Chapter – II

Review of Literature

Research studies across the world have documented various aspects of emotional intelligence and the effect of emotional intelligence on various personality traits. What is emotional intelligence? What is the relationship between emotional intelligence and success? Is there any correlation between emotional intelligence and locus of control? Researchers have tried to answer some of these questions.

A survey of the research conducted and published in the field extends help in the selection of problem it’s planning and execution. For the purpose of a research investigation, the search for related studies in this area has been very fruitful as it provides in depth understanding of the type of research work going on in the field. Some of the studies could be located relating to one part or the other of the problem: the studies according to combination of variables stated in the present study were found lacking. Some theoretical views available on some variables were also used. The studies reviewed have been arranged according to the relevance of variables.

The importance of the review of the related literature is expressed in the words by Billy Turney and George Robb as follows “Identification of a problem, development of a research design and the determination of the size and scope of the problems all depend to a great extent on the intensity with which a researcher has examined the literature related to the intended research.
Emotional intelligence refers to the capacity for recognizing one’s feelings and those of others, for motivating our relationship (Goleman, 1999) Singh (2003) encompasses organizing skills in four branches i.e. perceiving emotions, facilitating thoughts, understanding emotions and managing emotions.

The present review of literature will consider the variables under the study and their relative effect on marital status, religion and parental educational background. Any research needs support, verification and clarification by having thorough critical evaluation of the literature available as much as possible within the investigation. Keeping in view the above consideration a comprehensive survey was made of the related study of past years which is presented as below.

**Jafar Shabani, Siti Aishah Hassan, Aminah Ahmad, Maznah Baba, (Dec, 2010)** explored the Relationship of Emotional Intelligence with Mental Health among Early Adolescents. The sample comprised of 247 high school students of 8 schools (124 Boy and 123 Girl). The research design was a quantitative and tests of alternative hypotheses was used. This study utilized General Health Questionnaire (GHQ) to measure mental health scales and sub-scales and Emotional Quotient Inventory, Youth Version (EQ-I YV) to assess emotional intelligence. Data analysis included frequencies, percentages, means scores, Pearson’s correlation and, simple regression analysis. The results of this study support the hypothesis that there is a significant relationship of emotional intelligence with mental health scales and sub-scales scores. In addition, this study revealed that mental health scales and sub-scales scores influence emotional intelligence. The findings of the present study indicate that the different levels of emotional intelligence established, to some extent,
relation with mental health scales and sub-scales (total mental health, somatic symptom, anxiety, social dysfunction and depression). Negative correlation of emotional intelligence with negative symptoms of mental health scales and sub-scales highlights that emotional intelligence can be helpful as a means in dealing with mental health of school students in Islamic Republic of Iran.

**Hari Shankar Pande (July, 2010)** investigated the relationship between demographic variables and emotional intelligence among workers. The participants were two hundred and fifty workers randomly drawn from organizations in Jaipur and other cities. The study adopted correlation research design, multiple regression analysis. The result shows that gender and working experience have significant predictive effect on emotional intelligence. There was also significant difference in the emotional intelligence mean scores of males and females. The direction of difference was in favor of females.

**Lei Zhang, (May 2010)** investigated Urbanites’ Life Satisfaction in eight cities of China. In this paper the sample of 1600 respondents were selected from eight typical cities representing different developmental levels in China with the help of accidental sampling technique. The main aim of this survey was to assess the life satisfaction of the respondents, which reflected part of the people’s quality of life as a whole in China. Generally speaking, the evaluations were quite favorable. Most of the respondents owned high assessments for their life satisfaction as a whole. Life satisfaction had district variance. People from different cities had dissimilar evaluations. But the difference was not caused by developmental levels. The relevant statistical analysis also indicated some individual characteristics (such as income) had influence on residents’
satisfaction with QOL, while some others (such as gender, age, education and marriage) had no significant influence. As far as the specific domains were concerned, health, working status and family life were the most important factors. Respondents identifying their gender included 871 (54.2%) males and 736 (45.8%) females. As far as the marital status was concerned, one thousand and fifty (66.5%) were married or had been married, which included divorced, widowed, separated and married conditions. Others were single (529, 33.5%). Research result that educational level and life satisfaction had no obviously correlation was not same as some other scholars’ research; the persons who receive higher education always have high life expectation and a variety of demands. But it is difficult to realize these expectations. All these caused them to lower their satisfaction degree. On the contrary, those with low educational level probably have not so many demands for life, and are apt to satisfy, so their life satisfaction is relatively high.

