Chapter II

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Chapter II

Review of past Research and related literature.

2.1 Introduction

Review of the literature. A review of the literature is an essential part of our academic research project. The review is a careful examination of a body of literature pointing towards the answer to your research question.

In survey and experimental research the review of the literature serves a variety of background functions preparatory to the actual collection of data. Reviewing the literature has two phases, The first phase includes identifying all the relevant published material in the problem area and reading that part of it with which we are not thoroughly familiar, We develop the foundation of ideas and result on which own study will be built. The second phase of the review of literature involves writing this foundation of ideas into a section of the research report. This section is for the joint benefit of the researchers and readers, for the researcher, it establishes the background in the field. For the readers it provides a summary of the thinking and research necessary for them to understand the study.

The review of literature serves the following purposes conducting research work P.C Vainketesh (2012):

1- It locates comparative data and findings useful in the interpretation and discussion of results.

2- It shows the originality and relevance of research`s problem.

3- Allows establishing theoretical framework and methodological focus. Even if you are proposing a new theory or a new method, you are doing so in relation to what has been done.

4- It justifies proposed methodology in this study.
5- It provides theories, ideas, explanations or hypotheses which may prove useful in the formulation studies problem.

6- It provides the sources for hypothesis the researcher can formulate research hypotheses on the basis of available studies.

7- It indicates whether the evidence already available solves the problem adequately without requiring further investigation it avoids the replication.

8- It suggests method, procedure, sources of data and statistical technique appropriate to the solution of the problem.

9- It demonstrates preparedness to complete the research.

Review of literature across the world have documented various aspect of emotional intelligence, and development of its skills, and its relations with other variables, And still emotional intelligence is a new concept and needs to be studied further in depth.

2.2 Review of Pre/Past Researchers

2.2.1 Pre-researches in India.

2.2.1.1 Dharanendrappa, S. N (2015), a study of relationship among mental health emotional intelligence and academic achievement of secondary school students, University of Mysore, India, Ph.D.

a) Objectives
1. To assess the level of mental health, emotional intelligence and academic achievement of standard 9 students of Mysore city.

2. To find the relationship between emotional intelligence and academic achievement of standard 9 students of Mysore city.
3. To find whether there is a significant difference in mental health, emotional intelligence and academic achievement of among standard 9 students of Mysore city in the following categories, boys and girls, students of government and private aided schools.

b) Procedure

The sample was drawn using stratified random sampling technique and considered 1275 secondary schools standard 9 students. Out of them 110 from government schools, 381 from private aided schools and 784 from private un-aided schools of Mysore city. The data was collected by using Mental Health Scale (MHS), Emotional Intelligence (EIS).

c) Findings

1. There is a significant difference in academic achievement among boys and girls, government schools, private aided schools and private un-aided schools.

2. There is a significant positive relationship between emotional intelligence and academic achievement (r-0.233) among the students of standard 9 students.

2.2.1.2 Rekha Rani (2015), effect of traditional method of teaching and multimedia approach on emotional intelligence and academic achievement of elementary school students of Haryana, Kurukshetra University, India, Ph.D.

a) Objectives

1. To study effectiveness of traditional method on emotional intelligence of 7th class students.

2. To study effectiveness of multimedia method on emotional intelligence of 7th class students.
3. To study effectiveness of traditional method on academic achievement of 7th class students.
4. To study effectiveness of multimedia method on academic achievement of 7th class students.

5. To study effectiveness of traditional method on opinion regarding multimedia method of 7th class students.

6. To study effectiveness of multimedia method on opinion regarding multimedia method of 7th class students.

7. To study the relative effectiveness of traditional method and multimedia method on emotional intelligence of 7th class students.

8. To study the relative effectiveness of traditional method and multimedia method on academic achievement of 7th class students.

9. To study the relative effectiveness of traditional method and multimedia method on opinion regarding multimedia method.

b) Procedure

Sample of 200 students, 20 students from each selected schools studying in class XII. The schools were taken through lottery method and students were taken through purposive technique. A pre-test regarding academic achievement, emotional intelligence and multimedia opinionire were administered to sample. On the basis of score obtained in pre achievement test, the whole sample was divided into two group’s i.e. experimental & controlled group of 100 students each (by random matching procedure). During the experiment, a few selected topics from English of class VII were to both the groups in experimental group (100 students) & controlled group (100 students). Tools were used for collecting data, a standardized emotional
intelligence, a self-developed academic achievement test, self-
developed multimedia opinionire.

c) **Findings**

1. No significant effect of traditional method was found on emotional intelligence scale for rural, urban and total students at 0.05 level of significance.

