CHAPTER –2

REVIEW OF LITERATURE

Emotional Intelligence is a dynamic construct influenced by diverse biological, psychological, and social factors. A good deal of research has been conducted on Emotional Intelligence and it was found to be an important factor in the prediction of personal, academic and career success. Empirical studies revealed the relationship of Emotional Intelligence with numerous psychological and psycho social factors. The studies shown the importance of Emotional Intelligence and its contribution in the field of interpersonal relationships, success in work and personal life, health psychology, managing occupational stress, academic field, improving personality, enhancing performance and many more positive behavior pattern. A few of such relevant studies on Emotional Intelligence have been reviewed here. The reviewed studies are grouped into two categories.

2.1 Studies on intervention programmes related to Enhancement of Emotional Intelligence.

2.2. Studies on Emotional Intelligence and psychological, psycho social factors of Teacher Trainees, students and teachers.

2.1 Studies on intervention programmes related to Enhancement of Emotional Intelligence.

Many attempts have been made to enhance Emotional Intelligence among different categories of clientele through intervention programmes and found effective. The details of these studies have been summarized here.

2.1.1. Studies Abroad

i. Studies related to Teachers, Teacher Trainees

A 16-week intervention programme focusing on five components of Emotional Intelligence: cooperation, communication, expression of feelings, appreciation of diversity, and conflict resolution was developed. Post-intervention data indicated an overall improvement in the number of students displaying exemplary interpersonal social skills in the classroom setting (Gore.-Scott-W., 2000).
A study of “The effects of emotional knowledge education in the training of novice teachers” by Byron (2001) shown that emotional knowledge workshop was effective in increasing the emotional knowledge skills of novice teachers.

Kaplan, Fran Beth (2003) emphasizing on “Educating the emotions: Emotional Intelligence training for early childhood teachers and caregivers” evaluated the effects of a psycho educational training program on the development of Emotional Intelligence in preschool and elementary educators and caregivers and found significant improvement in post training as did their implementation of the peaceable classroom program with children.

Sevel Fer (2004) examined Qualitative Evaluation of Emotional Intelligence In-Service Program for Secondary School Teachers and found that the program structure worked well for most of the teachers. It provided the opportunities for integration of most of the strands of the program, allowing participants to synthesize information and skills derived from the various EQ activities. It helped them to gain useful information and encouraged them to adopt ways of using EQ activities in the classroom. The importance of the necessity of EQ training in teaching-learning activities has been realized. An Emotional Intelligence Training to teachers resulted in bringing effective changes in the teachers' attitudes in the classroom environment, policy management (behaviour, space, and participation), support of students' problems, management of the students' participation in activities and the way they accompanied the latter during these activities.

The training in Emotional Intelligence programme enabled teachers to identify a greater number of emotions which occur in the classroom. Attitudes developed during the training (identification, control and management of emotions, empathy, availability to others, etc.) helped the teachers to cope more satisfactorily with problems in their personal and professional lives and participation in the study encouraged them to participate in other studies (Maria da Glória Franco., 2007).

ii. Studies on students.

Finley,-Darla; Pettinger,-Ann; Rutherford,-Timika; Timmes,-Valerie (2000) investigated a modified integrated curriculum for students in a multiage classroom who lacked personal and social skills and found improvement in the students' transfer
of social skills in daily real-life situations, in their approach to resolving conflicts and in their ability to work cooperatively. The development of social competence among students is inhibited by the lack of Emotional Intelligence which is increased through Teaching of Prosocial Skills which in addition also increased prosocial behavior and Emotional Intelligence and that learned social skills transferred across the curriculum (Kolb,-Karen; Weede,-Sandy, 2001).

Reilly (2005) in his article suggests that negotiation courses using traditional lectures combined with role plays and simulated exercises can be used to train students in understanding emotion and increasing their Emotional Intelligence. The article defines emotion and emotional intelligence, describes and analyzes one simulated exercise that has proven to be particularly potent in the classroom for teaching both the theory and practice of Emotional Intelligence. It sets forth the rudimentary components of a possible curriculum for emotions training, and concludes with reasons why law schools and other professional degree-granting programs can and should make training in emotions a curriculum staple.

The ECOLE-approach (Emotional and Cognitive Aspects of Learning) found to be effective in enhancing the emotions and achievement of students (Zikuda M.G Stefan, Fuß, Laukenmann M, Kerstin Metz K and Randler C., 2005).