**Wuhan survey by Yi and Feng** found marriage satisfaction was the important factor influencing family quality of life ([Yi and Feng, 1997, p.82](#)). Xing pointed ‘subjective well-being of no marriage groups was higher than that of married ones in the city’, and thought this related to the marriage quality of life among Chinese urbanites ([Xing and Jin, 2003, pp.1056-1059](#)). According to the findings of the research, married, single and other groups (divorced, separated and widowed) showed no distinction at life satisfaction. To some extent, this conclusion supported Xing’s. Namely, most of the married groups had low quality of marriage (In China, only 3% of spouses have high quality of their marriage), so their life satisfaction was also not notably higher than other groups either.
**Jagpreet Kaur 2010**, studied gender differences in perceptions of home environment of Adolescents. The study intended to explore the gender differences in perceptions of home environment among 1011 school-going adolescents. The ‘Home Environment Inventory (HEI)’ developed by Misra (1989) was used to measure adolescents’ perceptions of home environment. The result of the study revealed significant gender differences in control, protectiveness, social isolation, reward. Deprivation of privileges, rejection and permissiveness components of home environment. Male adolescents perceived their home, environment to be significantly more controlled, socially isolated deprived of certain privileges, rejected and permissive whereas female adolescents perceived heir home environment to be more protective and rewarding than their male counterparts.

**Kamalpreet Kaur, Meenakshi (2010)**, investigated social and emotional intelligence of school going adolescents and working status of Mothers. A sample of 100 school – going adolescents (50 children of working mothers and 50 children of nonworking mothers) within the age of 13 to 16 years from three schools of Patiala district of Punjab was selected. Data was collected through ‘Social Intelligence Scale’ developed by N.K. Chaddha and Usha Ganesh and Mangal’s Emotional Intelligence Inventory’. The data so obtained was analyzed statistically. The study revealed that nonworking mothers had average level of emotional intelligence and above average level of social intelligence. School going adolescents of working mothers has significantly higher level of emotional intelligence than those having nonworking mothers for total group as separately for male and female groups. Female school going adolescents were significantly more socially intelligent than their male counterparts. School going adolescents of working and nonworking
mothers did not differ significantly in their social intelligence than their male counterparts. School going adolescents of working and nonworking mothers did not differ significantly in their social intelligence irrespective of gender. There was a positive and significant intelligence irrespective of gender, there was a positive and significant relationship between social intelligence and emotional intelligence for total group as well as in school-going adolescents of working mothers. But this relationship was not significant in case of school going adolescents of nonworking mothers. The implications were drawn on the basis of these results to enhance social and emotional intelligence of school-going adolescents.

**P. Usha, Rekha 2010**, studied emotional competence and mental health as predictors of Academic Achievement. The study was designed to investigate that Emotional Competence and Mental Health were Predictors of Academic Achievement among the secondary school pupils of Kerala. For this purpose a sample of 530 students of Thrissur and Erankulam districts of Kerala was selected on the basis of gender, type of management of school and locality. They were administered Scale of Emotional Competence, Mental Health Status Scale and Achievement Test in Physics. The results of the study revealed that both Emotional Competence and Mental Health have high correlation with Achievement. The results also revealed that among the variables studied, the best predictor of Academic Achievement is Emotional Competence.

**S. Prasanthi, M. Sarada Devi (2010)**, explored relationship between Emotional competence and personal variables. The study was undertaken to find out the relationship between Emotional competence and personal variables. The total sample comprised of 240 couple of Chittor District of Andhra Pradesh. The tools used were Emotional Competence scale by
Sharma. H.C. Bharadwaj, R. (1995) and standardized interview schedule developed to study the personal variables of the respondents by the investigators. The result revealed that education, occupation, income, marital age and religious rituals were positively correlated with emotional competence whereas age of third child was negatively correlated with emotional competence levels of the respondents.

**Chaeyoon Lim and Robert D. Putnam (2010)** Studied religion, Social Networks, and Life Satisfaction. The findings suggest that religious people are more satisfied with their lives because they regularly attend religious services and build social networks in their congregations. The effect of within-congregation friendship is contingent, however, on the presence of a strong religious identity. Coefficients indicate the difference between each religious tradition and the reference category (‘‘no religion’’) in terms of life satisfaction. Except for ‘‘other non-Christian traditions,’’ all traditions show a higher level of life satisfaction than does ‘‘no religion.’’ Adding control variables reduces the difference between ‘‘no religion’’ and each of the traditions, but many differences remain significant. Numerous studies find that religious people have a higher level of life satisfaction than do non-religious people, those studies do not provide convincing evidence that religion actually improves well-being. Second, the theoretical mechanisms underlying the relationship remain unclear. Using a panel dataset, it was demonstrate that religious service attendance has positive effects on life satisfaction. More important, it was found that the friendship networks people build in their congregations mediate most of the effects of attendance on life satisfaction.

