CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 Introduction

2.1 Review of Related Literature

2.2 Conclusion
2.0 INTRODUCTION

In the last chapter the investigator has discussed about the introduction, the intelligence quotient and emotional quotient, need and importance of the study, objectives and overview of the study. This chapter gives an in-depth study of review of related literature after referring various journals, magazines, periodicals, survey books and internet.

The review of related literature is an important component of the research process. The review of related literature involves the systematic identification, location and analysis of documents containing information related to research problems.

A research work is not meaningful without a thorough analysis of related works. Such related literature should be completed before proceeding with the actual conduct of the study. A familiarity with the literature in a problem area helps the research to discover what is already known, what others attempted to find
out, what method attacks have been promising and what problems remain to be solved.

Practically all human knowledge can be found in books and library. So extensive use of the library and thorough investigation of related literature are essential in planning and carrying out the kind of searching involved.

Survey of related literature serves the following purposes as,

1. To show whether the evidence already available solves the problems adequately without further investigation, and thus to avoid the risk of duplication.

2. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.

3. To suggest methods of research appropriate to the problem.

4. To locate comparative data useful in the interpretation of the results.

5. To contribute the general scholarship of the investigator

Hence, review of related literature is a valuable guide to define the problem, recognizing its significance, suggesting promising data, gathering tools and devices appropriate to the study design and also sources of data. Only those studies that are relevant to the present study are included in the review.
2.1 Review of Related Literature:

Charles and Ratledge (1979) studied Student Perceptions, Intelligence Quotient and Achievement.

The study analyzes the determinants of reading achievement for 500 fourthgraders in the Wilmington, Delaware, school district. The data are an improvement over those used by past researchers because of the concurrent availability of student IQ, pretest and posttest reading scores, student perception and motivation information, and individual teacher characteristics matched with their individual students. The main results are (1) a large positive relation between achievement and the student's perception of a positive teacher attitude toward himself, and (2) a somewhat smaller, but nonetheless significant, positive effect of the student's perception of the parents' attitude toward the student's ability to succeed in life. The observed relationships suggest that earlier emphasis on more traditional teacher characteristics such as years of education and experience may have been misplaced.

The study is about the influence of a family relationship on adjustment and achievements of students. Objectives of the study were to compare the students having different family relationship with respect to (a) Adjustment (b) Anxiety (c) Achievement motivation (d) Self-concept and (e) Achievement.

The sample comprised 300 boys and 300 girls of class XI of Agra City, the tools used were Parental Acceptance – Rejection Questionnaire of Jai Prakash And Bhargava, Adjustment Inventory for Schools Students of Sinha and Singh. Indian adaptation of Sarason’s General Anxiety Scale of A Kumar Achievement Motivation Test of R.P Bhargava. Self-concept Test of R.P. Bhatnagar and academic achievements was considered using high schools marks.

Major Findings of the study were (1) Family relationship played a determining role in promoting the adjustment of the students significant difference was found among the students having different family relationship regarding Total, Emotional,
Social and Educational Adjustment. (2) Boys had better educational adjustment than girls. (3) Anxiety and achievement—motivation was not significantly influenced by family relationship. Girls were more anxious than boys. (4) No significant difference was observed between dimensions of self-concept and family relationship. (5) In academic achievement accepted and average students did not differ from rejected students.

Pradhan, C (1991) studied the Effect of School Organizational Climate on the Creativity, Adjustment and Academic Achievement of Secondary Schools Students of Orissa

The study attempts to investigate the effect of the school organizational climate on the creativity, adjustment and academic achievement of secondary school students of Orissa.

Objectives of the study were: (1) To study the effect of the school organizational climate on creativity. (ii) To study the effect of the school organizational climate on adjustment, and (iii) To study the school organizational climate on academic achievement.

Methodology: The teachers sample consisted of 355 teachers, including both sexes belonging to different subjects and from the concerned 27 schools if Cuttack and Puri Districts, Orissa. The
student's sample included students from the same 27 schools of Cuttack and Puri. The number of students sampled were 1,055 including 530 boys and 525 girls. Out of the 27 selected schools 17 were co-educational schools, two were schools exclusively for boys and remaining six were schools for girls. The tools used included schools organizational Climate Description Questionnaire by Sharma, Wallach Kagan Test of Creativity. Adjustment Inventory average marks of two consecutive examinations of previous year and an information schedule. The collected data were treated with descriptive and inferential statistics.

Major Findings of the study were (1) The school organizational climate was found to significantly affect the students' scores of creativity. (2) The school organizational climate did not affect the uniqueness score creativity, home adjustment, the social adjustment, the health and emotional adjustment and emotional areas of students and the schools adjustment of students. (3) The schools organizational climate significantly affected the academic achievement of students.
Arora, R.K (1992) studied the Interaction Effect Of Creativity And Intelligence On Emotional Stability, Personality Adjustment And Academic Achievement.

The study deals with the relationship between creativity and Intelligence on emotional stability, personality adjustment and academic achievement.

Objectives of the study were to investigate into the international effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement.

In the study 70 subjects studying in Standard XII were chosen from two boys and two girls intermediate colleges in Aligarh City by the random sampling technique. Tools used in collecting data included Creativity. Thinking of Test Girraji, Mixed Type Group Test of Intelligence of P.N.Mehrotra, Emotional Maturity Scale (EMSO of Yesvir Singh and Mahesh Bhargava, Adjustment Inventory of Quadri Jamal and the total marks secured of all the subjects in high schools examination of Uttar Pradesh Board of Secondary Education. To analyze the collected data, mean, SD and 't' tests were used.

Major Findings of the study were: (1) High Creative / high intelligence group was significantly highest in emotional stability
than the remaining three creative/intelligence groups. (2) Those possessing both high convergent and abilities were by far the most accommodative persons among different creative-intelligence groups. (3) All the high intelligence groups performed better than the low ones.

Chhaganlal, Nandani Mansukhbhai (1992) investigated A Study of the Value, Adjustment, Attitude Towards The Teaching Profession And Academic Achievement of Teachers Children as Compared to Non-Teaching Children.

This study compares the teachers', children and non-teachers children in four selected variables.

Objectives of the study were (i) To study the value, adjustment, and attitude towards the teaching profession and academic achievement of teachers' children as compared to non-teaching children. (ii) To compare primary teachers children secondary teachers children and college teachers children on the basis of the dependent variables. (iii) To construct a value scale in Gujarati language for the students of Grades VIII to X and (iv) To construct a Likert type attitude scale in Gujarati language for the
students of VIII to X to study the attitude towards the teaching profession.

Stratified, purposive sampling technique was followed in the study. In the sampling process first of all three districts of Saurashtra region were selected. Then four taluka selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels. Thus twenty-four schools were selected. From these schools 591 teachers children (266 boys and 325 girls) were selected. Correspondingly same numbers of non-teachers children were taken from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included value scale constructed by the researcher, Adjustment Inventory of K.G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement. The collected data were treated with mean, SD and 't' tests.

Major Findings of the study were (1) Non-teachers children were significantly better than teacher's children in social value. Whereas
teachers children and non-teachers children were found equal in power value, religious value, aesthetic value, theoretical value and economic value. (2) Primary teacher's children were at a higher level than college teachers' children in power value and religious value, whereas colleges teachers children were at a higher level than the primary teacher's children in theoretical and social values. (3) Teachers children were better adjusted than non-teachers children. (4) Primary, Secondary and college teacher's children did not differ significantly in adjustment. (5) Teachers children and non-teachers children did not differ significantly. In their attitude towards teaching profession. (6) Primary teachers children, secondary teachers children and college teachers children did not differ significantly in their attitude towards the teaching profession. (7), Non teachers children were at a higher level than teachers' children in academic achievement.

Krishnan, S. Santhana (1993) studied The Relationship Between Self-Concept And Academic Achievement Of College Students.

The major findings of the study were: (1) There was a significant relationship between self-concept and academic achievement of the college students. (2) There was a significant
difference of means between arts and science group students in the self-concept. (3) Sex had no influence on self-concept of the individuals. (4) Similarly, birth orders had no impact on self-concept of students. (5) Different age groups had not shown any significant mean difference on self-concept score.