Andrew Dainty, Yiyi Mo and Andrew Price, (2006) conducted a study on Methods for Enhancing the Emotional Intelligence of Engineering Undergraduates with the aim of establishing how different teaching and learning methods affected EI development amongst our undergraduates in order to find the best ways to enhance EI in the future. The findings suggests that the way in which we currently educate our students does little to enhance EI and the ways in which we currently educate out engineering students appears to do little to support their EI development.

Ikay Ulutas and Esra Omeroglu (2007) studied on the effects of Emotional Intelligence education program on Emotional Intelligence of children and found that Emotional Intelligence education programme contributed significantly to children’s Emotional Intelligence levels.

An Emotional Intelligence Skills Training Program on the Emotional Intelligence Levels of Turkish University Students showed a significant positive
relationship between Emotional Intelligence and academic achievement and also between learning styles and academic achievement. The level of Emotional Intelligence of the students was found to be moderately improved and no dominant learning style was found amongst the students (Karahani T.F., Yalçın B.M., 2009).

Lau Wing Chi, Margaret (2009) revealed that the singing games in music lesson cultivated young children’s social development.

2.1.2 Studies in India:

i. Studies on Teachers, Teacher Trainees.

Rao (2001) developed and implemented an in-service training programme for teachers of Navodaya Vidhyalayas in enhancing their ability in meeting students’ emotional needs. The training inputs helped teachers to look at their own behaviour and the impact that they were making on students. This helped them to be more sensitive and caring towards their students.

Eva Justina Romould (2007) attempted to enhance the level of emotional intelligence of B. Ed students through Enneaegram program and found an increase in the level of emotional self awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections the components of EQ of the B. Ed students from experimental group.

A study was conducted to assess the impact of intervention package on Emotional Intelligence skills of school teachers by Duhan, Chhikara and Sangwan (2009). The results revealed a significant difference between pre and post testing assessment of Emotional Intelligence skills in all the four aspects of Emotional Intelligence was found which was also observed in children’s behaviour. The teachers were instructed to pass on the learned emotional skills (through intervention) to the children of their classes. It concluded that to inculcate the emotional skills and their appropriate use among children it is must for the teachers to be emotionally intelligent then only they can motivate the children to learn the Emotional Intelligence skills.

Enhancement of Emotional Intelligence and spiritual intelligence among B. Ed students a study carried out by Joy. S.T (2011) to find out the effect of intervention programme in enhancing their emotional competencies. The results revealed that the developed intervention programme is effective in enhancing the level of Emotional
Intelligence and spiritual intelligence among the experimental group when compared to control group.

**ii. Studies on students.**

EI can be enhanced through well-designed experiential learning modules (Krishnamurthi. R and Ganesan S., 2005). In another study 343 students were exposed to self enhancement programme with particular reference to Emotional Intelligence showed a significant difference in their Emotional Intelligence after the programme for two weeks.

Training programme on Emotional Intelligence showed significant increase in the level of Emotional Intelligence of teachers and the follow-up showed sustained Emotional Intelligence after three months (Amudhadevi and Velayudhan, 2007).

With a purpose of studying the effect of Emotional Intelligence training on peer relationship of the adolescent students Purohit and Ajawani (2008) found that the training group genuinely improved more in comparison to those of non- training group with respect to their peer relationship.

**2.1.3 Studies related to other sectors:**

Christine J. Murphy and JulieWalker (2000)’s Employee Early Intervention Program: Promoting social and emotional Competencies in the workplace created a culture of change for individuals and teams. It helped to establish and spread an atmosphere of learning and team-based working.

Mike S. Eniola (2000) The two interactions – Emotional Intelligence training (EIT) and Self-Regulation training (SRT) in remediating aggressive behaviour in adolescence with visual impairment revealed that participants treated with the two interactions EIT and SRT showed significant improvement in their aggressive behaviour pattern.

An adventure-based intervention on the EI of employees of a multisite dental practice resulted in the positive effect on the participants' EI and that improvements in the 4 branches of EI varied within employee subgroups (Meyer B.B, Fletcher T.B. and Parker S.J., 2001).
Jordan et al (2002) showed that teams with the lowest average Emotional Intelligence significantly improved their process effectiveness and their goal focus over the training period.

The study conducted by Slaski and Cartwright (2002, 2003), showed that the Emotional Intelligence scores of the retail managers i.e., training group increased significantly from pre to post training.