**Judith P.M. Soons, Aart C. Liefbroer (September 2009)** studied patterns of life satisfaction, personality and family transitions in young
adulthood and examined individual long-term patterns by making a distinction between the shape of the life satisfaction pattern and its mean level. Further, in order to contribute to the discussion about the impact of personality and life events on life satisfaction, the effects of both factors on the mean level and the pattern were examined. A Dutch Panel Study is used in which young adults were followed for 18 years ($N = 766$). Six satisfaction patterns are defined: stable, increasing, decreasing, U-shaped, reversed U-shaped and fluctuating. A stable pattern is found to be most common, but the majority of the young adults have a changing LS pattern. The multivariate analyses show that neuroticism exerts negative and extraversion positive effect on the long-term life satisfaction mean. Life events in the relationship domain are related to the mean level and the pattern of life satisfaction. In addition, there are several interaction effects of events and personality.

**Umadevi M.R. (2009)**, explored the relationship between Emotional Intelligence, Achievement Motivation and Academic Achievement. The study aimed at finding the relationship between emotional intelligence, achievement motivation and academic achievement of primary school teachers. Emotional intelligence scale and achievement motivation test was administered on 200 D.Ed students, and the data obtained was subjected to descriptive correlation and differential analysis. The results revealed that there is a positive relationship between emotional intelligence and academic achievement, and achievement motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in Emotional Intelligence and Achievements Motivation.
Manisha Lather (2009), studied emotional intelligence as a measure for success in life. Averring that Emotional Intelligence has recently awakened great interest in researchers and mental health specialists, the author says emotional intelligence is the driving force that affects personal success and interactions with others. Studies of EI have shown relevance to many aspects of life and the role it plays in the interactions and decisions of any given day. EI predicts as much as 80% of a person’s success in life, whereas IQ predicts about 20% according to Goleman (1995). Emotional intelligence and its implications have been brought to the attention of educators and researchers across the world. However, as almost all emotional intelligence research targets adults, a need exists for the exploration of adolescent Emotional intelligence. Being at the beginning of a new century and a new millennium, the intelligence and success are not viewed the same way they were before. Social skills emerged as the most important component of emotional intelligence predicting the use of strategies of valuing peer acceptance and involvements in social activates. Social coping has long been seen as an element of psychological well being. There are many people who have long standing personality characteristics that make it difficult for them to cope with difficult situations in their social life. Such individuals could be considered to have a “social coping deficit” interfering with their ability to cope and adapt to life stressors.

Nomaguchi and Milkie (2009) studied Children and Life Satisfaction and investigated the relationship between having children at home and life satisfaction. Contrary to much of the literature, the results are consistent with an effect of children on life satisfaction that is positive, large and increasing in the number of children. The effect, however, is contingent on the individual’s characteristics. In particular, the findings
are consistent with children making married people better off, while most unmarried individuals appear to be worse off with children. The role of factors such as gender, age, income and education were analysed. The effect of children on life satisfaction will depend on individual characteristics such as gender, marital status or income. Few papers have investigated this possibility, but Frey and Stutzer (2000), Nomaguchi and Milkie (2003) and Kohler et al. (2005) are notable exceptions. Frey and Stutzer (2000), in a paper focused on the effects of democratic institutions on happiness, obtain the result that children have a near-zero effect on the happiness of married couples but a clear negative effect on single parents. They do not explore the issue any further, but the result illustrates the potential importance of marital status. This paper has presented econometric evidence supporting a positive relationship between having children and life satisfaction. For the average married person, however, the effect is large, positive and increasing in the number of children. The positive experience of married individuals is countered by the negative experiences of people who are separated, living as a couple or never-married singles. It analyzes the effects of children on the life satisfaction of married individuals with different levels of education. individuals with a full university education, individuals with a full high school education and individuals with less than a full high school education. The second group is the more numerous and its results most closely resemble those of the population at large. For this group, life satisfaction is increasing in the number of children in the household. For highly educated individuals it was observed that having just one or two children produces a larger positive effect than for their less educated peers. For the least educated individuals the effects tend to be mild, and are estimated with a large degree of uncertainty. It have found that married individuals in general,
and married women in particular, are more satisfied when they have children at home and their satisfaction increases as the number of children in the household increases. It was also found that the positive effect of children is present for married individuals of all ages. For individuals who are separated, living as a couple and for the never-married singles the effects of having children are large and negative (though not statistically significant). The fact that people who are living as a couple but are not married experience lower levels of life satisfaction with children. Another interesting result is obtained for the group of widowers, the only group besides married individuals with consistently positive and large coefficients (though only one of them is statistically significant at conventional levels). The size of these coefficients is even larger than for married individuals, suggesting that children play a particularly large role in the life satisfaction of widowed persons; perhaps because they fill the important emotional gap created by the loss of a spouse. Children do indeed increase life satisfaction for a very large fraction of the population, namely for married individuals, and that the effect can be large. Married individuals are arguably the most appropriate group to study the effects of having children on happiness, as the act of marriage can be interpreted as a signal of the partners’ willingness to experience parenthood.