2. Significant effect of multimedia method was found on emotional intelligence scale for rural, urban and total students at 0.01 level of significance.

3. Significant effect of traditional method was found on academic achievement for rural, urban and total students at 0.05 level of significance.

4. Significant effect of multimedia method was found on academic achievement for rural, urban and total students at 0.01 level of significance.

2.2.1.3 Arti Devi (2014), emotional intelligence in relation to self-concept achievement motivation and academic achievement of student teachers of Punjab, Guru Nanak Dev University, Amritsar, India, Ph.D.

a) **Objectives**

1. To study the emotional intelligence of student-teachers from B.Ed.colleges’ viz.-a-viz. government, aided and self-financed.

2. To study the emotional intelligence of male and female B.Ed. students.

3. To study the emotional intelligence of B.Ed. students of science and humanities group.
4. To study the emotional intelligence of B.Ed. students in relation to gender, self-concept, achievement motivation and academic achievement.

5. To study the emotional intelligence of B.Ed. students from science and humanities group in relation to self-concept, achievement motivation and academic achievement.

b) Procedure

The sample of the study consists of 1600 B. Ed. students of both science and humanities streams studying in 20 colleges (government, aided and self-financed) of Punjab State. The selection of twenty colleges has been done by simple random method. The students have been selected through random cluster sampling technique and include 439 males and 1161 females. The tools have been used as below: Emotional Intelligence Scale, self-concept list, achievement motivation (NACH) scale, academic achievement scores-aggregate marks obtained.

c) Findings:

1. Emotional Intelligence scores were found to be highest in case of aided colleges followed by government colleges and the scores were least in case of Self-financed colleges.

2. Emotional Intelligence of male student teachers was significantly higher than the Emotional Intelligence of female student-teachers except in case of the variable achievement motivation (gender group), where no significant difference in the Emotional Intelligence of male and female student-teachers was observed.

3. There was no significant difference in Emotional Intelligence qualified by type of college, academic stream and levels of academic achievement.
2.2.1.4 Neha. P. Choksi (2014), influence of emotional intelligence on the academic performance of the students of standard 8th and 9th of Surat city with their parental support, Veer Narmad South Gujarat University, Surat, India, Ph.D.

a) Objectives

1. To construct and standardized emotional intelligence scale for the students of standard 8th and 9th of Surat city.

2. To study the emotional intelligence of sampled students of different boards, standards and gender.

3. To study the relationship between emotional intelligence and academic performance with Mathematics and English subjects.

4. To study the relationship between emotional intelligence and academic performance of sampled students for different boards, standards and gender.

5. To study the relationship between emotional intelligence and parental support of sampled students for different boards, standards and gender.

b) Procedure

The respondents (schools) were randomly selected from Surat city which means that each member of a population has an equal chance to be a part of the study. On element selection basis from each school the students were selected by restricted sample method for pre-pilot study and unrestricted sample method for pilot study and final study. The researcher had decided to select 15% of schools of each board for the descriptive survey so, 7 schools from 45 schools of GB were selected. To bring similarity, 7 schools were also selected from CB. The tool used Emotional Intelligence Scale.
c) **Findings**

Researcher found significant difference on the scores of EI with male students and female students. The scores of female students were higher than the scores of male students. Thus it was proved that females were emotionally stronger than male and were more aware of emotions, demonstrate more empathy, and relate better intra-interpersonal. Researcher had found no significant difference on correlations of EI with academic performance for the students in standard eighth and ninth. This similar result was also observed for standard eighth and ninth of Gujarat Board and Central Board.

**2.2.1.5 P.S.O. Kesavan (2013), a study on emotional intelligence, multiple intelligence, socio economic status and academic achievement of higher secondary students, Periya University, Salem-TamilNadu, India Ph.D.)**

a) **Objectives:**

1) To study the emotional intelligence of the higher secondary students.