The intervention programmes are found to be effective in enhancing Emotional Intelligence and thereby promoting meaning and quality in life intra and interpersonally, was reported by Pareek, Mittal, Hingar and Kaur (2005).

A short intensive programmes may improve participants' goal-focused coaching skills, but not the Emotional Intelligence. Hence the organizations seeking to deepen the impact of “Manager as Coach” training programmes and improve the underlying Emotional Intelligence of participants should use a spaced learning approach over a number of weeks (Anthony M. Grant., 2007).

Richard Harmer, Catherine Lutton ’s (2009) EI intervention programme resulted in improving the self and subordinate ratings of team effectiveness, project team leaders EI, decision making.

The designed EI development program found to be efficient in fostering more emotionally intelligent ways of leading within project management environments. The training led to a significant improvement in emotion identification and emotion management (self and others' emotions) (Delphine Nelis, Jordi Quoidbach, Moira Mikolajczak & Michel Hansenne., 2009).

Li-chuan Chu (2010) evaluated the benefits of meditation in regard to EI, perceived stress and negative mental health with cross sectional and experimental studies, found that those participants with greater meditation experience, exhibited higher EI and less perceived stress and negative mental health than those who had less or none.

A group counseling program consisting of 12 sessions spread over a span of 16 days shown a significant increase in the emotional competence of experimental group (Lizy ., 2011).
2.2 Studies on relationship between Emotional Intelligence and other variables.

Research on Emotional Intelligence with regard to certain demographic factors such as age, sex, locale of the individuals and schools, length of service, and socioeconomic status has been reported widely. Numerous studies were intended to find out the relationship of Emotional Intelligence with personality and education of individuals. Following are some of the reviews in this context:-

The older children displayed greater emotional competence than their younger counterparts. It has been found that Emotional Intelligence increases with age (Kafetsios, 2004). Salovey and Mayer (1990), Mayer et al. (2000) have shown that the EI developed with increasing age and experience. Goleman (1995) found that the signs of EI appear among very young children. Goleman (1996) have also stated that Emotional Intelligence increases with age and it can be learned, cultivated and increased in adulthood.

In a series of longitudinal studies, it was shown that people can change their EI competencies over two to five years (Boyatzis, 2000). Saklofske, Wood, Eastabrook et al. (2005), Wong and Law (2002) working with different samples have found that, age is positively correlated with Emotional Intelligence across different job situations. A cross sectional analysis in order to measure Emotional Intelligence in young and middle adulthood has shown that Mid life adults reported significantly greater use of optimism (a component of Emotional Intelligence) as a mood regulation strategy than was reported by young adults. Chapman and Hayslip., 2006).


Contradictory to this finding, it was found that Emotional Intelligence is independent of age (Tyagi, 2004). Jacques (2009) had reported that age did not predicted Emotional Intelligence among a sample of 221 college students. This view
supported by other studies (Bansibihari & Pathan 2006) which indicates that the age does not matters for the Emotional Intelligence.

Gender do influence the level of Emotional Intelligence (Gowdhaman and Murugan, 2009) and it is found that the that females have higher level of Emotional Intelligence than the males (Charbonneau and Nicol 2002, Amirtha & Kadhiravan 2006, Alam 2010, Amruta and Kadhiravan 2006, Nasar and Nasar 2008, Brackett, Mayer and Warner 2004, Pant and Prakash 2004,) and also found to have better self concept (Habib.S, 2010).

Thingujam and Ram (2000) have adapted Emotional Intelligence Scale of Schutte et al, 1998 to Indian adaptation, developed Indian Norms for males and females separately, and found that women were significantly scoring higher than men. Girls are more optimistic and well aware of their feelings in comparison with boys. Girls are more aware of and can understand their own feelings than boys (Mohanty and Devi. L 2010, Ciarrochi, chan and Bajgar 2001, Katyal 2005) and are better in managing relation, integrity and commitment and more empathetic. (Joshi.R & Gupta.M , 2010)

Contradictory to this it is found that adolescent boys and girls differ significantly on Emotional Intelligence and boys were found to be significantly higher than the girls (Uma Devi and Rayal 2004, Hunt and Evans 2004, Kafetsios 2004, Carr 2009). The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls (Mishra and Ranjan, 2008). Boys also possessed high level of Self Awareness, Emotional Stability, Self Development, Value Orientation and Altruistic Behaviour. (Joshi.R & Gupta.M , 2010).