Glazer, Sarah (1993) studied the Intelligence Testing: Do Traditional IQ Tests Overlook Some Bright Students?

Debate over the validity of intelligence and aptitude tests is growing. Many psychologists feel that such tests do a good job measuring abstract reasoning ability but cannot account for other aspects of intelligence, such as creativity. Some experts believe that IQ is a genetic factor, while others claim the tests used to measure IQ are racially and culturally biased. A group of psychologists led by Howard Gardner believes that there are at least seven types of intelligence, meaning students who score below average on IQ tests may be above average in other fields of intelligence.

The investigator surveyed 11–15 yr olds to assess their perception of their parent's influence on their emotional intelligence (EI) and their own EI, as well as their task orientation (TO), social functioning (SF) and depression symptomatology (DS). Path analysis disclosed a substantial effect of parental modeling, encouragement, facilitation and rewarding on the Ss' EI and important effects of EI on TO, SF and DS were found. The results are interpreted in the light of modern social cognitive theory and recommendations are made for further study.

Nada Salem Abisamra (2000) studied The Relationship between Emotional Intelligence and Academic Achievement in Eleventh Graders.

New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the center of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. The Multiple Intelligences theory has been introduced by Howard Gardner (1983), and the Emotional Intelligence theory by Mayer & Salovey (1990) then Goleman (1995). IQ alone is no more
the only measure for success, emotional intelligence, social intelligence, and luck also play a big role in a person's success (Goleman, 1995). The purpose of this study is to see whether there is a relationship between emotional intelligence and academic success. Do high achievers in 11th grade have a high emotional intelligence level or isn't there any relationship between their achievement and their emotional intelligence? So, the population of this study will be the 11th graders in Montgomery, Alabama. The sample will be 500 11th graders-- boys and girls-- from public and private schools in Montgomery, Alabama. The sampling will be stratified, making sure that schools, genders, races, socioeconomic statuses, and abilities will be appropriately represented. The sample will be given the BarOn Emotional Quotient Inventory (EQ-i) which is the first scientifically developed and validated measure of emotional intelligence. The BarOn EQ-i consists of 133 items and takes approximately 30 minutes to complete. We shall calculate the mean of all the grades each of the 500 students has had for the last semester (this study being done in the second semester of school), separating the high from the middle and the low achievers. Afterwards we shall compare these grades with the Emotional Intelligence level of each student, to see whether there is a
relationship between emotional intelligence and academic achievement or not, in order for us to be able to accept or reject our hypothesis.

Kapp, C. A. (2000) studied on Emotional Intelligence (EQ) and Success in Post-Graduate Studies: A Pilot Study.

Emotional Intelligence profiles completed by post-graduate students provided some indication that high responses at the 'optimal' and 'proficient' levels of most of the scales seem to differentiate between successful and unsuccessful students.


Emotional intelligence is a type of social intelligence, which refers to the ability to set a goal in life, work towards achieving it, negotiate it, and feel empathetic towards others. A key set of characteristics makes up emotional intelligence, such as self-awareness, self-regulation, motivation, empathy and social skills. Academic intelligence has little to do with emotional life. Emotional intelligence is more important than I.Q. I.Q. contributes about 20 per cent to the factors that determine success in life. The remaining 80 per cent is contributed by emotional intelligence.
Studies have shown that I.Q. is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationships and performance. On order to survive in a fast-changing and competitive world, every person needs to develop and nurture emotional intelligence.

Wong Chi-Sum, Wong Ping-Man, & Chau So-Ling (2001) studied on Emotional Intelligence, Students' Attitudes towards Life and the Attainment of Education Goals: An Exploratory Study in Hong Kong.

Emotional intelligence has been a hot topic for both parents and educators in Hong Kong in recent years. Conceptually, emotional intelligence should be related to students' life satisfaction, positive attitudes towards life, and the attainment of various education goals. However, despite its growing popularity, there is relatively little empirical evidence showing these relationships. The purpose of the present study is to provide some empirical evidence to examine these effects in Hong Kong. A group of 30 university students helped generate emotional intelligence items and 20 of these items were selected empirically from the responses of another 100 university students. Then a sample of
225 six formers completed a questionnaire which measured their perceived emotional intelligence, life satisfaction, and powerlessness in their lives. Their form masters evaluated their performance in oral and social development. Attainment in intellectual education of these students was estimated by their HKCE E results. As expected, results indicated that emotional intelligence is positively related to life satisfaction, and performance in moral, social and intellectual development. It is also negatively related to powerlessness in life. Limitations for this study and implications for future emotional intelligence research are discussed.

**Dely Lazarte Elliot (2001) studied on Situating Emotional Intelligence in Higher Education**

Generally, raising educational standards in the teaching and learning process has always been high on the agenda but it was only recently that more academics began exploring the role of emotions in enhancing the teaching and learning process. In this study, an investigation of a possible link between the emotional intelligence of university educators and the productiveness of the hidden curriculum in the Thai setting was made. Participating educators (N=60) completed two questionnaires which were both
translated into Thai. Both the Bar-On Emotional Quotient Inventory (Bar-On EQ-i) and The Hidden Curriculum Scale (HCS - Teacher Version) were distributed amongst Thai university teachers whilst only The Hidden Curriculum Scale (HCS - Student Version) was distributed amongst their students (N=586). The results obtained suggested that emotional intelligence – from both the educators’ and the students’ perspective – has a positive and significant correlation with the productiveness of the hidden curriculum. The insights gained from this research are significant for the teaching and learning process as well as the quality of the classroom atmosphere in Thai higher education and may suggest how improvements can be made in other relevant contexts.


Both theory and previous research suggest a link between emotional intelligence and emotional well-being. Emotional intelligence includes the ability to understand and regulate emotions, emotional well-being includes positive mood and high self-esteem. Two studies investigated the relationship between
emotional intelligence and mood, and between emotional intelligence and self-esteem. The results of these studies indicated that higher emotional intelligence was associated with characteristically positive mood and higher self-esteem. The results of a third study indicated that higher emotional intelligence was associated with a higher positive mood state and greater state self-esteem. The third study also investigated the role of emotional intelligence in mood and self-esteem regulation and found that individuals with higher emotional intelligence showed less of a decrease in positive mood and self-esteem after a negative state induction using the Velten method, and showed more of an increase in positive mood, but not in self-esteem, after a positive state induction. The findings are discussed in the light of previous work on emotional intelligence, and recommendations were made for further study.

Jeffrey A. Miller (2002) studied on Emotional Intelligence Skills Monitoring Approach for School Aged Children

The Emotional Intelligence Skills Monitoring Approach is a combination educational program and self-monitoring system to facilitate the internalization and competent expression of
emotionally intelligent functioning. Specific emotional intelligence abilities targeted by this approach are impulse control, conflict resolution, communication, self-acceptance, personal responsibility, and sociability.

Sherlock (2002) studied on Emotional Intelligence in the International Curriculum

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

Richard Goldsworthy (2002) studied on “Supporting the development of emotional intelligence through technology”
Emotional intelligence, which may be taken to mean a person's capacity to behave appropriately in differing social situations, has received increasing interest since the term's popularization by Goleman (1995). The idea of emotional intelligence, however, is a longstanding one, traceable as early as the Platonic dialogues and certainly present in the work of John Dewey. This study proposes a framework for design and development of technology-based instruction for emotional intelligence. This framework will be used to elucidate potential uses of computer technology to support the development of emotional intelligence. Educators and instructional designers are encouraged to engage in this challenging arena.


The researchers assessed Maturity, Emotional expression and Emotional quotient of adolescent male and female students, the study was based on a sample of 120 male and female adolescent who were randomly assigned to all the experimental groups. Statistical techniques like mean standard deviation and 'F' ratio...
were used to analyze the data. The results indicate that females have a higher skill for emotional expression than preadolescents. Females have a higher degree of emotional quotient than their male counterparts.

