional intelligence

Payne (1985) conducted a study on *Emotion: Developing Emotional intelligence; Self integration, Relating to fear, pain and desire*. The objective of the study was to shed light on the nature and characteristics of emotion and emotional intelligence and to find out how one actually goes about developing emotional intelligence in self and others. The study shows evidences of how the suppression of emotion has shifted our growth emotionally leading to emotional ignorance. The investigator offers guidance in three ways, that is, by raising important issues and questions about emotions, by providing a language and frame work to enable others to examine and talk about the issues and questions rose and by providing concepts, methods, and tools for developing emotional intelligence.

Patrick Sherlock (2002) carried out a study on *Emotional Intelligence in the International Curriculum*. This explores how emotional intelligence may be integrated into an international curriculum. Through the examination of several models of international education it is determined that values of open-mindedness, inclusion, respect and tolerance are more likely to be achieved within a curriculum that fosters the development of emotional intelligence (EI). The form that the curriculum might take is studied from the perspective of three theoretical models, and the thesis is presented that in order, for an international education to be experienced, both ideas and emotions must cross frontiers.

Alphonsa Bellamy (2003) carried out a study on *Emotional Intelligence and Transformational Leadership: Recursive Leadership Processes within the Context of Employee*
Work Attitudes. Results of this study indicate that both emotional intelligence and transformational leadership should be conceptualized as salient factors in future studies on supervision within law enforcement.

Malcolm Higgs and Paul Aitken (2003) conducted a study on An exploration of the relationship between emotional intelligence and leadership potential. This research note explores the extent to which the claims for the importance of emotional intelligence as a predictor of leadership potential were borne out. The results provided some evidence to support the relationships between EI and leadership potential asserted from both a theoretical standpoint and from other studies of leadership performance. The limitations of sample size were clearly identified. The results do however, indicate that further research using both larger and more diverse samples may be warranted.

Gakhar and Manhas (2005) undertook a study on Cognitive Correlates of Emotional Intelligence of Adolescents. The objective of this study was to find out the relationship of emotional intelligence with cognitive variables such as general intelligence, academic achievement and creativity. The finding of this study revealed that there was significant and positive correlation between emotional intelligence and all the cognitive variables namely intelligence, academic achievement and creativity.

Adeyemo (2008) carried out a study on Measured Influence of Emotional Intelligence and some Demographic Characteristics on Academic Self Efficacy of Distance Learners. The study examined the influence of emotional intelligence, gender and age on the academic self efficacy of distance learners. The results show that emotional intelligence, gender and age were
vital factors in academic self efficacy of distance learners. Significant difference was also found between the academic self efficacy of male and female participants.

Boyatzis and Saatcioglu (2008) carried out a study on A Twenty-year View of Trying to Develop Emotional, Social and Cognitive Intelligence Competencies in Graduate Management Education. The findings indicate that competencies that predict effectiveness in management and leadership can be improved in adults through a graduate management program and that these improvements can sustain out as far as seven years. The main implication of this paper is that Emotional intelligence based competencies can be developed but that development can be eroded without continuous improvement and renewal.

Groves, McEnrue and Shen (2008) carried out a study on Developing and Measuring the Emotional Intelligence of leaders. The purpose of this study was to empirically test whether it is possible to deliberately develop EI as conceptualized in the Mayer and Salovey (1997) model. The authors constructed a self-report EI measure (Emotional Intelligence Self-Description Inventory - EISDI) specifically designed for training applications. The results indicated that EI can be developed; the treatment group demonstrated statistically significant overall EI gains and across each EI dimension, while the control group did not show any significant pre-/post-test differences. The results also suggested that EISDI may be an effective instrument for management development.

2.3.2.2 Studies related to Co curricular participation

Castardo Zenaida (1999) conducted a study on Co-curricular Programs and Student Development of Seventh Day Adventist Tertiary Schools to determine the impact of the co-curricular activities on student development in three Seventh-day Adventist tertiary schools in
Luzon for School Year 1999-2000. Specifically, the study sought answers to the questions like what are the co-curricular activities of the Seventh-day Adventist tertiary schools, to what extent do these co-curricular activities contribute to the physical, intellectual, social, emotional, and spiritual development of the students, is there any significant differences in the impact of co-curricular activities among aspects of student development and among institutions? The descriptive – correlation method was used to present the various co-curricular activities categorized as religious, academic, and socio-cultural-related. The findings of this study revealed that all the co-curricular activities contributed very much to the students' spiritual, social, emotional, intellectual, and physical development.

**Phichet Nonthapa (2002)** conducted a study on *Factors Affecting Participation in Co-curricular Activities for Democracy Development of Certificate of Vocational Education Students at Rajamangala Institute of Technology, Northern Campus, Chiang Mai Province*. The major factor which effected the respondents to join the co-curricular activities for democracy development was the respondents' personal opinion, such as that the activities provided an opportunity for cooperative work among the students. The respondents also indicated that the activities provided them an opportunity for cooperative work between the campus and the community. The main factors which effected the respondents' decision not to join the co-curricular activities for democracy development was the respondents' own personal decision not to join either because they had no time or they had other things to do. The respondents also indicated that the time in which the various activities were scheduled was inappropriate and the notification about where and when the activities were to be held was ineffective.