2) To study the multiple intelligence of the higher secondary students.

3) To study the relationship between emotional intelligence and multiple intelligence of the higher secondary students.

4) To find out if there is any significant difference in emotional intelligence among the sub samples based on the selected variables.

b) **Procedure**

The data for the study has been derived from a representative sample of size 1300 obtained from standard XI pupils attending the higher secondary schools of Namakkal District ,TamilNadu, India. The sample obtained using stratified sampling technique by giving
proportional representation to aspects like sex, place of residence, group of study, institutional type, and socio economic status. Tools were used, EQ, Multiple Intelligence.

c) Findings

Analyses of relationship among Emotional Intelligence, Multiple Intelligence and Academic Achievement in this investigation indicated that there is a positive and significant relation among Emotional Intelligence, Multiple Intelligence and Academic Achievement of the participants.

2.2.1.6 Anu G.S (2010), developing an emotional intelligence enhancement package for primary school students with special reference to emotional competencies, Mahatma Gandhi University, Kottayam, Ph.D.

a) Objectives:

The study focuses on the development of an emotional intelligence enhancement package (ETEP) for primary school students with special reference to emotional competencies.

b) Procedure:

The total sample selected for the survey part of the present study for finding the level of EI constitutes 1000 primary school students from various strata students were taken from 16 schools of Thiruvananthapuram district in which four schools each were selected from rural, urban coastal and tribal settings of the selected district. From each school 30 students were selected and thereby a total of 120 students from the four selected school constitute the sample for experimental tools used for the study emotional intelligence test (ETT) emotional intelligence enhancement package (ETEP) package appraisal. Questionnaire for the students. Feed book reflection package appraisal questionnaire for exports policy suggestion general data sheet.
c) **Findings**

The findings of the study revealed that for the total EI and all of its dimensions there are significant enhancement after the intervention of ETEP. Feed books were collected from the students to know how they feel about the training. The result of the experiment revealed that EIEP can be effectively used for raising the EI of upper primary school students.

2.2.1.7 **Jayasree P.G (2008),** influence of emotional intelligence, locus of control and rigidity on mathematics achievement of students at degree level, Mahatma Gandhi University Kottayam, Kerala, Ph.D.

a) **Objectives**

1. Explored Influence of emotional intelligence, locus of control and rigidity on mathematics achievement of students at degree level, Mahatma Gandhi University Kottayam, Kerala.

2. Designed with mathematics achievement as dependent variable and “emotional intelligence” Locus of control and “Rigidity” as the independent variables.

b) **Procedure**

The sample selected for the study was based on stratified random sampling technique. The investigator adopted normative survey method for the study the tools used, mathematics achievement test, emotional intelligence scale, locus of control scale and rigidity scale.

c) **Findings**

The study revealed significant correlation between each independent variable and the dependent variable. The study also reported significant mean differences in the scores of the dependent variable for any tow contrasted groups developed on the basis of the scores in each independent variable (low, average and high groups
developed for each independent variable). The findings suggested that emotional intelligence is the highest influencing independent variable on the score of mathematics achievement of the students, followed by locus at control (internality score while rigidity explains only negligible variation in the score of mathematics achievement.

2.2.1.8 Ayako Hayashi, (2006), leadership development through an outdoor leadership program focusing on emotional intelligence, Indiana University, Ph.D.

a) Objectives

Examined the impacts of an outdoor leadership program on the development of emotional intelligence and leadership. Furthermore, an effort was made to understand the relationships among emotional intelligence, transformational leadership and outdoor experience as well as kinds of experiences during the programs that contributed to the development of emotional intelligence and leadership.

b) Procedure

Data were collected from nine outdoor leadership programs and three classroom-based college courses. After screening out invalid and inconsistent subjects, 72 complete sets of questionnaires for the treatment group and 38 complete sets of questionnaires for the comparison group were retained and analyzed. The research instruments included the Bar-On Emotional Quotient Inventory: Short (EQi:S) (Bar-On, 2002), the Multifactor Leadership Questionnaire (MLQ 5X short) (Bass & Avolio, 1997), the New Social Desirability Scale (NSDS) (Strahan & Gerbasi, 1972), the Outdoor Leader Experience Use History (OLEUH) (Galloway, 2003), the Emotional Intelligence Experience Questionnaire, and the WEA Final Assessment Summary forms. Additionally, semi-structured interviews were conducted with seven participants from two of the outdoor leadership programs.
c) **Findings**