Raymond M. O'Connor and Ian S. Little (2003) studied on Assessing the Predictive Validity of Emotional Intelligence

Emotional intelligence has become a fashionable topic in the popular press, and has been heralded as an effective predictor of successful performance. However, little empirical evidence has borne out these claims. The present study was conducted in order to determine the relationship of emotional intelligence, cognitive ability, and personality with academic achievement. Emotional intelligence was assessed using the EQ-i (total EQ-i score and five EQ-i composite factor scores). Both cognitive ability and personality (in terms of extraversion and self control) were significantly associated with academic achievement. None of the EQ-i factor scores, nor the total EQ-i score, was significantly related to academic achievement.

There has been a recent renaissance in civics and moral education in the Asia-Pacific region. The need to incorporate the notion of emotional literacy into such programmes is discussed and results from the analysis of the influence that emotional literacy has on problem behaviours in Malaysian secondary school students are presented. Results indicated that emotional literacy, measured in terms of emotional intelligence, was linked to internalising and externalising problem behaviours. Emotional literacy also served as a moderating factor between parental monitoring and externalising problem behaviours. The need for developing emotional literacy programmes utilising the pedagogy of multiliteracies is discussed

Guastello Denise D. and Guastello Stephen J (2003) studied on Androgyny, Gender Role Behavior, And Emotional Intelligence Among College Students And Their Parents

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Androgyny, gender role behavior, and emotional intelligence were measured in 576 students and their parents to examine the extent to which these variables exhibited generational effects or consistencies within families. Chi-square analyses indicated that sons were more androgynous in personality than their fathers, but that there was no significant difference in androgyny between daughters and mothers. The men also showed an increase in androgynous behavior across generations, whereas the women showed an increase in masculine gender-typed behavior and a decrease in feminine gender-typed behavior. ANOVA revealed that fathers scored significantly lower on emotional intelligence than mothers and students. Significant correlations on emotional intelligence for mothers and their respective students indicated a strong influence on this construct; no such relationship was found between students and fathers. The strongest correlations in masculine and feminine personality and behavior were obtained for mothers and daughters. It was also hypothesized that androgyny would predict higher emotional intelligence; multiple regression supported this hypothesis for students, mothers, and fathers.
**Toni Hemmati (2004)** studied on *The Validity of the Bar-On Emotional Intelligence Quotient in an Offender Population*

Recent research has suggested that emotional intelligence can be quantified and is distinct from general intelligence. Bar-On (1997) established a self-report measure of emotional intelligence, the Emotional Quotient Inventory (EQ-i), proposed to reflect the potential for success in life. The current study examines the validity of the EQ-i in an offender sample. Results show that the EQ-i has no relationship with age, only a weak relationship with IQ, but a strong negative correlation with measures of psychopathology, depression and hopelessness. In addition, offenders as a group score higher than normals. Discussion centres on the suggestion that offenders interpret items differently from non-offenders, respond differently, and therefore require distinctive norms.

**Tyagi, S.K. (2004)** studied "*Emotional Intelligence of Secondary Teachers in relation to Gender and Age*"

The objective of the study was to compare the level of EQ of male and female secondary teachers. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary school (urban and rural) from Dhule district.
Maharashtra. The tool used for the study was emotional intelligence test developed by Chadha and Singh. The data were analyzed with the help of mean S.D and 't' test. The findings indicate that level of emotional intelligence is low and of gender and age.

Natalio Extremera Pacheco (2004) studied on The Role of Students’ Emotional Intelligence: Empirical Evidence

Emotional intelligence (EI) has attracted great interest in the field of education as a vehicle to improve the socio-emotional development of students. The first publications about EI made a great amount of claims about the positive influence of emotional intelligence in the classroom. The only problem was that these claims were not coupled with empirical research which systematically showed, on the one hand, the predictive level of EI and, on the other hand, the potential role of EI in different areas of life. Recently, the effect of a high level of EI on people in different settings has started to be investigated. The main aim of this study is to examine the relevant empirical research in educational settings in order to collect the existing evidence on the influence of
El, evaluated by different instruments, in the personal, social and school functioning of students.


The purpose of this study was to investigate emotional awareness among Iranian high school students and to examine possible sex differences in emotional awareness. The participants were 388 gifted and non gifted students. They completed the Levels of Emotional Awareness Scale-A. Analysis showed girls had significantly higher scores than boys in the total sample. The mean score on emotional awareness of gifted girls was significantly lower than that of non gifted girls. Potential implications of these findings are offered.


The study was undertaken with the following objectives. (i) To study the family environment to the adolescents. (ii) To study the emotional competence of the adolescents. (iii) To study the
relationship between family environment and emotional competence of the adolescents.

The sample consisted of 120 adolescents including equal number of boys and girls. Adolescent in the age group 13-16 years studying in different high schools of twin cities of Hyderabad and Secunderabad were selected for this study.


Statistical Techniques used for the study were Percentage, Pearson, Product moment correlation.

Finding of the study were (i) The family environment dimension majority of the adolescents perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation organization and control except independence. In independence dimension more than half of the adolescents perceived low, 35 per cent perceived average and few (5%) perceived high independence in their family. In family environment in general two-third of the adolescent was average in all competencies and emotional competence in general except encouragement of positive emotions competence. In encouragement of positive
emotions competency more than half of the adolescents were competent followed by average (36.7%) and incompetent (3.33%). In emotional competence as a whole nearly three-fourth of the adolescents was average, 35.83 per cent were competent and only one respondent was found to be incompetent. (iii) Cohesion was positively correlated with all competencies and emotional competence in general. It had significant positive correlation with the ability of cope with problem emotions, encouragement of positive emotions and total emotional competence.

It was concluded that among all family environment dimensions, in relationship dimensions – cohesion, conflict, acceptance and caring, and in personal growth dimension independent were found to have significant positive influence on emotional competence of adolescents. In system maintenance dimensions - organization and control were found to have no significant influences on emotional competences of adolescents. The family environment as a while was found to have significant positive influence on emotional competence of adolescents. So the family environment had significant influence on emotional competence of adolescents.
De Souza, Russell (2004) studied Emotional Quotient of Smart Teachers

The investigator explained that the traditional intelligence is no more a matter of concern in contemporary times. The proposition that people with good or high Intelligent Quotient (IQ) always do well, and in all spheres has become doubtful. If it were only intelligence then we would focus all attention only on the cognitive aspects. Researches indicate that besides IQ, EQ (Emotional Intelligence) is very essential in the life of a person. EQ may not enable a person to recall material and data at tremendous rate, nor enhance spatial relationship, nor help in solving complex algebraic and other complex relations and functions, but, it would definitely enable a person to have a balanced composure whereby the different faculties of an individual work in synchronization. Poor emotional health and emotional malnourishment could be due to the pouring in of irrational cognitive outputs which bring about discomfort and anxiety. In the field of education as we deal with humans it becomes essential that teachers possess a high degree of emotional intelligence to that they are able to become getter educators. With delicate and impressionable minds of children's (it becomes necessary that they develop those qualities which will
enable them to bring about better outstanding and concern. The illogical and irrational thought processes of teachers may not only disturb their emotional health and of their colleagues but could also affect the minds and lives of students.

James D. A. Parker et. al. (2004) studied on Academic achievement in high school: does emotional intelligence matter?

The relationship between emotional intelligence and academic achievement in high school was examined. Students (N=667) attending a high school in Huntsville, Alabama completed the Emotional Quotient Inventory (EQ-i:YV). At the end of the academic year the EQ-i:YV data was matched with students' academic records for the year. When EQ-i:YV variables were compared in groups who had achieved very different levels of academic success (highly successful students, moderately successful, and less successful based on grade-point-average for the year), academic success was strongly associated with several dimensions of emotional intelligence. Results are discussed in the context of the importance of emotional and social competency on academic achievement.
Banshibihari, P (2004) studied Emotional Intelligence of Secondary Teachers

The present study examines the level of emotional intelligence of secondary relations in relation to gender and age. 500 secondary school teachers aging from 24-56 years of age, were selected from different secondary schools, north urban and rural from Dhule district, Maharashtra. Out of this, 350 were male and 150 were females. The tool used for the sty was a structured questionnaire called Emotional Intelligence test developed by N.K. Chandra and Dr. Dalip Singh. The results indicate that nearly 98.4% of the teachers fall under 'low' category of emotional intelligence. There is no significant different between the emotional intelligence of males and females, and age is independent of EQ.