Adam Okulicz-Kozaryn (2009), studied religiosity and Life Satisfaction. It investigated the relationship between religiosity and life satisfaction in 79 nations using World Values Survey data. To solve methodological problems evident in previous work a multilevel model is employed to account for the fact that individuals are nested within countries. Results indicate that the dimensions of religiosity that relate to social capital predict higher life satisfaction and religious people are happier in
religious nations. In other words, it is not only religiosity that makes people happy but rather a social setting. People have so called 'need to belong' and religion helps to satisfy it. Correlations of life satisfaction with most of the religiosity variables are negative. While these are only bivariate correlations, it is noted that the relationship between religiosity and life satisfaction is not simply positive but rather complex as hinted at in many papers Koenig et al. (2001). People who claim that religion is very important in their lives are either very satisfied or very dissatisfied with their lives. On the other hand, people who think that religion is not important tend to be quite satisfied with their lives. Those who believe in god are less satisfied with their lives, and the biggest difference between life satisfaction distributions for the two categories is for most dissatisfied people. There are about 5% more very dissatisfied people among those who believe in god versus those who do not believe in god. This is a big difference, there are few people very dissatisfied with their lives. Individual religiosity measures tend to have negative influence on life satisfaction.

**Muzamil Jan and Tasia Masood (2008)** assessed life satisfaction among women. Life satisfaction is widely considered to be central aspect of human welfare. Life satisfaction is not merely a judgment about one’s life. For it is widely thought to involve affirming, endorsing, appreciating or being pleased with one’s life. In the study an attempt was made to evaluate life satisfaction among women and to analyze the influence of socio-personal characteristics of women with their life satisfaction. To fulfill these objectives, 120 women were selected from Jammu and Kashmir, through multi-stage sampling method, using questionnaire and scale regarding “Life Satisfaction among Women”. The data was analyzed, computing percentage, chi-square value, ANOVA, Karl
Pearson’s co-relation and degree of freedom. The study depicts that women have average level of life satisfaction at all age levels. It is found that with an increase in age, the overall life satisfaction decreases; whereas, with an increase in personal income, the overall life satisfaction increases. Moreover, with an increase in family income, the overall life satisfaction of women also increases. The study paves the way for further research. Chipper field and Havens (2001) conducted a study to examine life satisfaction among individuals who had undergone a transition in marital status and those whose marital status remained stable over 7-year period. Among those individuals whose marital status remained stable over the 7 years, women’s life satisfaction declined and men’s remained constant. Among those who experienced a transition - in particular, the loss of spouse - a decline in life satisfaction was found for both men and women decline being more predominant for men. In addition, men’s life satisfaction increased over the 7 years period if they gained a spouse, whereas the same was not true for women. The study was undertaken to evaluate life satisfaction among women, to assess the extent of life satisfaction among women as per their socio-economic characteristics and to observe the various aspects of life satisfaction among women in their personal, familial, social and professional life. The results revealed that low level of career satisfaction is found among illiterate women by 75.00 per cent. Average level of familial satisfaction is found among educated women and high level of career satisfaction is also found among educated women.

Tans, Licia (2008), explored the relationship between emotional intelligence and contextual performance as influenced by job satisfaction and locus of control orientation. A diverse group of 99 participants a demographic measure, the 33-item emotional intelligence questionnaire,
the organizational citizenship behavior scale (Podsakoff, MacKenzie, Moorman, & Fetter, 1990), the job satisfaction measure adaptation (Cree, 1998) and the internal-external locus of control scale adaptation (Levenson, 1973). Emotional intelligence was positively correlated with contextual performance and job satisfaction, while it was negatively correlated with external locus of control orientation. Job satisfaction and contextual performance was negatively correlated with external locus of control orientation. Job satisfaction and external locus of control orientation were not significant moderators or mediators of the relationship between emotional intelligence and contextual performance. The studied relationships did not differ significantly across organizations, ethnic groups and gender. This indicates that the study has appropriate external validity.

Vidhya Ravindranadan and Raju, (April 2008), studied emotional intelligence and quality of life of parents of children with special needs. The study intended to examine the emotional intelligence and quality of life of parents of children with special needs. The study was conducted on a sample of 200 parents, of which 100 are parents of children with special needs and 100 matched parents of normal children. The five selected categories of special needs are autistic disorder, down syndrome, mental retardation, and learning disabilities. The tools used for the study were emotional intelligence scale and quality of life scale. The t-value obtained for the variables indicate that there is no significant gender difference on emotional intelligence and quality of life. Both the male and female parents scored somewhat equally. It can be inferred that the responsibility of child rearing is equally shared by fathers as well as mothers irrespective of the condition of the child. The data were subjected to t-test to find out the significance of gender difference on the study variables.
and the results reported that mothers had more stress from the personal consequences of parenting differences between mothers and fathers. Fathers were more sensitive to the effect of the family environment, whereas mothers were more affected by their personal support networks. The study conducted by Girolametto and Tannock (1994) also found that both parents reported similarly low levels of child related and parenting stress, but mothers perceived more stress than fathers related to the responsibilities associated with parenting a child with handicap. The results of one-way anova indicate that there exist significant differences in parental emotional intelligence and quality of life on the basis of income. To find the socio-demographic determinants of quality of life of rural families, Girrisan and Samsananda (1988) measured quality of life using five subscales, viz. finances, home, family and friends, household, community & environment. The results indicated that the independent variables-gender, race, marital status, age, family, income, and employment status differentially affected the quality of life subscales.