The results revealed a significant positive relationship between emotional intelligence and transformational leadership; specifically, interpersonal aspects and positiveness of emotional intelligence were positively correlated with all factors of transformational leadership. AMANOVA found that the participants in an outdoor leadership program significantly developed their emotional intelligence through their participation, especially stress management skills, but not transformational leadership. Furthermore, participants who received the outdoor leadership certification showed significantly higher levels of emotional intelligence and transformational leadership at the post-test than those who were not certified. Answers from the open-ended questions revealed that certain kinds of experiences supported specific components of emotional intelligence and leadership.

2.2.2 **Pre-researchers in Abroad**

2.2.2.1 Malek Turki Jdaitawi, (2012), the effect of emotional intelligence training program on social and academic adjustment among first year Jordanian university students, university Utara Malaysia, Ph.D.

a) **Objectives**:

To identify the effect of an emotional intelligence training program in increasing the level of emotional intelligence, and its effect on the level of social and academic adjustment among first year students in two universities in the north of Jordan.

b) **Procedure**

Using the 2x2x3 factorial design, the quasi experimental quantitative study examined three factors which are training group, gender and age. The sample size used for this research consisted of 289 first year students (148 males and 141 females) who voluntarily participated and they were randomly assigned to two groups. The participants involved in the skilled emotional intelligence training
group were given nine sessions within the duration of ten days. Participants in the controlled group were not given any training. Six trainers administrated the training sessions in which two highly reliable and valid instruments were used to measure the research variables. The instruments were the Emotional Intelligence Appraisal (EIA), and the Student Adjustment to College Questionnaire (SACQ).

c) Findings

The multivariate analysis of covariance and the repeated measure ANCOVA showed that the training was significantly effective in improving the level of emotional intelligence, but the improvement for social and academic adjustment was not significant. The results also found that the male group showed better overall scores in emotional intelligence, but the differences were not significant. Moreover, the results were also not significant among the three age groups. Finally, there were profound interactions between skilled emotional intelligence, gender and age.

2.2.2.2 Brendan B. Gail, (2012), the effects of youth sports participation on emotional intelligence in middle school students, faculty of San Diego State University, in San Diego, Master of Science.

a) Objectives

Determine whether participation in youth sports influenced middle school students’ level of emotional intelligence competencies, and examined the relationship between youth sports participation and emotional intelligence competency.

b) Procedure

They were participants in an after school program called Prime Time. Prime Time was a weekly after-school program conducted from 2:00- 6:00 p.m., Monday through Friday. The Prime Time program contained elements of physical activity as well as academic work. Approximately 800 students aged 11 to 14 years attended Pacific Beach Middle School with approximately 10% of those students attending the
Prime Time program. Participants were only required to sign an Informed Consent Letter and an Assent Form per instructions of the San Diego State University Institutional Review Board (SDSU IRB). The study used an instrument, the Life Effectiveness Questionnaire, to measure an individual’s emotional intelligence and participants self-reported their previous youth sports participation.

c) Findings

The most significant conclusion from the study was that middle school students that participated in youth sports had a higher emotional intelligence competency than those that did not participate in youth sports. Furthermore, male middle school students that participated in youth sports had a higher emotional intelligence competency than female students that participated in youth sports. The remaining hypotheses were inconclusive due to the smallness of the research sample.

2.2.2.3 Maliha Nasir, (2011), correlation of emotional intelligence with demographic characteristics, academic achievement and cultural adjustment of the students of IIUI, International Islamic University, Islamabad, Ph.D.

a) Objectives:

1. Aimed at exploring the relationship between emotional intelligence and academic achievement of the students of IIUI.

2. Explored the relationship of cultural adjustment with emotional intelligence as well as with academic achievement of the students of IIUI was one of the objectives of this study.