Lower Emotional Intelligence in males shows principally the inability to perceive emotions and to use emotion to facilitate thought was associated with negative outcomes including illegal drug and alcohol use, deviant behaviour and poor relations with friends (Brackett, Mayer and Warner ,2004).

Females found to be more proficient in managing and handling their own emotions as well as of others (Pandey and Tripathi, 2004). Contradictory to this it is
found that the males have higher scores than females with reference to managing others a component of Emotional Intelligence (Pant and Prakash, 2004).


Assessing on an ability measure of EI, Brackett, Warner and Bosco (2005) found out in their study on 86 heterosexual couples that, female partners were significantly higher on their Emotional Intelligence scores than male partners and that EI scores were uncorrelated within couples. The finding is supported by studies of VanRooy, Alonso and Viswesvaran 2005, Austin, Evans, Goldwater and Potter (2006). Girls are better motivated than boys, because girls have a better driving and pulling forces which result in persistent behaviour directed towards certain goals (Saranya and Velayudhan, 2008).

A study by Singh Chaudhary and Asthana (2008) revealed that male and female adolescents exhibit same level of Emotional Intelligence, concluding that both male and female adolescents are caring, giving, supportive and enriching.

It is found that the women police constable have significantly high level of Emotional Intelligence than their counterparts Jadhav and Havalappanavar (2009). Furthermore, the results also revealed that the women police constable trainees (WPC) scored higher on self motivation, emotional stability, commitment, altruism empathy and self awareness factors of Emotional Intelligence in comparison of male candidates.

Tatawadi (2009) studied the differences in emotional maturity among male and female students studying in a management school. The results revealed that the females are emotionally stronger than the males. The girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire higher Emotional Intelligence as compared to boys.
Residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence (Dhiman, K., Saha, B., & Mondal, B.C., 2014).

An exploratory study of the relationship between Emotional Intelligence and Socio Economic Status was done by Holmes (2007) in which Emotional Intelligence was considered as criterion variable and SES as predictor, and measured by household income, parent education and occupation. Results revealed a significant positive relationship except mother’s occupation and household income.

Further Namdar, Sahebihagh, Ebrahimi and Rahmani (2008) have found a significant relationship between Emotional Intelligence score and the student’s satisfaction of their family socioeconomic status among nursing students. Contradictory to this it is reported that the socio economic status did not predict Emotional Intelligence (Jacques.,2009, Gowdhaman and Murugan., 2009).

Mohanty and Devi, L. (2010) in their study, revealed that the education and occupation of parents have positively and significantly affected the interpersonal relationship (EI) of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

A substantial relationship was found between Emotional Intelligence and Socio-Economic Status (Darsana. M, 2007).


Duhan and Chhikara (2007) found significant association between the developmental facilities available in community surroundings and Emotional Intelligence skills of teachers. The results also revealed that teachers with more developmental facilities like hospital, bank, market etc., exhibited high level of Emotional Intelligence compared to teachers with low level.

Carr (2009) have found in her study that Asian students demonstrated higher emotional intelligence total and branch scores than white students.
Gowdhaman and Murugan (2009) have studied the effect of locale (mentioned as community) on the Emotional Intelligence of 300 B.Ed. teacher trainees and inconsistently did not found any significant effect of community on the Emotional Intelligence.

The residence also influence the Emotional Intelligence that is the students staying at home have high Emotional Intelligence than in hostel. (Waddar & Aminabhavi 2010, Usha. P and Rekha (2009).

Apart from the residential status, different culture, community it is also found from several studies that the locale of the school, and students also influences the level of Emotional Intelligence (Darsana.M, 2007). Residential place plays a significant role for the enlargement of emotional development (Dhiman, K., Saha, B., & Mondal, B.C., 2014).

Contradictory to this it is found that the residential status of the teachers does not influence the emotional intelligence (Joseph & Patel, J.M.A, 2010).

Emotional intelligence plays a vital role in the manifestation of human behavior by which one attempts to deal with different emotive situations and met his needs including the efforts to maintain harmonious relationship with the environment. It is noted that the level of frustration affects Emotional Intelligence and competencies. Regression frustration denotes emotional competence in people of high socioeconomic status (Agarwal, 1991).