**Florecita Tabora (2004)** conducted a study on *Factors Associated with the Involvement in Co-Curricular Activities of Students of the University of Southern Mindanao*. Results revealed
that among the demographic factors, only sex and age significantly influenced the involvement of USM students in co-curricular activities. The non-academic related activities were the preferences of students of the university. Among the nomothetic factors, only the personal motivation factor had significant bearing on the student’s involvement in co-curricular activities among USM students.

Abdul Rashid Abdul Sitra and Bokkasam Sasidhar (2005) conducted a study on Teachers’ Perception on the Effectiveness of Co-curricular Activities: A Case Study of Malaysian Schools. This was a study carried out to analyze the teachers’ perception of the correlation between the participation of students in co-curriculum and their competency skills. Four main competencies are identified namely communication skill, cognitive skill, self-management skill and academic excellence, and tests are carried out based on these four skills. The analysis showed that those students who actively participate in co-curricular activities are found to be more competent. The results of the study corroborate and support earlier studies on this subject. Correlation analysis was done to determine the relationship between the dependent variable and the independent variables. Then regression analysis was carried out to analyze the equation model between these variables. Chi square tests were also carried out to examine whether students’ efficiency is independent or dependent on some of the demographical variables.

Kimiko Fujita (2005) attempted a study on The Effects of Extracurricular Activities on the Academic Performance of Junior High Students. The purpose of this study was to determine whether or not the activities in which junior high school students choose to participate have an effect on their academic performance. The data revealed that, according to the students surveyed, playing sports, watching television, and participating in community service improves academic
performance, while playing a musical instrument does not improve academic performance. Therefore, it was concluded that extracurricular activities affect academic performance and that the effect depends on the specific activities in which the student is involved.

**Storey and Katie Lauren (2010)** conducted a study on *Bridging the gap: Linking Co-curricular Activities to Student Learning Outcomes in Community College Students*. This study investigated the extent to which participation in co-curricular events enhances the achievement of student-learning outcomes in community college students. Quantitative data analysis found that participation (in 6 of the 15 co-curricular activity groups) was correlated modestly though statistically significant to the achievement of institutional general education learning outcomes. These co-curricular groups include the following: Internship/Co-op, Multicultural, Career/Professional, Service and Awareness, Creative Arts, and Leadership. Qualitative data analysis revealed themes that support co-curricular events and the achievement of student learning outcomes, including the following: sharing information with peers, using reputable sources to convey messages, knowing about current global trends and issues, planning finances and budgets, preparing for the workforce, blending technology with learning, being fiscally responsible, critiquing writing skills, and increasing social networking skills through technology. Qualitative data analysis also indicated that the perceptions of professionals' understanding of co-curricular activities include such components as themes of support, recognition, value, and appreciation.

**2.3.2.3 Studies related to leadership potential**

**Mulia (1990)** conducted a study on *Leadership Behavior of Students in Context of their Streams, Sex and Level of adjustment*. The sample taken is 256 higher secondary students. This
study finds no significant difference in leadership behavior among the three streams—commerce, arts and science as well as among different levels of adjustment. It finds significant difference in leadership behavior between the two sexes.

**Sinno and Daniel Michael (1995)** conducted a study on *Empowering Leadership and its Relationship to Student Academic Performance*. The purpose of this study was to examine the importance of the school principal in the empowerment process of school teachers and ultimately upon school achievement. The study incorporated a non-experimental descriptive research design utilizing a survey to gather the necessary data. Data collected included demographic information as well as the opinion of respondents related to their perception of the factors which lead to empowerment. The result indicates that the teacher’s leadership behavior has a positive effect on students’ achievement.

**Zetnep Aycan and Selda Fikret (2003)** conducted a study on *Career choices, Job Selection criteria and Leadership Preferences in a Transitional Nation-The case of Turkey*. The findings revealed that the entire sample has power and authority, peaceful work environment, opportunity for career advancements and pay were the most motivating factors in job selection, whereas close supervision and guidance, praise from supervision, feedback on performance and sense of belonging were the least motivating ones. Charismatic leadership style was found to be the most preferred style followed by participative, paternalistic and bureaucratic styles. Findings were discussed in the light of dynamic and changing cultural characteristic of the Turkish society.

**Barbuto (2004)** conducted a study on *Testing the Relationship between Emotional intelligence and full Range Leadership as Moderated by Cognitive Style and Self concepts*. This field study examined the effect of an ability based measure of emotional intelligence as a
predictor of full range leadership style. The moderating effects of leader’s cognitive style and direction of self concept on the relationship between emotional intelligence and full range leader style were also examined. A significant predictive relationship was found between emotional intelligence and full range leadership styles from leader’s perception. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leader’s perception. This indicated that the combined extraversion and intuitive cognitive style is associated with transformational leadership over and above emotional intelligence. The leaders direction of self concept added significant variance to the relationship between emotional intelligence and transformational management by exception and laissez-faire leadership from leaders perceptions. A significant predictive relationship was found between emotional intelligence and out comes of leadership from raters’ perception. The results of this research provide guarded optimism for the predictive value of an ability model of emotional intelligence in leadership research.