Arunee Yodsakun (2004) studied on Relationship Between Emotional Intelligence (EQ) Adversity Quotient (AQ) and Moral Quotient (MQ) Towards Academic Achievement of Mattayom Suksa Two Students.

This research aimed to study the relationship between Emotional Intelligence (EQ) Adversity Quotient (AQ) and Moral Quotient (MQ) toward academic achievement of Mattayom Suksa
Two students and to find the predicting factors for academic achievement of Mattayom Suksa Two Students. The samples were 231 of Mattayom Suksa students in the second semester of the 2006 academic year of Pattani Educational Commission Area 2, Pattani Province. The students were randomized by using cluster random sampling. The research instruments were 1) the Emotional Intelligence test with .93 of reliability 2) The Adversity Quotient test with .95 of reliability 3) The Moral Quotient test with .93 of reliability. The data were then analyzed for mean, standard deviation, and Step-wise Multiple Regression Analysis. The findings were as follow:

1) There were positive correlation between Emotional Intelligence (EQ), Adversity Quotient (AQ), Moral Quotient (MQ) and academic achievement of Mattayom Suksa Two students, significantly at .01.

2) Emotional Intelligence and Adversity Quotient (AQ) and Moral Quotient (MQ) were good predicting factors for academic achievement of Mattayom Suksa Two students at .01 level of significant. These factors could co-predict 38.2% of academic achievement.

The Emotional Intelligence (EI) Scale devised by Schutte et al. (1998) is widely used in EI research. There have been criticisms of this scale, mainly related to its preponderance of forward-keyed items, differing results on its factor structure also exist. We investigated the effect on the scale's psychometric properties of reversing some items and adding some new items. The short form of the Bar-On EQ-i was completed by the same group of participants, comprising 500 Canadian undergraduates. The use of item reversals and additional items was found not to improve the EI scale's internal reliability. In contrast to previous studies, only three factors could be identified for the new 41-item scale: Optimism/Mood Regulation, Utilisation of Emotions and Appraisal of Emotions. Overall EI measured using the 41-item scale and the short EQ-i were highly correlated, whilst correlations between the subscales of the two tests were theoretically interpretable.
Higgs, M (2004) studied on Can Emotional Intelligence be developed?

This study explored approaches to the development of Emotional Intelligence (EI) and to the critical question 'can EI be developed?' Technical data on the instruments used to measure EI, the Emotional Intelligence Questionnaire (EIQ) devised by Dulewicz and Higgs (2000c) and the EQ-i designed by Bar-On (1997), are reported. Findings from three studies involving managers, team leaders and the skippers and crews from a round-the-world yacht race are presented to explore whether Emotional Intelligence scores change after training and other experiences. A revised model to explain how the elements of Emotional Intelligence are related to each other is presented and tested, and possible explanations of why some elements are more amenable to development actions are proposed.

Burbach, Mark E (2004) studied on Testing the Relationship Between Emotional Intelligence And Full-Range Leadership As Moderated By Cognitive Style And Self-Concept

This study examined the effect of an ability-based measure of emotional intelligence as a predictor of full-range leadership style.
The moderating effects of leaders' cognitive style and direction of self-concept (internal vs. external) on the relationship between emotional intelligence and full-range leadership style were also examined. The analyses were conducted on data collected from 146 self-identified leaders and 649 raters. A significant predictive relationship was found between emotional intelligence and all full-range leadership styles from leaders' perceptions. Cognitive style added significant variance to the relationship between emotional intelligence and transformational leadership and outcomes of leadership from leaders' perceptions. This indicated the combined extraversion and intuitive cognitive style is associated with transformational leadership over and above emotional intelligence. The leader's direction of self-concept added significant variance to the relationship between emotional intelligence and transformational, management by exception and laissez-faire leadership from leaders' perceptions. This indicated that internal self-concept is associated with transformational leadership over and above emotional intelligence and external self-concept is associated with management by exception and laissez-faire leadership over and above emotional intelligence. No significant interaction was found between cognitive style or direction of self-
concept and emotional intelligence while predicting full-range leadership style from leaders' perceptions. A significant predictive relationship was found between emotional intelligence and laissez-faire leadership and outcomes of leadership from raters' perceptions. A significant interaction was found between direction of self-concept and emotional intelligence while predicting transformational leadership, contingent reward leadership and outcomes of leadership from raters' perceptions. This indicated that the leader's internal self-concept moderates the relationship between emotional intelligence and transformational leadership, contingent reward leadership and outcomes of leadership from raters' perceptions. The results of this research provide guarded optimism for the predictive value of an ability model of emotional intelligence in leadership research.

Drago, Judy M. (2004) studied on The Relationship Between Emotional Intelligence And Academic Achievement In Nontraditional College Students

This correlational study examined the relationship between emotional intelligence and academic achievement in nontraditional college students. Because students differ in cognitive ability, with
some students being better prepared for the collegiate environment than others, the role of emotional intelligence in academic achievement must be better understood. Noncognitive factors such as emotional intelligence may supplement or enhance student cognitive ability. In this study, emotional intelligence, achievement motivation, anxiety, and cognitive ability were predictor variables. The criterion variable was academic achievement as measured by student GPA. Data were collected using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the State-Trait Anxiety Inventory (STAI), the Achievement Motivation Profile (AMP), the Wonderlic Personnel Test (WPT), and the Student Demographic Survey (SDS). Bivariate and multivariate correlation and regression analyses were used to test the study's statistical hypotheses. Results demonstrated that emotional intelligence is significantly related to student GPA scores, student cognitive ability scores, and student age. Additionally, student anxiety was related to certain emotional intelligence abilities. No significant relationship, however, was found between emotional intelligence and achievement motivation. Overall, the results suggest that academic achievement is related to students' ability to recognize, use, and manage their emotions. This suggests the need to incorporate
emotional intelligence curriculum into college degree programs to help students increase their emotional intelligence.

Frank Romanelli, PharmD, Jeff Cain, MS, and Kelly M. Smith (2005) studied on Emotional Intelligence as a Predictor of Academic and/or Professional Success

The concept of 'emotional intelligence' has been extensively popularized in the lay press and corporate world as individuals purport the potential ability of emotional intelligence to predict various markers of success. Emotional intelligence (EI) most commonly incorporates concepts of emotional expression and regulation, self-awareness, and empathy. The concept has been criticized by some for its loose definition and parallels to personality traits. Additionally, several limitations to the instruments used to measure emotional intelligence have been identified. This review examines the foundations of the definitions of emotional intelligence as well as existing educational research involving emotional intelligence, both within the health professions and externally. Recommendations for future research and research potential is discussed.
Devi, L. Uma; Rayulu, T. R. (2005) studied on Levels of Emotional Intelligence of Adolescent Boys and Girls A Comparative Study

The researcher studied levels of emotional intelligence of adolescent boys and girls. Individuals from different social segments of the society are exposed to varied environmental stimuli. One still find extensive as well as intensive variations in the degree of exposure to the variety of environmental stimuli which are conductive to proper functioning of non cognitive abilities responsible for individual's success in life. The present study was taken up to understand the emotional intelligence levels of adolescents of 15+ to 18+ years by using the emotional intelligence inventory developed by the investigator. Sample consisted of 224 adolescents (112 boys & 112 girls) selected from coeducational junior colleges located in Hyderabad city. Results revealed that majority of the boys and girls fell in to an average and above on emotional intelligence levels. Significant difference was noticed in interpersonal skill component of boys and girls favoring girls. Results on dimension wise emotional intelligence showed that girls surpass boys on self awareness, empathy, social responsibility and problem solving. Adolescent boys and girls did show similar scores on other 11 dimensions of emotional intelligence and on total
emotional intelligence levels. It is interesting to note that younger adolescents were high on interpersonal skills than older adolescents. It is surprising to note that group of study did not show any relationship on emotional intelligence levels of adolescents.