Sharma (1994) has found that emotional competence affects different psychogenic needs of both the handicapped and the non handicapped children. She observed that emotionally competent children have more need for introspection. Succorance and change as compared to emotionally intelligent children have greater need for order, autonomy, introspection succorance nurturance and endurance as compared to the emotionally incompetent children.

Cooper & Sawaf (1997) suggested that Emotional Intelligence enhances the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. It is also found that it affects the ability of the managers to make better decisions and enjoy better social relations in the organization.
In a study on parental inducement of Emotional Intelligence, Martunez-Pous-Manuel (1998) disclosed a substantial effect of parental modeling encouragement, facilitation and rewarding on the subjects Emotional Intelligence and important effects of Emotional Intelligence on task orientation, social functioning and depression symptomatology were found. Optimal and proficient level of Emotional Intelligence is responsible for successful and unsuccessfulness of students at post graduate studies. (Kapp. C.A, 2000)

A significant relationship was found between emotional competencies and behaviours of effective teaching. It was also found that the general mood a sub component of emotional quotient was a significant determinant of award winning teaching faculty (Haskett, Rebecca A. (2003).

Burbach, Mark E (2004) found that the leader’s internal self concept moderates the relationship between Emotional Intelligence and transformational leadership, contingence reward leadership and outcomes of leadership from raters perceptions.

The dimensions of Emotional Intelligence were meaningfully related with the job satisfaction, personal effectiveness, organizational commitment, reputational effectiveness, general health, trust, turnover intention, organizational effectiveness and organizational productivity( A.K.Sinha, Ajay K. Jain., 2004). Emotional Intelligence is significantly correlated with transformational leadership and success. Emotional Intelligence also differed across age but not across rank or length of service. It seems that the top management and policy makers should use Emotional Intelligence to identify and develop effective leaders (Srivastava K.B.L and Bharamanaikar S.R 2004).

Anjum S, Misra G, and Srivastava A K (2004) examined the notion of Emotional Intelligence in the Indian socio cultural context. It is found that the Indian view of Emotional Intelligence is context and focuses on the role of family and society in shaping one’s emotions. The indigenous view of Emotional Intelligence takes into cognizance of such factors as social sensitivity, pro-social values, action tendencies and affective states.
Sharma B, Sharma N (2004) conducted a study on emotional competence in children which locates the discourse on emotions in the context of culture and human development. The study enabled to discern the varied understanding and use of emotion in children’s everyday lives. Their developing awareness of emotions as means of deserving oneself is demonstrates the interplay of thought and feeling.

Tiwari, P.S.N & N. Srivastava, N (2004) investigated developmental changes in Emotional Intelligence on a sample of primary school children consisting of male and female, three types of medium of instruction (Hindi, English, Mixed) and three grades 3rd, 4th, 5th, in addition to this the perceived environmental quality of home and school were also assessed. The results showed that gender has no significant main effect while medium of instruction and grade has significant main effects on all the three components of Emotional Intelligence viz., expression and appraisal, regulation and utilization of emotions. It was noted that the children attending English medium school scored higher followed by Hindi and mixed medium school children, respectively. The older children of 5th grade scored higher than third and fourth grade children. It was found that perceived environmental quality of home as well as school was positively related to Emotional Intelligence scores.

The profile of successful female leaders includes a demonstration of a broad range of Emotional Intelligence competencies, although there is a negative effect upon their success when they exhibit the gender role expected competencies related to developing others. The successful male leaders also have a wide range of Emotional Intelligence competencies and are rewarded when they show their gender-expected individual achievement-oriented behaviors. The repertoire of leadership styles leading to success for men and women are also disparate. Men who exercise an affiliative or a democratic leadership style, styles incongruent with their expected gender role, are not successful; whereas female leaders must demonstrate a combination of gender congruent and incongruent ways of behaving, the pacesetting and coaching leadership styles, in order to be successful (Hopkins, Margaret M., 2005).

Stubbs, Elizabeth C (2005) has worked on Emotional Intelligence competencies in the team leader and viewed the relationship between team leaders Emotional Intelligence competencies, team level Emotional Intelligence and team performance. Results show that team leader Emotional Intelligence is significantly
related to the presence of emotionally competent group norms related to team performance. This research contributes to the field by offering support for the effects of team leaders Emotional Intelligence on the teams they lead as well as by showing team level Emotional Intelligence affects team performance.