3. Exploration of the relationship of emotional intelligence and cultural adjustment to demographic characteristics of the students of IIUI.
4. Calculated the variance accounted for by demographic characteristics in measuring cultural adjustment and emotional intelligence.

b) Procedure

The participants of the study were 615 students studying in International Islamic University Islamabad. Bar On EQi was used to measure emotional intelligence and Cultural Adjustment Scale was used to measure adjustment level of the students. Academic achievement was taken in terms of students’ CGPA after completing the first semester in the university. Data was collected during fall 2008 when the participants were enrolled in their first semester in the university.

c) Findings

The results revealed significant relationships among the major variables of the study. Emotional intelligence was found to be a significant predictor of academic achievement as well as cultural adjustment, and cultural adjustment was found to be a significant predictor of academic achievement.

2.2.2.4 Donna M. Rice, (2006), an Examination of Emotional Intelligence: ITS Relationship to Academic Achievement in Army JROTC and the Implications for Education, Capella University, is an American, Ph.D.

a) Objectives:

Examine relationships exist between academic achievement as measured by current grade point averages and emotional intelligence skills as measured by the Personal Skills Map® in Army JROTC. Further, the study examines whether or not those who participate in service-learning (an integral activity within JROTC), hold leadership positions, or prefer certain learning styles have higher grade point
averages. The study also explores differences in grade point average by gender.

b) Procedure

U.S. Army Cadet Command Headquarters collects reports from its 1645 JROTC units for various purposes to include program evaluation. The researcher requested a copy of the 2005-2006 Skills Map report which consists of data from approximately 20 randomly selected 44 JROTC units from diverse locations across the country and overseas. Data consist of scores from existing instruments used in Army JROTC including the 244 item Personal Skills Map®, as well as corresponding grade point averages, program participation, and demographic Information. The instrument used to quantify the skill levels is the Personal Skills Map® created and developed in 1976 by two psychologists, Dr. Darwin B. Nelson and Dr. Gary R. Low. And also the Personal Skills Map® Research Manual (Schmitz, 2001) was used to determine the reliability and validity of the assessment tool.

c) Findings

Learning styles were found to be significantly correlated with grade point averages. Several implications for education are presented from the results. Suggestions as to ways instructional and political leaders can ensure programs that support student achievement and personal growth.
2.2.3 Difference between pre-researches and existing research.

Table 2.1 Shows difference and similarities between pre-researches and existing research.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Pre-researcher</th>
<th>Similarities with existing research</th>
<th>Differences with existing research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dharanendrappa, S. N (2015)</td>
<td><strong>Objective:</strong> To find the relationship between emotional intelligence and academic achievement.</td>
<td><strong>Type research:</strong> Descriptive-Quantitative, but present study is by Quasi-experimental.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Sample</strong> (boys-girls)</td>
<td><strong>Stages of Schooling:</strong> Secondary school, but present study is done in primary school.</td>
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<td></td>
<td></td>
<td><strong>Tool:</strong> Emotional Intelligence Scale.</td>
<td><strong>Types section</strong> Standards 9 students, but present study is by standard 8 students.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Finding:</strong> There is a significant positive relationship between Emotional Intelligence and academic achievement, this finding is same in present study with control group.</td>
<td><strong>Education Institutions</strong> Government and private schools, but present study is done in government schools.</td>
</tr>
<tr>
<td>2</td>
<td>Rekha Rani (2015)</td>
<td><strong>Objective:</strong> To study effectiveness of multimedia method on emotional intelligence of 7th class students, and present study is to find out the impact of using some teaching methods (cooperative learning-role play-games) on emotional intelligence and educational outcome.</td>
<td><strong>Type section:</strong> 7th class students, but present study is done on 8th class students.</td>
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<td></td>
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<td><strong>Types group:</strong> Experimental -Control</td>
<td><strong>Types methods:</strong> Multimedia method, but present study using teaching methods (cooperative learning-role play-games)</td>
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<td></td>
<td></td>
<td><strong>Tools:</strong> Emotional Intelligence and academic achievement</td>
<td><strong>Subject:</strong> English, but present study is on Science subject</td>
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<td></td>
<td></td>
<td><strong>Stages of schooling:</strong> primary school</td>
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<td></td>
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<td><strong>Education institutions</strong> Government schools</td>
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<td></td>
<td><strong>Findings:</strong> Significant effect of multimedia method was found on emotional intelligence scale and academic achievement for rural, urban and total students</td>
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<tr>
<td>No.</td>
<td>Author (Year)</td>
<td>Objective</td>
<td>Type of Research</td>
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<td>3-</td>
<td>Arti Devi (2014)</td>
<td>To study the emotional intelligence of B.Ed. students from science and academic achievement</td>
<td>Descriptive-Quantitative but present study Quasi-experimental</td>
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<tr>
<td>4-</td>
<td>Neha P Choksi (2014)</td>
<td>To study the relationship between emotional intelligence and academic performance of sampled students.</td>
<td>Descriptive-Quantitative, but present study Quasi-experimental</td>
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<tr>
<td>5-</td>
<td>P.S.O. Kesavan (2013)</td>
<td>The relationship between Emotional Intelligence and academic achievement of the higher secondary students</td>
<td>Descriptive-Quantitative, but present study is on standard 8 students</td>
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<tr>
<td>No.</td>
<td>Author/Year</td>
<td>Objective</td>
<td>Sample</td>
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<td>6-</td>
<td>Anu G.S (2010)</td>
<td>To develop an emotional intelligence enhancement package for primary school students.</td>
<td>primary school</td>
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<td>7-</td>
<td>Jayasree P.G (2008)</td>
<td>To explore Influence of emotional intelligence, locus of control and rigidity on mathematics achievement of students at degree level, Mahatma Gandhi University Kottayam</td>
<td>colleges, but present study is on (school)</td>
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<tr>
<td>8-</td>
<td>Ayako Hayashi, (2006)</td>
<td>To develop emotional intelligence</td>
<td>Leadership, but present study is by students</td>
</tr>
<tr>
<td>9-</td>
<td>Malek Turki Jdaitawi, (2012)</td>
<td>To increase emotional intelligence and Academic Adjustment</td>
<td>Training, but present study is by teaching</td>
</tr>
<tr>
<td>10-</td>
<td>Brendan B. Gail, (2012)</td>
<td>To increase emotional intelligence</td>
<td>Training, but present study teaching</td>
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</table>
2.3 Review of related literature