**Arslan, Mahmut (2005)** studied on The Impact of IQ and EQ on Pre-eminent Achievement in Organizations: Implications for the Hiring Decisions of HRM Specialists

The study showed that Intelligent quotient (IQ) and Emotional quotient (EQ) elements have an impact on a persons career in any organization. Precautions are to be taken by the Human Rights department to select an apt job applicant having potential for outstanding performance throughout their career. HR selection practices must focus on both IQ and EQ in the hiring process, in order to create high-performing workforce.

**Katyal S and Awasthi (2005)** studied on Gender differences in Emotional Intelligence among adolescents of Chandigarh

The study consists of sample of 150 students of Xth class from different Government schools in Chandigarh were selected
randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized Emotional Intelligence test. The findings reveal that majority of boys girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.01 level, hence findings are just suggestive of the trend. The relationship between the female sex and emotional competences are closely linked since childhood due to a socialization that is in closer touch with feelings and their nuances.

Chan, David W. (2005) studied on Emotional Intelligence, Social Coping, and Psychological Distress among Chinese Gifted Students in Hong Kong

The relationships among emotional intelligence, social coping, and psychological distress were investigated in a sample of 624 Chinese gifted students in Hong Kong. A mediation-effect model specifying that emotional intelligence had an effect on psychological distress mediated by social coping was hypothesized and tested using structural equation modeling procedures. For comparison, a direct-effect model and a direct-and-mediation-effect model were
also fitted to the data. The results indicated that the mediation-effect model provided an adequate and good fit, suggesting that the effects of self-relevant and other-relevant emotional intelligence on psychological distress were mediated by avoidant coping and social-interaction coping, respectively. Implications of the findings for enhancing emotional intelligence of students and in promoting the use of adaptive social coping strategies for their psychological well-being are discussed.

Jyothika Gupta and Rajwinder Kaur (2006) investigated on Study The Emotional Intelligence of Perspective Teachers

The primary aim of the present investigation was to study the emotional intelligence of perspective teachers. Further, the study compared different groups on emotional intelligence.

The purpose of the present study is: (i) To study emotional intelligence among B.Ed students, (ii) To compare postgraduate and graduate B.Ed students on emotional intelligence, (iii) To compare male and female B.Ed students on emotional intelligence, (iv) to compare Science and Arts stream B.Ed students on emotional intelligence, (v) To compare hostler and non-hostler B.Ed students of emotional intelligence, (vi) To compare B.Ed students of working
and non-working mothers on emotional intelligence, and (vii) To study interrelationship between emotional intelligence and its various dimensions. The sample of the present investigation comprised 200 B.Ed students of Guru Nanak Dev University, Amritsar. Emotional intelligence is measured through an adaptation of Personal Profile Survey. The test has six measured of emotional intelligence namely, self-awareness, self-regulation, internality, motivation, empathy and social skills. Major findings of the study were that the mean emotional intelligence score for the male B.Ed students is 94.03 with SD 9.43, while for the female B.Ed students it is 94.8 with an SD 10.10 it implies that 9% of male B.Ed students and 22% of female B.Ed students have a high level of emotional intelligence and 6% male B.Ed students and 12% female B.Ed students have a low level of emotional intelligence. Male and female B.Ed students emerged significant on self-management with female B.Ed students scoring higher than male B.Ed students. Stream-wise comparison shows the significant difference on social skills with Arts B.Ed students scoring more than Science B.Ed students. The significant t-ratio between B.Ed students of working mother and B.Ed students of non-working mother scored more on internality while B.Ed students of working
mothers scored more on empathy. The extent of relationship between sex and self-management, stream and social skills, occupation status of mother and internality and empathy. Point-biserial correlation coefficient was determined by treating sex, stream, and occupational status of mother as true dichotomy. The point-biserial correlation coefficient was found to be significant for sex and self-management, stream and social skills, occupational status of mother and internality and empathy. Emotional intelligence is significantly related with self-awareness, self-management, internality, motivation, empathy and social skills in male, female, postgraduate, graduate, Arts, Science, hostlers and B.Ed students of working mothers. Emotional intelligence was not significantly related with empathy in non-hostler B.Ed students and B.Ed students of non-working mothers.

Olatoye, R.A and Oyundoyin, J.O (2006) studied on A Study on Intelligence Quotient As A Predictor Of Creativity Among Some Nigerian Secondary School Students

This study investigated how Intelligence Quotient predicts general level of creativity and different components of creativity, fluency, originality, flexibility and creativity motivation among
secondary school students in Oyo State. A total of four hundred and sixty (460) students were randomly selected from twenty (20) secondary schools in the state to participate in the study. Two instruments were used to collect data. They are: Slosson's Intelligence Test (SIT) and Ibadan Creative Assessment Scale (ICAS). Data was analyzed using multiple regression analysis. Intelligence Quotient (I.Q) accounted for 8% of variance in creativity ($R^2 = 0.80$). This percentage is statistically significant. Also, I.Q significantly predicts each of the four components of creativity. It was then suggested that the level of I.Q should be considered in selecting students for tasks that involve creativity.

\textbf{Pablo Fernández-Berrocal and Natalio Extremera (2006)} studied on Emotional Intelligence: A Theoretical and Empirical Review of its First 15 Years of History

The term Emotional Intelligence (EI) was first introduced in the scientific literature in 1990. Since then, the development of models of EI and research in this field has increased substantially. In this manuscript, a theoretical and empirical review of the first 15 years of history of EI is presented. First, the broad interest on this concept is shown through qualitative and quantitative indexes.
Then, current theoretical models of EI: the mental ability model, the Bar-On Model of Emotional-Social Intelligence, and Goleman's model of EI are described in depth. Finally, authors give relevant keys about future considerations for research on EI. Specifically, authors 1) propose some ideas concerning the measurement of the construct and the use of ability and self-reported measures, 2) discuss the learning, development, and training potential of EI, and 3) consider the cross-cultural validity of EI.

Parker et al. (2006) studied on Academic Achievement and Emotional Intelligence: Predicting the Successful Transition from High School to University

This study examined the impact of emotional intelligence (EI) on the successful transition from high school to university. The short form of the Emotional Quotient Inventory (EQ-i) was completed by 1,426 first-year students attending four different universities within the first week of classes (September). At the end of the academic year (May), the students' cumulative GPA was used to identify two groups of students: academically successful (i.e., GPA of 3.0 or better; $n = 590$) and academically unsuccessful (i.e., GPA of less than 2.0; $n = 289$) students. Results revealed that
academically successful students had significantly higher levels of several different emotional and social competencies. These findings suggest that emotional intelligence plays an important role in the successful transition from high school to university.

*Maree and Riette (2007)* studied on Measuring Emotional Intelligence in English and in the native language of students in South Africa.

800 students in Grades 9 and 11 from schools in the Sekhukhuneland, Nebo, and Apel regions of the Limpopo Province of South Africa completed the English and the Pedi version of the Bar-On Emotional Quotient Inventory in 2004 after the test was translated into Pedi language. Although there was some consistency between the answers to the same item in the two languages, it was low in general. Nuance differences in meaning probably contributed to the low consistency.

*Singaravelu (2007)* studied Emotional Intelligence Of Student Teachers (Pre-Service) At Primary Level in Puducherry Region.

The objectives of the study were 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. The hypotheses of the study were Emotional intelligence of student teachers (pre-service) is high, There is no significant difference between The means scores of emotional intelligence regarding sex, locality and marital status. The sample for the study consisted of 220 student teachers selected randomly from the Union Territory of Puducherry. Scale of emotional intelligence, developed and standardised by Balasubramanium (2003) was used that consisted of 50 objective type questions of multiple choice type. Scale of emotional intelligence was administered to the student teachers after obtaining prior permission from the principals of teacher training institutes in the Union Territory of Puducherry. The data collected were analysed with the help of suitable statistical techniques. Emotional intelligence of student teachers in Puducherry region was above average as the mean and standard deviation were found to be 33.46 and 9.46, respectively. It was observed that 68% of the student teachers had above average level of emotional intelligence. No significant difference was observed in emotional intelligence between men and women student teachers as the calculated 't' value 0.86 was not significant.
at both levels of significance. Therefore, null hypothesis formulated for this purpose was accepted. Hence, men and women student teachers have same level of emotional intelligence. Significant difference was observed in emotional intelligence between the groups regarding locality of the residence of student teachers as the calculated ‘t’ value 3.42 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, locality of residence has a significant effect on emotional intelligence of student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status, as the calculated ‘t’ value 2.88 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, marital status has a significant effect on emotional intelligence of student teachers.