With a purpose of exploring the effect of Emotional Intelligence skills in effective teaching, Hwang, Fei-Fei (2007) found that the higher education institutions may need to provide lifelong learning programs in Emotional Intelligence skills for faculty in order to facilitate the development of harmonious learning environments.

EI provides an underlying contribution to leadership effectiveness independent of cultural influences. In order to lead effectively, increasing EI seems to be required to leverage a sense of self-awareness, to manage one’s own emotions, to manage the emotions of others, and to lead in accordance with the cultural expectations of respective organizations. Tang, Hui-Wen (2007).

The study did find evidence supporting the relationship between Emotional Intelligence and personality type. (Liang, Yao-Hui,(2007).

Individuals with Extroverts and Introverts personality found to possess different levels of Emotional Intelligence (Sowmya.H.S & Betsur.N.C, 2010).

The intrapersonal and interpersonal dimensions of Emotional Intelligence have a positive effect on leadership roles of teachers, teachers’ commitment and effectiveness. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong influence on effectiveness. The findings could have implications for the selection and training of future educators (Dimitra Iordanoglou , 2009)

Susmita Neogi (2009) conducted a study on emotional component of affective learning of secondary students and found that the students scored low on both the indicators of emotional development. In spite of certain limitations, the findings imply that there is need to improve our educational system for developing the emotional component of the affective domain of learners.

Sumanta Kumar Panda and Nidhi Singhal (2009) conducted a study on teachers work behaviour in relation to Emotional Intelligence of primary school
teachers. The finding of the study revealed that there was positive correlation between teachers work behaviors in relation to Emotional Intelligence of primary school teachers.

Niradhar Dey (2009) conducted study which examined the influence of Emotional Intelligence on academic self efficacy and achievement. The participant in the study were 150 undergraduate students at Raipur. The result demonstrated that Emotional Intelligence and academic self efficacy significantly co-related with academic achievement. On the basis of findings, it is suggested that Emotional Intelligence should be integrated into undergraduate curriculum.

Radha Mohan (2009) conducted a study with aim of finding a usable measure Emotional Intelligence that relates directly to teacher trainees in colleges of education and schools and high lightened that the developing Emotional Intelligence abilities in pre-service education as part of the training they receive within teacher education institutions, by first identifying the key factors at play.

Individuals with high level of Emotional Intelligence have significantly high level of adjustment. Emotional Intelligence enables a person to face people and difficult situations in a positive manner. The person with high Emotional Intelligence has the ability to know his own as well as others emotions, empathetic and establish healthy relations. He is able to express his emotions in a socially acceptable way at a proper time (Deshmukh & Sawalakhe, 2010, Waddar, M, & Aminbhavi, 2010,)

The birth order, gender, caste and working status of mother are important factors which affect the Emotional Intelligence of students (Batnagar, A & Mittal, A. 2010).

Elias etal (1991) stated that the teaching of socio emotional learning skills is very important at school, as it affects academic achievement positively during the years that follow as well, teaching these skills has long term effect on achievement.

Ediger (1997) stated that quality emotions and feelings help students given their best potential in the classroom. The students who are aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.
It is also supported by recent studies which highlights the influence of the emotional intelligence on academic achievement of the students. (Patil, 2006, Umadevi, 2009, Alam.M, 2010, Mahajan, 2011)

Contradictory to this it is also found that Emotional Intelligence and scholastic achievement are not correlated.

The individual’s area of specialization i.e., Arts and Science does not influence the Emotional Intelligence (PatilA.B, 2006, Umadevi. M. R, 2009).

Sinha S (2009), conducted a comparative study of SC, ST and non-backward class high school boys on emotional skill and adjustment towards first and second language learning and academic achievement. It was found that rural non-backward boys were educationally better adjusted to first language than rural SC. Non-backward boys tended to be emotionally educationally favorable to first language and aggregately better adjusted than ST. Rural non-backward boys tended to be educationally adjusted to first language, educationally adjusted to second language and aggregately better adjusted. However, both these groups revealed significant difference in emotional adjustment area.

To explore the relationship of spiritual intelligence and emotional intelligence with science achievement of Higher secondary male students, Bansal (2007) found a high positive correlation (r=.65) between science achievement and Emotional Intelligence whereas very high positive correlation (r=.73) was found between science achievement and spiritual intelligence.