Al Bellamy, David Gore and Judy Sturgis (2007), examined the relevance of emotional intelligence within educational programs for the gifted and talented. The study explored the relationship between emotional intelligence, locus of control, and self-efficacy among gifted and talented students participating in a two week long summer educational program. Results revealed statistically significant correlations between these variables. Gender was found to moderate the relationship. The study also measured the impact that the summer program’s deliberate social psychological designs framework had on student’s intelligence. Mean averages on posttest measurements of emotional intelligence were significantly higher than pretest measurements. Results of this study have theoretical and practical implications for strategically integrating
mechanisms that foster the development of emotional intelligence among gifted and talented students.

Singaravelu S. (2007), studied emotional intelligence of student teachers (pre-service) at primary level in Puducherry region. The present study aims at studying the level of emotional intelligence of the student teachers at primary level in Puducherry region. The main aim was to find out the level of emotional intelligence of student teachers (pre-service) at primary level and to study the differences in the level of emotional intelligence between the groups regarding sex, locality and marital status. No significant difference was observed in emotional intelligence between men and women student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, marital status has a significant effect on emotional intelligence of student teachers. Religious beliefs and an abiding faith in god help in tolerance and stability of emotions. Mcdowelle and Bell (1997) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interactions and most effective performers lost the best networking skills. Tapia and Marsh (2001) found an overall significant main effect of gender and two-way interaction of gender on emotional intelligence. Annaraja and Jose (2005) found that rural and urban B.Ed., trainees did not differ in their self awareness, self-control, social skills and emotional intelligence. Devi and Uma (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism. Harrod and Scheer (2005) found that emotional intelligence levels were positively related to females, parents’ education and household income. Amirtha and
Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service.

Inge Vandervalk (2007), analysed marital status, marital process, and parental resources in predicting adolescents emotional adjustment”. Research has consistently shown that the family environment continues to be of crucial importance throughout adolescence and young adulthood (e.g., Davies, Dumenci, & Windler, 1999; Meeus, 1993; Vanwel, 2000). This study examined the relationship between adolescent emotional adjustment and the family environment (i.e., family status, family process, and parental resources). This was done by way of multilevel analyses, with a sample of 2,636 parent-child couples of both intact and divorced families. The results indicated that adolescent emotional adjustment was clearly based on the family as well as on the individual. It found support for the hypothesis that growing up both in post divorce families and in intact families with a low marital quality related negatively to adolescent emotional adjustment. The hypothesis that parental resources, in the form of parental support, parent-adolescent relationship, and parental psychological health, partly mediate the negative association between low marital quality and divorce on one hand and youngsters’ adjustment on the other hand was also confirmed. Growing up in post divorce families was especially detrimental for the emotional adjustment of girls.
Lisa m. Edwards, Shane J. Lopez (July 2006), studied perceived family support, acculturation, and life satisfaction in Mexican American youth: a mixed-methods exploration. In this article, the authors describe a mixed-methods study designed to explore perceived family support, acculturation, and life satisfaction among 266 Mexican American adolescents. Specifically, the authors conducted a thematic analysis of open-ended responses to a question about life satisfaction to understand participants’ perceptions of factors that contributed to their overall satisfaction with life. The authors also conducted hierarchical regression analyses to investigate the independent and interactive contributions of perceived support from family and Mexican and Anglo acculturation orientations on life satisfaction. Convergence of mixed-methods findings demonstrated that perceived family support and Mexican orientation were significant predictors of life satisfaction in these adolescents.

Usha Kulshrestha and Chandrani Sen (Feb, 2006), studied subjective well being in relation to emotional intelligence and locus of control among executives. The results of the study revealed that emotional intelligence and locus of control have significant correlation with subjective well being. Subjects with high emotional intelligence and internal locus of control scored significantly high on positive affect and scored significantly low on negative affect. Similarly subjects scored high on emotional intelligence and have internal locus of control scored significantly high on all the three dimensions of life satisfaction scale. The field of subjective well being comprises the scientific analysis of how people evaluate their lives both at the moment and for longer period such as for the past year. These evaluations include people’s emotional reaction to events, their mood and judgment they form about their life satisfaction, fulfillment and satisfaction with domain such as marriage
and work. The correlation between emotional intelligence and positive affect is significantly positive and between emotional intelligence and negative affect insignificantly negative.