Habibah Elias, et. al. (2007) studied on Emotional Intelligence of at Risk Students in Malaysian Secondary Schools

At-risk students in this study are those with low academic achievement and with behavioral problems. The study utilizes the descriptive survey method. The sample of this study comprised of 688 secondary school students who are at-risk and their average
age was sixteen. Findings indicate that the mean EQ of at-risk students were rather low (mean= 57.67, SD=0.26). The mean scores for the three sub-scales of EQ among the students were 18.91 for Emotional Self-Awareness (ESA), 14.94 for Emotional Expression (EE), and 24.18 for Emotional Awareness of others (EAO). Based on the scoring grid suggested by Cooper and Sawaf (1996), both ESA and EE students were found to be vulnerable (ESA:19-23;EE:13-16), except for EAO which was found to be proficient (22-27). Research findings also indicate significant gender differences (t=4.103, p<.05) in EQ scores among at-risk students with female students obtained a higher mean compared to the males. In addition results also found positive and significant correlations between EQ and the following variables namely academic achievement (r=.195, p<.05), self-esteem (r=.361, p<.05), achievement motivation (r=.354, p<.05), Mathematics self-efficacy (r=.310, p<.05) and English self-efficacy (r=.498, p<.05). The implications of the findings are discussed in terms of educational opportunities for at-risk students.
Mansoor Fahim (2007) studied on The Role of Emotional, Psychometric, and Verbal Intelligences in the Academic Achievement of University Students Majoring in English Language

Following innovations in the theories of intelligence and their radical changes from the unitary concept of intelligence (IQ) to the theory of multiple intelligences (MI), and especially the concept of emotional intelligence or emotional quotient (EQ), this study sought to find out whether emotional intelligence, psychometric intelligence and verbal intelligence (VI) have any role in the academic achievement of university students majoring in English language literature, teaching and translation. EQ, IQ, and VI data were matched with the students' academic records, at university at the end of second year. Predicting second language learning success from EQ and IQ variables produced divergent results depending on how the variables were operationalized.

When EQ variables were compared in groups (successful vs. unsuccessful) of individuals who had achieved very different levels of academic success, academic achievement was strongly associated with several dimensions of emotional intelligence (intrapersonal, stress management, and general mood competencies). When IQ variables were compared in groups
(successful vs. unsuccessful) of individuals who had achieved very different levels of academic success, it was found that academic achievement did not correlate much with IQ but was strongly associated with VI which is a subsection of IQ tests. Results are discussed in the context of the importance of emotional, psychometric and verbal intelligences in second language learning.

W. Lee Grubb III, Michael A. McDaniel (2007) studied on The Fakability of Bar-On's Emotional Quotient Inventory Short Form: Catch Me if You Can.

This study investigated the fakability of the Emotional Quotient Inventory Short Form (EQ-i:S), a mixed-model emotional intelligence test developed by Bar-On (2002). A sample of 229 undergraduate students from a southeastern university completed a battery of selection and assessment measures in both an honest and faking good condition. When responded to honestly, the EQ-i:S is predicted by The Big Five with a multiple correlation of .79. Therefore, the EQ-i:S can be viewed as an aggregation of The Big Five constructs. When faking, respondents were able to improve scores on the EQ-i:S, each of its subtests, and each of The Big Five measures. Respondents improved scores on the EQ-i:S by .83 SD.
Faking on the EQ-i:S was primarily predicted by cognitive ability and agreeableness. The relative ease with which respondents can substantially raise their scores limits the value of the EQ-i:S as an applicant screening tool. The substantial extent to which the EQ-i:S is predicted by The Big Five casts doubt on the construct of emotional intelligence as operationalized in the EQ-i:S.

Neil Humphrey, Andrew Curran, Elisabeth (2007) studied on Emotional Intelligence and Education: A Critical Review

In recent years there has been an increased interest in the role of emotional intelligence in both the academic success of students and their emotional adjustment in school. However, promotion of emotional intelligence in schools has proven a controversial pursuit, challenging as it does traditional 'rationalist' views of education. Furthermore, research findings in this area have been inconsistent at best. In this article we discuss the following key questions relating to this important debate. What do we mean by emotional 'intelligence'? What impact would improved emotional intelligence have on learners' emotional health and well-being, academic achievement, and other adaptive outcomes? Can emotional intelligence be taught? It is felt that these are the key
issues for consideration in developing policy, practice, and further research in this area.


In this study aimed at finding the relationship between Emotional Intelligence and Achievement facilitating variables, and comparing Emotional Intelligence of groups in pairs classified on the basis of sex, locale of the school, nature of school management and SES, the investigator finds that there is significant relationship between Emotional Intelligence and Achievement Motivation. EQ increases achievement motivation, optimism, joy and purpose while decreasing violence, depression and isolation.

**Shah and Thingujam (2008)** studied Perceived Emotional Intelligence and Ways of Coping among Students

The present study was aimed at studying coping in relation to emotional intelligence. The sample comprised of 197 students, between the age of 18 and 25 years. Participants completed self-reported measures of emotional intelligence and ways of coping. It
was found that appraisal of emotions in the self was positively correlated with plan-full problem solving and positive reappraisal coping styles. Appraisal of emotions in others was positively correlated with plan-full problem solving and positive reappraisal. Emotional regulation of the self was positively correlated with planfull problem solving, confronting coping, self-controlling, positive reappraisal and with distancing, but negatively correlated with escape avoidance. No gender differences were found in perceived emotional intelligence and ways of coping except for self-control, where males reported higher than females.

**Maree and Jacobus (2008)** studied on A Pedi translation of the Bar-On Emotional Quotient Inventory : Youth Version

The Bar-On Emotional Quotient Inventory was translated into Pedi, and then submitted to an expert in Pedi to check the language before being administered to 30 Grade 9 Pedi first-language students to identify potentially vague instructions and/or items. 800 students in Grades 9 and 11 in schools in the Sekhukhuneland, Nebo and Apel regions of the Limpopo Province of South Africa completed the English and Pedi versions of the inventory in 2004. The mean age in Grade 11 was 18.3 yrs (SD =
1.84), and Grade 9 16.2 yrs (SD = 1.64). Whereas unsatisfactory reliabilities of the anticipated factors were obtained, exploratory factor analysis with oblique (direct oblimin) rotation yielded a factor structure that did not correspond satisfactorily with the factor structure yielded by a North American sample. More research is needed before the Bar-On Emotional Quotient Inventory: Youth Version (English and Pedi version) can be used in South Africa.

Ramganesh (2008) studied Emotional Quotient (EQ) of Teacher Educators – A Survey

The present study attempted to investigator the Emotional Quotient of Teacher Educator in Pondicherry and Karaikal regions. The objectives of the study were:

1. to find out the level of Emotional Quotient of teacher educators in the union territory of Pondicherry

2. to find out the level of Emotional Quotient of Principals working in Training colleges and Training Institutes. A tool on Emotional Quotient by Reuven Bar-on was used for the present study.

The study showed that EQ of teachers educations was found to be average. Teachers educators in training colleges and training institution have the same level of emotional quotients. There is no
significant mean different in gender of teacher educators and EQ working in training colleges. There is no significant gender difference in the level of EQ among the teacher educators working in training institutions.