Emotion comes from the latin ‘e’ or out of’ and ‘motere’ meaning motion. At any one point, the human being is teeming with emotions. Emotions is: ‘ the language of a person’s mental state of being, normally based in or tied to the person’s internal (physical) and external (social) sensory feeling. It is also referred to as literacy, emotions and passions are much older in terms of evolution than intelligent or rational thought, which tends to focus on what we can prove, see, hear, touch or taste. In fact, according to neuro-scientists, who can now monitor the brain while a person is conscious, it can be proven that emotions in evolutionary terms are very old, and that emotional processing is pre-linguistic and therefore more universal and symbolic in nature.
2.3.2 Marziyah Panju, (2008), 7 successful strategies to promote emotional intelligence in the classroom, 1st Edition, South Asian, Continuum International Publishing Group, pages 5-7.

Emotions as biologically driven cross-culture response to an environmental stimulus, Emotions have also been identified as the human beings’ warning system as to what is really going to on around them. The study of emotion and its practical importance has interested people for many centuries. Emotions can be multi-faceted and sometimes difficult to pin down. In the last or s, scientists have discovered a tremendous amount about the role emotions play in our lives. A major contributing factor for many of the problem in our modern society is the unawareness of the key role played by emotions. Our emotions are important because they contain valuable data, our bodies talk to us through our emotions, our emotions also communicate message to others, our emotions are also impulses that compel us towards or away from - various courses of action, and emotions also enhance our thinking.

2.3.3 Ilkay Ulutas, Esra Ömeroglu, (2007), the effects of an emotional intelligence education program on the emotional intelligence of children, Turkey, Social Behavior and personality, 35 (10), pages 1365-1372.

Emotions have an important effect on our decisions and behaviors. Children’s effective use of emotions enables them to control their instinctive reactions in stressful conditions, to learn to better communicate their emotional state, to develop healthy relationships with family and friends, and to become successful in school, work and life. Emotional intelligence may be developed by education that focuses on helping children develop basic emotional intelligence abilities such as expressing, understanding, and managing emotions and using these skills to cope with everyday social problems.
2.3.4 QuratulAin, (2013), effect of emotional intelligence on academic performance and extracurricular activities: Mediating Role of Learnability and Sociability, Islamabad, Journal of Business and Management (IOSR-JBM) Volume 7, Issue 6, Pages 116-120.