Walker (2009) conducted a study on The impact of Principal Leadership Behaviours on the Efficacy of New and Experienced Middle School Teachers. This study investigated characteristics and behaviours of middle school principals that enhance the efficacy of new and experienced middle school teachers. Findings suggested that teacher efficacy is significantly affected by principal behaviours based on years of teaching experience.

Brian Tate (2010) conducted a study on A Longitudinal Study of the Relationships Among Self-Monitoring, Authentic Leadership, and Perceptions of Leadership. There is little research examining variability in leadership outcomes over time as a function of individual differences. The present study investigates how the extent to which individuals are perceived as leaders varies over time, with self-monitoring and authentic leadership as predictors.
Hierarchical linear modeling analyses found that change in the extent to which individuals were perceived to be leaders by others varied across individuals, but this variability was not due to individuals' self-monitoring, authentic leadership, or declining inter rater reliability. It was also found that individuals' overestimation of themselves as leaders increased over time. Finally, an initial measure of authentic leadership was developed.

Kenneth Leithwood and Doris Jantzi (2010) conducted a study on Linking Leadership to Student Learning: The Contributions of Leader Efficacy. This study aimed to improve our understanding of the nature, causes and consequence of school leader efficacy, including indirect influences on student learning. Evidence for the study was provided by 96 principal and 2,764 teacher respondents to two separate surveys, along with student achievement data in language and math averaged over 3 years. Path analytic techniques were used to address the objectives for the study. In this study, school leaders’ collective efficacy was an important link between district conditions and both the conditions found in schools and their effects on student achievement. School leaders’ of collective efficacy also had a strong, positive, relationship with leadership practices found to be effective in earlier studies.

Martin Chemers, Carl Watson and Stephen May (2010) conducted a study on Dispositional Affect and Leadership Effectiveness: A Comparison of Self-Esteem, Optimism, and Efficacy. A two-part study examined the effects of leadership efficacy and optimism on the evaluation and performance of military cadet leaders. Leadership efficacy, but not optimism, was strongly related to performance evaluations by objective observers in a leadership simulation and to leadership ratings by peers and superiors. A measure of general self-esteem was not an independent predictor of leadership performance ratings, and neither leadership efficacy nor optimism predicted nonleadership performance measures. These findings suggested that self-
rated leadership efficacy has concurrent, predictive, and discriminant validity as a contributor to leadership evaluations.

2.4 CRITICAL REVIEW OF RELATED LITERATURE

The investigator reviewed 50 studies of which 28 were Indian studies and 22 were foreign studies. The investigator reviewed 21 studies on emotional intelligence, 12 studies on co-curricular participation and 17 studies on leadership potential.

The studies related to Emotional intelligence are, to study the relation between emotional intelligence and coping resources of stress, to assess the influence of age, marital status, type of family, community and family status on the emotional intelligence of self group members, Emotional intelligence among student teachers in relation to sex, emotional intelligence and leadership effectiveness, influence of emotional intelligence on attitude towards teaching of student teachers, emotional intelligence of college girls, study of emotional intelligence and its effect on teacher effectiveness among school teachers, emotional intelligence of secondary teachers in relation to gender and age. The findings revealed that highly emotional intelligent people use more of coping resources of stress, the emotional intelligence of the B.Ed teacher trainees is normal, the factors like birth order, gender, working status of mother are found influential to affect the emotional intelligence of students, the members of self help group members differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

The studies related to co-curricular participation are, a study on the academic achievement and participation in co-curricular activities of higher secondary students, opinion of prospective teachers towards co-curricular activities, values of co-curricular activities as
perceived by higher secondary students, attitude of science teachers towards co-curricular activities, effect of co-curricular activities on mental health of students. The findings revealed that majority of the secondary school students participate in co-curricular activities, the prospective teachers have favorable opinion towards co-curricular activities, higher secondary school students of different type of schools differ significantly in the participation in co-curricular activities.

The studies dealing with leadership potential are identifying leadership preference in relation to peer relations and social interest, to examine the impact of principal leadership behaviors on the efficacy of new and experienced middle school teachers, leadership management for corporate transformation and organization development, women empowerment in educational management and developing leadership qualities in woman, educational leadership and accountability, sociological factors of leadership behavior on school organization climate, leadership through modern management trends, role of academic leaders, the relationship between ego and leadership. The findings revealed that the leadership preferences of higher secondary students are mostly autocratic, teacher efficacy is significantly affected by principal leadership behaviors based on years of teaching experience and the teacher’s leadership behavior has a positive effect on student’s achievement.

The investigator being a teacher educator wanted to study whether the prospective teachers have emotional Intelligence, whether the prospective teachers participate in co-curricular activities, whether the prospective teachers have leadership potential, whether emotional intelligence and co-curricular participation have any influence on leadership potential and thus she evolved her study as Impact of emotional Intelligence and Co-curricular Participation on Leadership Potential of Prospective Teachers.