The study investigated emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents. The study made use of stratified random sampling in selecting 292 adolescents from ten (10) secondary schools in Ogbomoso, Oyo State, Nigeria. The sample age ranged between 13-20 years. Four instruments were used, namely: General Self-Efficacy Scale, Well-being Manifestation Measurement Scale, The Wong and Law Emotional Intelligence Scale (WLEIS), and Religiosity Scale. Data analysis involved the use of multiple regression and Pearson Product Moment correlation. The results indicated that the three independent variables as a block were effective in predicting psychological well-being of adolescents. On the basis of the finding, it was suggested that
teachers should endeavour to teach rudiments of emotional intelligence to the students while school counselors and psychologists should develop programmes to foster emotional intelligence and self-efficacy.

Chan, D.W. (2008) studied on Emotional Intelligence, Self-efficacy, and Coping Among Chinese Prospective and In-service Teachers in Hong Kong

Emotional intelligence (intrapersonal and interpersonal) and general teacher self-efficacy were assessed to represent personal resources facilitating active and passive coping in a sample of 273 Chinese prospective and in-service teachers in Hong Kong. Intrapersonal emotional intelligence and interpersonal emotional intelligence were found to predict significantly active coping strategy, but teacher self-efficacy did not contribute independently to the prediction of active coping even though there was some evidence that teacher self-efficacy might interact with intrapersonal emotional intelligence in the prediction of active coping, especially for male teachers. The implications of the findings for preventive intervention efforts to combat teacher stress through teaching to enhance emotional intelligence is discussed.

In an environment of comprehensive reformation, teachers report to having high levels of work-related pressure and stress. They are expected to attend courses where they learn how to implement change but there is no mechanism to help them cope with this change induced stress. The purpose of the study reported in this article was to examine elements of emotional-social intelligence that could perhaps indicate ways in which teachers can learn to cope with change. Using an instrument based on the Bar-On model of emotional social intelligence it was found that teachers have low self- and social awareness coupled with insufficient self-management skills. On the whole the general mood is not positive enough to be optimistic and sufficiently self-motivated to set and pursue goals in order to be successful teachers. The results of the research indicate that there is a need to create mechanisms by which teachers can be trained and through which they can increase their own self- and social awareness, thereby improving their general mood and motivation.
Vishwanathan, R. (2008) studied on Relating Academic Performance to Emotional Intelligence a Predictive Model

Though there has been considerable research into the influence of emotional maturity on work performance of people, the impact of the same on academic performance has not been that extensively delved into. There have indeed been some studies, but few of them have sought to provide evidence of empirical relationship between students' 'Emotional Intelligence' (EI) and their scores in their studies. In this STUDY, an attempt has been made to investigate the effect of EI on academic performance of students, applying a methodology which seeks to reduce, if not eliminate, objections to the traditional measures of study on that linkage. A suitably-designed instrument, administered to more than two hundred students, has disclosed that there indeed could be a significant linkage between students' emotional disposition and their scores in exams. Overall, the results provide significant evidence in support for the role of socio-emotional factors in students' grades.
Shamira Malekar V (2008) studied on Factors Affecting Emotional Intelligence: An Empirical Study Among School Students in Mumbai

Researchers and human resource management professionals across the world are actively engaged in studying Emotional Intelligence (EI) and its applications in various organizational settings to improve the managerial performance. It is found from literature that very few studies relating to the application of EI among the school students are available. This STUDY seeks to fill that gap by making an empirical study to identify the important determinants of EI among school students in the metro city of Mumbai, and thus provide feedback to the parents, teachers, and other authorities to meet the future needs of the society in a better and more effective way.

Suresh, K.J. (2008) studied Emotional Intelligence as a Correlate of Stress of Student Teacher.

In this study the investigator finds a significant negative relationship between emotional intelligence and stress for the total sample and sub-samples, and concludes that individuals having high emotional intelligence may have low stress and this directly
contribute to the positive development of the individual and the society.

Kuldeep Singh (2009) studied on The Influence of Emotional Intelligence and Learning Style on Student's Academic Achievement

This study explores the influence of emotional intelligence and learning styles on academic achievement of University Technology Mara Sarawak students. A sample size of 500 students at the diploma and bachelor level was selected for the study. The total number of usable questionnaires returned was 389 which gave a response rate of 78%. Emotional Intelligence Questionnaire (EIQ), an adapted version of the Self-Report Emotional Intelligence Test (SREIT) developed by Schutte et.al (1998), was used in this study to measure emotional intelligence. The learning styles were measured using Learning Style Questionnaire (LSQ) which comprised adapted items from the ‘VARK Learning Styles Inventory’ developed by Neil Fleming (1987). The findings showed 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

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found to be moderate and no dominant learning style was found amongst the students. The study concluded that emotional intelligence and learning styles have a positive impact on students' academic achievement.

Aminuddin Hassan, Tajularipin Sulaiman and Rohaizan Ishak (2009) studied on Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students

Since emotional intelligence is still not wholly-accepted despite evidences of its powerful influence in general setting, this study is therefore conducted to identify the emotional intelligence level among school students in rural areas, relationships between emotional intelligence and anxiety, as well as relationships between emotional intelligence and academic achievement. It involved a sample of 223 form 1 and form 4 students. Process of data collection was administered by using a set of questionnaire which includes a self report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant
differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Pearson correlation analysis showed that emotional intelligence levels of all students were significant negatively in relation to anxiety level. Emotional intelligence was also significant positively in correlation with academic achievement of all variables. Besides including students' age and gender. Besides emotional intelligence, the study revealed that anxiety was also significantly correlated in a negative manner with academic achievement among all students.

Hassan (2009) conducted a Study to Identify the Emotional Intelligence Level Among School Students in Rural Areas, Relationships Between Emotional Intelligence and Anxiety, as well as Relationships Between Emotional Intelligence and Academic Achievement.

It involved a sample of 223 forms 1 and forms 4 students. Process of data collection was administered by using a set of
questionnaire which includes a self report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students. Emotional intelligence was also significant positively in correlation with academic achievement of all variables including students’ age and gender.

Doungdee (2009) studied on Effect of Parents' Child-rearing Practice on Emotional Intelligence of Students at Rajabhat Institute Chiang Mai Demonstration School

The purpose of this study was to investigate the correlation between parents' child-rearing practice and the emotional intelligence level of students. The sample of this study was composed of 71 students at Ratjabhat Institute Chiang Mai
Demonstration school. Emotional intelligence test and parents’ child-rearing practice questionnaire constructed by the researcher were employed, whose reliability basing on Cronbach's Alpha Coefficient was .80. The results revealed that the students had moderate level of the emotional intelligence and were brought up democratic. The correlation between bringing up democratic and emotional intelligence was .261 at a .05 level of significance; bringing up independent and emotional intelligence was -.259 at a .05 level of significance; and bringing up autocratic and emotional intelligence was -.218 with no statistical of significance. Bringing up democratic, bringing up independent and bringing up autocratic were related but bringing up independently and bringing up autocratic were not related.

**Hassiri (2009)** studied on Relationship Between Intelligence Quotient and Emotional Quotient of Primary School Children with Learning Problems

The purpose of this research was to study the Intelligence Quotient (IQ) and Emotional Quotient (EQ), as well as to study the correlation between the Intelligence Quotient (IQ) and Emotional Quotient (EQ) of elementary school children with learning
problems. The research methodology was based on the study of 156 children identified by their teachers as having learning problems in 6 Taksin Group school in Mae Rim District, Chiang Mai Province. IQ was determined by using a measuring tool based on the Goleman framework. Window SPSS was used to determine the validity and reliability of the data, which was found to be 0.81.

The results of the analysis of the data from sampling reveal that 49.36 percent of the children had poor level of intelligence with an IQ below 90. As for the research on EQ, 65.39 percent of the children were considered fair. In further study of the details according to category of personal competence, which was found to be poor ($u=3.83$). Additionally, in looking at the correlation between IQ and EQ, it was found that the correlation ($P = .045$) and the statistical significance was .01.

Titrek (2009) studied on Emotional intelligence (EQ) levels of the Senior Students in Secondary Education System in Turkey based on Teacher's Perceptions.