To explore the relationship between teaching effectiveness and Emotional Intelligence, Chhabada and Ajawani (2008) revealed that teachers having high Emotional Intelligence score higher on teaching effectiveness as compared to teachers having low Emotional Intelligence. Further it confirmed a significant relationship at (0.01 level of significance) between teaching effectiveness and Emotional Intelligence.

Song et al. (2010), studied the impact of general mental ability (GMA) and emotional intelligence (EI) on college students' academic and social performance. While GMA and EI both had an influence on academic performance, GMA was found
to be a stronger predictor of academic performance than EI. However, only EI, not GMA, was related to the quality of social interactions with peers.

Poonam Mishra (2012) revealed positive effect of emotional intelligence on academic achievement of students and especially girl students. Academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education.

It has been noted that only limited attention had been focused on the emotional intelligence skills of school administrators. Principals as educational leaders are responsible for the successful operation of their respective schools, it is important to examine the link between effective leadership skills and practices and student achievement (Reshu Agarwal, Pradeep Sharma, 2012).

Gayathri, N and Meenakshi, K, (2013) analysed Mayer and Salovey’s ‘ability model’ against the background of Indian culture through the Bhagavad-Gita, it explored the similarities and draws parallel to the emotionally intelligent person as surmised by Mayer and Salovey, and the ‘Sthithapragnya’ as described by Lord Krishna in the Bhagavad- Gita. (Bhadouria Preeti, 2013).

Emotional intelligence in total and its component wise self-awareness, self management social skills has positive and significant correlations with the different styles of conflict management (Tanu Sharma & Anil Sehrawat, 2014).

It is found that the Emotional Intelligence and Self Esteem were positively correlated, and Self Esteem is higher among the foreign students than Indian students (Rahel Tajeddini, 2014).

2.3 Implications of review of literature

The review of related literature as detailed above indicated the following points.

- Most of the studies reviewed are from other countries.
- Research in the area is getting momentum in India at present.
The studies with intervention programmes for enhancing EI reflected that EI in total and its components in particular could be enhanced among different groups like teacher, students, teacher trainees and employees in different organizations through different types of intervention programmes. This enhancement of EI could bring improvement in the social and emotional skills of people.

Most of the studies reviewed highlighted that the emotional intelligence is an important factor in determining the personality, teacher effectiveness, mental health, success and satisfaction both in personal life and professional life. These studies cover the teachers, students and teaching learning process.

Many Indian studies (Usha & Rekha 2009, Umadevi, 2010, Chawla, Pannu & Bhullar 2011, Mahmood Alam 2010, Shrthi & Vijyalakshmi 2010 have shown that emotional intelligence of teachers influences the academic achievement of the students.

The results of the studies on relationship between EI and certain demographic variables like age, gender, SES are not consistent, while some studies inferred positive relationship between these variables, some studies revealed that the above said demographic variables do not have any influence on EI. Wherever gender difference is found, some studies indicated boys are better in EI than girls and in some studies girls are better in EI than boys.

Most of studies are found in the area of management, business and industries. Whereas only a few studies are found in relation to teachers and teacher trainees.

A study conducted by Eva Justina Romould reveals the factor that the EI can be enhanced through Ennaegramme Educational programme(2006).

Another study conducted by Joy.T, (2011) also explores the ways to improve the EI and Spiritual Intelligence of B.Ed teacher trainees. The findings of both the studies given scope for the teacher educators and educational policy makers to revise the teacher education program for the preparation of well balanced, emotionally intelligent teachers to take up the challenges of the classroom to prepare their students as best citizens of the nation.

It is realized that the emotionally intelligence teachers who came out of the teacher education programme are able to take up the emotional challenges of the
technological, modern society’s classroom to prepare the children as best citizens of the nation in turn contributing to the holistic development of the nation.

- This review of literature helped the researcher, to understand the concept of EI and its measurement, tools to measure it, correlation of it to other aspects of personality of an individual and teaching learning process and academic achievement.

- The review of intervention programmes enabled the researcher to identify different strategies and develop the programme to enhance EI among Teacher Trainees.

- Adequate input could be drawn from this review for the preparation of EI scale with activity-based items to assess EI of teacher trainees. This was further helpful in the selection of statistical techniques for analysis of the data collected for the study.

   Even though, there are a few studies regarding enhancement of EI among teacher, teacher trainees, studies on D. Ed teacher trainees were meager. Teachers at the elementary level are very important as they put foundation for further education. Hence, it is found imperative to enhance EI of elementary teacher and present study is planned.