Sanjay Kumar Singh (2006), explored the emotional intelligence, locus of control and role efficacy of social work professionals. The study was conducted on a sample of 178 participants. The findings depict role efficacy to be associated positively with emotional intelligence and internal locus of control, but negatively with external locus of control. Similarly, emotional intelligence was found to be associated positively with internality, but negatively related to externality. The findings also indicated that emotional intelligence alone accounts for 43% of the variance on role efficacy of social work professionals. Internals tend to be more involved in their jobs, show greater satisfaction, cope better with stress, and rise to leadership positions more frequently than people who are externals (Anderson, 1997; Lefcourt et al., 1984). Therefore, in contrast to the people with external loci of control, people with internal loci of control give their maximum in all organizational and interpersonal situations by efficiently managing whatever psychological and non-psychological obstructions come their way to perform to the maximum. There are mixed findings with regard to the relationships as well as the impact of internal and external loci of control with the outcome variable. But overall, it can be said that the internal locus of control generally succeeds over the external locus of control in predicting the successes in life.

Jose Maria Augusto Landa, (2006) examined the relationship between perceived Emotional Intelligence (PEI) and Life Satisfaction in university teachers. To assess the nature of these relationships and predict the factor
implied on life satisfaction, positive and negative effect, work satisfaction and alexithymia measure were used. 52 university teachers (30 men and 22 women) completed the Spanish version of the Trait Meta-Mood scale for emotional intelligence. The results yielded a strong correlation between life satisfaction and Trait Meta-Mood scale subscales (emotional Clarity and emotional Repair), TAS-20 subscales (difficulty to describe emotions and external oriented thinking), and work Satisfaction Scale. These results support the incremental validity of self-report measures, as the Trait Meta-Mood scale, and the capacity of constructs related to emotional intelligence to explain the differences on life satisfaction independently from personality traits and mood states constructs.

**Extremera and Fernandez Berrocal (2005),** carried out a research about the relationship between Perceived Emotional Intelligence measured by Trait Meta-Mood scale and Life Satisfaction found evidence supporting that emotional Clarity adds significant variance to the prediction of life satisfaction beyond transient mood states and personality traits. These results have provided empirical evidence for incremental validity for the Trait Meta-Mood scale and to the hypothesis of independence of the contribution for emotional Clarity to Life satisfaction.

**Susan Dunn (2005)** studied emotional intelligence with respect to religion and societal ills from the UK making headlines. Conclusions of the study were that the US is not doing as well in reducing social ills as other countries such as the UK, France, Japan and Scandanavia. “The non-religious, Proevolution democracies contradict the dictum that a society cannot enjoy good conditions unless most citizens ardently believe in a moral creator. The widely held fear that a godless citizenry must experience societal disaster is therefore refuted.” According to a
recent study, religious belief can cause damage to a society, contributing towards high murder rates, abortion, sexual promiscuity and suicide, according to research published today.

**Vandervalk, (April 2004)** studied the effect of marital status and marital process on adolescent emotional adjustment with regard to adolescent age and sex. It was found adolescent emotional adjustment to be lower in adolescent girls as compared to boys and lower in older adolescents as compared to younger adolescents, and also a larger decline as to age for adolescent girls as compared to boys and lower in older adolescents as compared to younger adolescents. There was non significant interaction effect between marital type and age. This indicates that the association between parental marital quality or divorce and adolescent emotional adjustment does not fade away as youngsters approach young adulthood. This finding is consistent with other studies that found associations between divorce (Amato & Keith, 1991 a) or marital conflict (Amato et al., 1995; neighbors, Forehand, & Bau, 1997) and the adjustment of young adults. Some significant differences were found in association between marital type and emotional adjustment between boys and girls. Growing up in post divorce families was especially detrimental for the emotional adjustment of girls, and whereas parental resources completely mediated the negative effect for girls. It is well-known that inter parental conflicts often continue after divorce and as Buchanan, Maccoby, and Dornbusch (1991) found in their study, girls are more likely to feel caught between parents. Girls may thus be more vulnerable to post divorce inter parental conflicts. In this respect, The results differ from those of Simons et al. (1999), who found that parental divorce was more emotionally disturbing to boys that to girls.
Relationship between locus of control and emotional intelligence among graduate students (2004), tested the relationship among creativity, locus of control, and relationships among indicators of child and family resilience and increase resiliency in coping with negative events among students and their parents. This study was part of the Mariel project in which several graduate students esteem, intelligence, social competences, emotional balance, history and locus of control. Student with a intense interest in academic pursuits, and score higher on intelligence tests and other relationship among achievement motivation, self-esteem, locus of and locus of control and academic performance of university students in a Nigerian university. Grand studied the relationship between locus of control, achievement motivation and emotional adjustment. Relationship among demographic variables and pupils' reasoning ability social class, gender, intellectual development, emotional development, suggested significant interactions between student age, type of ability and the relationship between formal reasoning ability, locus of control.