As in all sciences, interpersonal interactions develop new approaches. One of them is emotional intelligence (EQ), observing and understanding capacity own and other's emotion, definition of
different type of emotion; and knowledge that you learned using to know other's emotion and understanding. The purpose of this study is to determine EQ competence acquisition levels of senior students in secondary education system according to teacher perceptions. A survey method was used as the main research approach. Participants were 262 teachers who were selected from seven secondary schools in Adapazari that were selected randomly. Research questions were tested with ANOVA that includes Observed Power and Partial Eta analysis and t-test that includes Cohen analysis. Results revealed that students, who have higher academic achievements, have the highest level in EQ traits as well. Science and Anatolian Secondary Schools' students have higher EQ levels as cognitive skills.

Shamira Malekar, R.P. Mohanty (2009) studied on Factors affecting emotional intelligence: an empirical study for some school students in India

Emotional Intelligence (EI) is a subject of research, development and applications in the last few years. Most of the studies are concerned with development of models and measures that can be used in improving managerial performance. It is found
from literature that a few studies are available relating to the application of EI among school students. We attempt here to identify critical determinants of EI for school students representing the diversity of India. Such a study will be useful in providing feedbacks about the potentials and limitations of each individual to the parents, teachers and other school authorities. An empirical analysis has been conducted to derive some meaningful conclusions for furtherance of research.

Kulkarni, Pathak and Sharma (2010) studied Academic Performance Of School Children With Their Intelligence Quotient

The study was carried out to correlate academic performance of Indian school children with their intelligence quotient (as measured by Porteus Maze Tests). These tests have been tried and tested successfully in previous studies, don't require sophisticated equipment and are easier to administer than traditional tests like Wechsler Tests. Contrary to popular belief, no statistically significant correlation was found in this study between intelligence and academic grades. Thus intelligence is not a prerequisite to succeed in examinations and therefore in life.
Marjorie et al. (2010) investigated the Academic Success In Adolescence: Relationships Among Verbal IQ, Social Support and Emotional Intelligence.

The objective of this study was to examine, by gender, whether emotional intelligence (EI), peer social support and family social support partially mediated the influence of verbal IQ on Grade 10 grade point average (GPA) for 192 students (96 male, 96 female). For male students, EI and peer social support predicted GPA and EI mediated the association between verbal IQ and GPA. For female students, EI, peer social support and family support predicted GPA but did not mediate the association between verbal IQ and GPA. This study further examined whether subscales of EI (intrapersonal, interpersonal, adaptability and stress management abilities), peer social support and family social support (emotional, socializing, practical, financial and advice) added to the prediction of GPA after verbal IQ, gender and socioeconomic status were controlled. Adaptability, stress management and practical family social support each added to the explanation of variability.
Ruiz (2010) studied on Trait Emotional Intelligence Profiles of Students From Different University Faculties

This study investigated the trait emotional intelligence (trait EI or trait emotional self-efficacy) profiles of 512 students from five university faculties: technical studies, natural sciences, social sciences, arts, and humanities. Using the Trait Emotional Intelligence Questionnaire, it was hypothesised that (a) social sciences would score higher than technical studies in Emotionality, (b) arts would score higher than technical studies in Emotionality, (c) arts would score lower than technical studies in Self-control, and (d) there would be an interaction between gender and faculty, whereby female students would score higher than male students within the social sciences only. Several other exploratory comparisons were also performed. Results supported hypotheses (a), (b), and (d), but not hypothesis (c), although the differences were in the predicted direction.

This study considers the debate about whether emotional intelligence (EI) has incremental validity over and above traditional intelligence dimensions. EI and general mental abilities (GMA) differ in predicting academic performance and the quality of social interactions among college students. Using two college student samples, we find support for the notion that EI and GMA each have a unique power to predict academic performance, and that GMA is the stronger predictor. However, the results also show that EI, but not GMA, is related to the quality of social interactions with peers.


This study examines the extent to which the level of creativity and different components of creativity: Something about myself, Environmental sensitivity, Initiative, Intellectuality, Self-strength, Individuality and Artistry among undergraduate students predict intelligence. Respondents in the research comprises of 153 from six Malaysian universities. Multiple regression analysis reveals that a total variance in intelligences accounted for by the creativity factors is 13.5% (multiple R² = 0.135, F (7, 145) = 3.222, p = .003). This
implies that creativity is important when considering the factors that influence the intelligence of students

**Martin and Thomas (2010)** studied Emotional Intelligence: Examining Construct Validity Using the Emotional Stroop

Measures of emotional intelligence (EI) have been linked to a variety of important outcome variables, but there has been little empirical research examining the relationship between EI measures and specific cognitive-emotional processes. This study examined the relationship between the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Emotional Stroop. Results indicated that the MSCEIT was related to the Emotional Stroop and added incremental validity beyond general intelligence.

**Chakrabhand, Mongkol, Sornpaisarn (2010)** studied The Intelligence Quotient of Thai Children

The objective of this study is to measure the intelligence quotient with sex, educational level, educational type and region factor of children in Thailand. The representative sampling was divided into Four-stage systematic sampling with probability proportional to size. The sampling was conducted on a 7,391
students, (3,933 males and 3,458 females) between the ages of 3-11 years in 15 provinces such as Bangkok, Chonburi, Nakon Ratchasima, Chiang Mai, Phetchaboon, and Songkla. All sampled students were in the public education system belonging to the Office of Primary Education Commission, Bangkok, the Office of Private Education Promotion Commission, the Department of Local Administration, and the Ministry of Interior. All subjects were interviewed by clinical psychologists during December 2005-February 2007. The test of the intelligent capability of children between the ages of 2-15 years developed by clinical psychologists of the Department of Mental Health was applied in this study. Data were representative of 3 years to 12 years children in Thailand population but sex and educational type factors were not. The average intelligence quotient in Thai students is 103.1 (S.D 16.9); the elementary average was 110.7(S.D.=15.13) the primary school average was 97.3(S.D =16.0)the male average was 102.3 (S.D. = 16.9) and the female average was 103.9 (S.D. =16.9), Bangkok was the best average intelligence among region factor. Demonstrated school was the best average intelligence among school type factor. The study found that the average intelligence quotient in kindergarten 1 - grade 6 students between the ages of 3 – 12 years
was 103.1. The elementary average intelligence quotient was higher than the primary school average intelligence quotient get that may show trend higher.

De Febio and Kenny (2011) studied on Promoting Emotional Intelligence and Career Decision Making Among Italian High School Students

This study evaluated the efficacy of a training program focused on increasing emotional intelligence (EI), which was developed for Italian high school students. The training was constructed using an ability-based model of EI. It was hypothesized that specific training would increase both ability and self-reported EI and reduce levels of indecisiveness and career decision difficulties. This study showed relevant literature and provides a description of the intervention, an evaluation of its efficacy, and a presentation of the results with regard to decisional problems.

Sailari, Moslehi and Valizadeh (2011) studied Relationship Between Emotional Intelligence and Burnout Syndrome on Teachers of Secondary Schools.
This study was carried out to investigate the relationship between emotional intelligence and burnout syndrome on teachers of secondary schools in Khuzestan province. The sample in this study consisted of 183 subjects of male teachers that selected by a systematic stratified sampling method from among of teachers in Iran-Khuzestan province. These subjects had more than 5 years job history and they did not have special illness or disorder history. In this research, different instruments were used to collect data, such as emotional intelligence questionnaire and burnout syndrome questionnaire. This study was correlation type so to analyze the data, were used Pearson correlation co-efficient and Analysis of Regression. With regard to this findings, results indicated that there is a significant relationship between emotional intelligence and burnout Syndrome ($r=-0.627$). Also there are relationship between burnout syndrome and emotional intelligence components respectively: self motivation (-0.474), self-awareness (-0.356), self-control (0.411), social consciousness (-0.619) and social skills (-0.606). The level of significant in this study was $P<0.01$. 
2.2 Conclusion

From the above studies it is clear that there are many studies on emotional intelligence with other related variables, but very rare studies are found on Intelligence Quotient, Emotional Quotient on Achievement. Hence the researcher undertakes the present study.

The next chapter methodology is about the detailed information of the variables used the study, hypotheses, population and sample, tools used for the collection of the data and statistical technique applied for the investigation.