Emotions are very important for human beings to regulate their thoughts and actions. The emotionally intelligent would be a person who knows where to express which thought and what action should be shown when. The concept of learnability is referred as how much work can be done efficiently and error free in a limited or given time. Researchers also define it as how quickly people gain the skills in which they are not expert. Aim of education is to make students able to learn more knowledge and skills and enhance them.

2.3.5 Ajibola Olusoga Ogunyemi, (2008), measured effects of provocation and emotional mastery techniques in fostering emotional intelligence among Nigerian adolescents, Electronic journal of research in education psychology, No15, Vol16 (2), pages 281-296.

Emotional mastery which is about getting our emotions to serve us in getting what we want from life. It requires gaining an understanding of how our emotions affect us and how we can use the to improve the quality of our lives. Emotional mastery is the ability to process our emotions so that their message gets to us, and their energy is used for appropriate, action.


Human brain is most complex mechanism known to man and hemisphericity is the cerebral dominance of an individual in retaining and processing modes of information is his own style of
learning and thinking. Our brain consists of two distinctive but automatically symmetrical units, the right and left hemisphere or right and left brain. The right cerebral hemisphere controls the left side of body is called minor, subordinate or mute side because it can’t verbalize what is known. While the left hemisphere sums to be locus of logical, analytical and prepositional thought. It is the centre of almost all languages, information in a linear, sequential fashion. Every child is born with some intellectual potential which grows and develops with the help of maturity and experiences; similarly one is also born with some innate emotional Intelligence in terms of one’s level of emotional sensitivity, emotional memory, emotional processing and emotional learning. Emotional Intelligence is a relatively new concept it includes two major aspects ‘emotion’ and ‘Intelligence’. Emotions are complex and contagious eg. Anger, sadness, fear, enjoyment, love, disgust, shame and directing our behavior and thus shaping our personality according to their development.


There has been an increased interest in the Multiple Intelligences concept recently. As a result, the concept "Intelligence" and its different types such as the Emotional and Social Intelligences became subjects of a large bulk of psychological research which tried to predict and explain the role of Intelligence in a number of different fields. Psychologists study the nature and components of Intelligence in different approaches. The major problem that faced them was whether Intelligence is composed of one general mental ability or different mental abilities.

Education plays a vital role in the development of a country. It can’t be denied that the successful of an education system depends on a number of factors and one of the most important factors is the curriculum implemented to achieve the goals. One’s success in life does not depend solely on intellectual intelligence According to intelligence Quotient (IQ) contributes only about 20% of success in life whereas Emotional Quotient (EQ) contributes another 80%. Thus, today’s curriculum should contain added value in order to prepare the students with competencies to face complex global challenges.


The roots of emotional intelligence can be traced back to Aristotle who said ‘Anyone can get angry - that is easy; but to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way - this is not easy. Emotions are ‘feeling (or affect) states that involve a pattern of cognitive, psychological and behavioral. People have the capacity to feel emotions but differ in terms of how often they experience a particular emotion, kinds of events/persons/ideas that may produce it, physical expression of the emotion and the way they respond resultanty. Intelligence may understand emotions of others through their emotional expressions because there is a subjective element of emotions (what we feel) and a displayed feature of emotion (what we show).
2.3.10 **Reeta Suri (2012)**, role of emotional intelligence in academic success on adjustment of higher secondary level students, Indian, journal educational & psychological research Vo1, 2, No, 2, pages 5-7.

The concept of Emotional Intelligence is an umbrella term that capture a broad collection of individual skills and disposition usually refered to as soft skills or inter-personal skills, that are outside the traditional areas of specific knowledge, general intelligence and technical or professional skills.

2.3.11 **Leila Riahi Farsani, (2013)**, the effect of emotional intelligence education on mental skills in athlete’s teenagers, Iran, Pelagia Research Library Advances in Applied Science Research, 4(4), pages135-139.

The concept of emotional intelligence has provided a new insight into human intelligence and it represents the emotional, personal, and social dimensions of intelligence which are often more important for daily activities and interpersonal competitions than the conventional, cognitive dimensions of intelligence. Emotional intelligence is related to one’s understanding of themselves and others, their relationship with others, and adaptation to their surrounding environment and these are necessary factors for coping with social and individual demands.