Kousha and Moheen (2004) explored life satisfaction among unmarried Iranian women in urban areas. Data was analyzed from a sample of 335 women of which 61% were married and 39% were unmarried (i.e., single, divorced or widows). A series of path analysis and cross tabulations suggest that for married women life satisfaction is directly linked to their satisfaction with marriage, employment and their leisure experiences. There is an inverse relationship between satisfaction and the women’s activity. However, for unmarried women, satisfaction is affected by their leisure experiences and educational level. The study suggests that any effort to reduce or increase the educational, employment, or leisure activities or women while directly affect women’s general satisfaction
and therefore affect Iranian society. The conclusions drawn were social work professionals possess above average emotional intelligence and potential for role effectiveness. They have also been found to be high on the internality, but low on the externality dimensions of the locus of control, the role efficacy of social work professionals is positively associated with their emotional intelligence and with their internal locus of control, but negatively related to their external locus of control. The emotional intelligence of social work professionals is positively associated with the internality, but negatively with the externality dimensions of the locus of control. The independent variables of emotional intelligence and locus of control together account for 57% variance of the potential role effectiveness of the social work professionals.

Ellen Park (2004) studied religiosity and emotional intelligence and examined the extent to which religiosity operationalized as religious orientation, and behavior was related to perceived emotional intelligence in self-report measures among 148 church attending adult Christians. (non religious individuals were not part of the study.) The study found that individuals' self reported religious orientation was positively correlated with their perceiving themselves to have greater emotional intelligence. While the number of religious group activities was positively associated with perceived emotional intelligence, years of church attendance was unrelated. Significant positive correlations were also found between level of religious commitment and perceived emotional intelligence. Both attitudinal and behavioral measures of religiosity were significant predictors of perceived emotional intelligence, particularly the former.
Keyvan Geula, (2004) studied emotional intelligence and spiritual development as a recent interdisciplinary scientific report called hardwired to connect claims that the human brain is biologically primed in its basic structure and system to connect to the spiritual reality and also to others.

Spiritual education, therefore, implies the existence of an emotional relationship with the divine or personal object of one’s worship and devotions called God, Allah, Yahweh, Unknowable Essence, Heaven, Tao, etc. The divine luminaries of the human civilization such as Moses, Jesus, Muhammad, Buddha, Krishna, The Bab and Baha’u’llah have been the perfect mirrors of this personal relationship and its transforming influence. Mothers, beginning with conception, are the first educators of human spiritual nature through their emotional shared experience with their offspring. Prayer is an emotional engagement and relations process. More research is needed into the physical, mental, and spiritual powers of prayer and meditation. Abdu’l-Baha writes: “Meditation is the key for opening the doors of mysteries.” Although the power of meditation is a mystery to man, its impact in self-mastery and regulation, creativity and discoveries is as old as man.

The process of personal devotions, prayer, prayerful meditation and religious fervor and experience also utilizes the same attachment elements that help create new neural pathways responsible for emotional modulation and mastery (Siegel, 1999). Self regulation, which is seen as fundamentally emotion regulation, is the essence of spiritual development. “Emotional communication whether with one’s parents or the object of one’s devotions in prayer is the fundamental manner in which one mind connects with another” (Siegel, 1999).
An early habit of prayer and prayerful meditation accelerates the person’s ability for emotional regulation. Emotional regulation is at the heart of effective character development and education, self restraint, self mastery and development of divine virtues. “Empty the boat of your life, O man; when empty it will swiftly sail. When empty of passion and harmful desires you are bound for the land of Nirvana.” Buddhism: Dhammapada.

Len Tischler,(2003) linked emotional intelligence, spirituality and workplace performance. Despite reluctance on the part of organizational researchers to deal with the subjects of emotions or spirituality, recent researchers have begun to argue for the importance of exploring their relationship to workplace performance. Recent research, for example, has shown a positive relationship between emotional intelligence and workplace success. Similarly, it appears that spirituality is related to workplace performance or effectiveness. This paper explores the impacts of emotional intelligence and spirituality on workplace effectiveness, presents several theoretical models examining possible linkages among these variables.

B.S. Kumar Reddy, P.Venu (2002) studied the impact of gender and locality on emotional intelligence of secondary school students. This attempt was made to study the effect of gender and locality of residence on emotional intelligence of secondary school students. A sample of 200 boys and girls was collected from rural and urban school and around Tirupathi, emotional intelligence scale developed by Nutan Kumar Thinguajan and Usha Ram was administered on the sample to assess their emotional intelligence. A 2x2 factorial design was employed to analyze the data. The findings of the study revealed that girls were found to be
higher in their emotional intelligence than boys. Further it was found that students belonging to urban areas have higher emotional intelligence than the students of rural areas.

**Jelani Mandara & Carolyn B. Murray (2000)**, studied the effect of parental Marital Status, Income and Family Functioning on African American adolescent. One hundred sixteen adolescents participated, 64% of whom were female compared with boys when family income and family functioning were controlled. Parental marital status had no effect on girls self-esteem. Family functioning was a very strong predictor of self-esteem for both sexes. However, family relational factors were more important for boys. It was concluded that African American adolescent boys with non married parents are at risk for developing low self-esteem compared with other African American adolescents, but a more controlled and structured environment may buffer the effects of having non married parents.

**Stacy Adams, (2000)** examined the relationship between religiosity, academic achievement and locus of control through the use of a survey completed by 68 college students. Surveys contained stray horn’s (1990) "religiosity scale," Rotter's (1966) "locus of control scale," an academic achievement scale, and a religious attitude scale. A relationship was found between the academic achievement scale and religious attitude scale. No relationship was found between locus of control and religiosity using the Rotter and Strayhorn scales. A significant correlation was found between the religious attitude scale and the academic achievement scale indicating that students who have high religious attitudes, also have a high level of academic achievement. However, no relationship was found between locus of control and religiosity using the Rotter and Strayhorn.
scales indicating that religiosity is not directly related to a person's locus of control. A correlation was found between believing that faith influences everyday life and, perception of being a good student, achieving mostly As and Bs, coming to class prepared, and working hard on assignments.

Ryan, John; Hughes, Michael; Hawdon, James, (1998) studied marital status, general-life satisfaction and the welfare state cross-nations While there has been some doubt about the ability of the marriage institution to fulfill this function (see, for example, Berger, Hackett and Miller, 1972; lasch, 1975; Ryan, 1981), a large number of correlation Studies (Taubbe, 1970; Gore, 1972, 1973, 1979; Bachrach, 1973; Andrews And Withey, 1976; Campbell, Converse and Rodgers, 1976; Carter And Glick, 1976; Pearlin and Johnson, 1977; Brocki, 1979; Hughes and Gove, 1981; Gove, Hughes and Style, 1983; Kotler and Omodei, 1988; Doherty, Su And Needle, 1989; Mastekaasa, 1994) have found a relationship between marital status and such variables as life satisfaction, mental well-being, mental health and physical health. In these studies, married individuals, as compared to unmarried individuals, are in better mental and physical health, are happier, are less inclined to suicide or other types of mortality where psychological factors play an important role, and are less likely to be institutionalized for mental illness or other forms of deviant behavior. However, evidence provided by Glenn and weaver (1988) suggests that the positive effect of marriage, at least as it pertains to reported happiness, may be waning.

Christopher Kirk Hadaway, (1978) reanalyzed life satisfaction and religion and suggested that religious people tend to be somewhat less satisfied with their lives than the nonreligious are reexamined in this paper. Using the same data source and variables it is shown that their
interpretation is in error, and that to the contrary, religion functions more as a resource than as compensation.

Stephen Nowicki, Wendy Segal (January 1974) attempted to ascertain perceived parental behavior associated with locus of control orientation. 112 high school seniors (58 males and 54 females) completed the Nowicki-Strickland personal reaction survey and the parent-child interaction rating scale. Generally, perceived paternal nurturance was associated with female internality, and perceived maternal nurturance was associated with male internality. All subjects perceived parents as having a similar locus of control orientation. In phase 2 of the study, behavior associated with subject’s locus of control and perceived parental locus of control orientation was investigated. Subject’s expressed internality was associated with higher achievement for males and with greater social involvement for females. Perceived paternal internality was significantly associated with greater female achievement. Results are discussed in terms of social learning and cultural role-expectancy theory.

Beharwal S. (1987) studied Locus of control as an attribution of responsibility for success and failure. The objectives were, to determine the causal categories used by students on the task used, to find out the independent and interactive effect of locus of control on attribution of responsibility for the outcome. The findings were that there was a overall trend for internals as contrasted to externals to attribute their performance to personal sources.

Richardson and Evans (1987) studied social and emotional competence motivating cultural responsive education and explored some methods for teaching social and emotional competence within a cultural diverse society. The purpose was to help student’s connect with each other, in
order to assist them in developing interpersonal, interpersonal and emotional intelligence, arguing that these intelligences are essential for personal accomplishment.

Finegan, J.E. (1998), measured Emotional Intelligence at school level. He argued that school should help students learn the abilities underlying emotional intelligence. Possessing those abilities or even some of them students “can lead to achievement from the formal educational years of the child and adolescence to the adult’s competency in being effective in the works place and society.”

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