2.3.12 **Malek, T. Jdaitawi,et.all (2011)**, the effectiveness of emotional intelligence training program on social and academic adjustment among first year university students, Malaysia,International Journal of Business and SocialScience Vo1, 2 No. 24, pages 251-258.

emotional intelligence as the ability to identify, control one’s emotions, use feeling to generate self motivation, empathized with others and build a good relationship with others. Emotional intelligence is relatively new and growing area of behavioral investigation, having matured recently with the aid of previous
studies related to this concept. A large number of studies with adolescents further suggest that the capacity of to decode, understand, and regulate emotions, interaction with other people, manage relationship associated with social and academic adjustment.


Emotional intelligence is the whole abilities to help understanding and controlling the emotions of oneself and others in order to provide intellectual and emotional development. In this respect, emotional intelligence requires showing emotional empathy, noticing nuances and considering them, recognizing and weighing up own and others’ motives, being able to control emotions, and responding behaviors and emotions of individuals timely and properly depending on varying conditions.


Trait EI is a multidimensional construct comprising several broad sub-domains, including well-being, self-control, emotionality and sociability. The use of global trait EI scores can mask considerable differences in the explanatory utility of the sub-domains of the construct. It is often the case that the various trait EI facets are differentially relevant in different contexts, which leads to an underestimation of the true strength of effects and also complicates the design and implementation of intervention programmes, as it is unclear which specific facets are related to a particular behaviour. Because certain sub-domains may be more strongly associated with a criterion than the global construct itself, it is always useful to follow-up exploratory studies of global
constructs with in-depth investigations of their constituent sub-domains.

2.3.15 Stella Mavroveli, et.all (2009), exploring the relationships between trait emotional intelligence and objective socio-emotional outcomes in childhood, British Journal of Educational Psychology, 79, pages 259–272.

Trait emotional intelligence (trait EI or trait emotional self-efficacy) refers to emotion related self-perceptions and behavioural dispositions relating to the perception, processing, and utilization of emotion-laden information. It is conceptually distinct from ability EI.


Emotional intelligence involves an array of non-cognitive abilities, competencies and skills that influence one’s ability to cope with environmental demands and pressures. The BarOn EQ-i:YVTM consists of five components which can be subdivided in the following sub-sections: Intrapersonal skills- control of own emotions, assertiveness, self-respect, self-actualisation and independence; Interpersonal skills – empathy, social responsibility, interpersonal relationships; Adaptability- reality testing, flexibility and problem-solving; Stress management- stress tolerance, impulse control; General mood-optimism, happiness. Emotional intelligence can be developed through practice and therapeutic intervention. Emotional intelligence plays a role in a child’s school readiness and academic success and in the adult’s success in the workplace as well as marital relationships.

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

1. Self-awareness--knowing your emotions, recognizing feelings as they occur, and discriminating between them.

2. Mood management--handling feelings so they're relevant to the current situation and you react appropriately.

3. Self-motivation--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness.

4. Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues.

5. Managing relationships--handling interpersonal interaction, conflict resolution, and negotiations.

2.3.18 Hossein Saemi, et.al, (2014), the effectiveness of an emotional intelligence training program and its components on the creativity and academic achievement of high school students, Iran, Int J School Health 1(1), Published online, pages 1-5.

Emotional intelligence includes four main components. Emotional perception and expression includes recognition and verbal and non-verbal information that enters into the emotional system. Facilitation of thought through emotions entails utilizing emotions as part of cognition, such as creativity and problem
solving. Emotional understanding includes cognitive processing of emotions about an individual and other's feelings. Emotional management is considered to be the control and management of emotional facts in one's self and others.

2.3.19 Aghdas Safari, et.all, (2013), increasing emotional intelligence by effective communication skill training among Female university students, Malaysia, Proceeding of the International Conference on Social Science Research, pages 1231- 1235.

The elements of Emotional Intelligence: being aware of our feelings and handling disruptive emotions well, empathizing with how others feel, and being skilful in handling our relationships are crucial abilities for effective living. The educational system of a country is an association which goes hand-in-hand with the families in training students and getting them ready for their future lives, and teaching them social and emotional skills.


Emotional intelligence in terms of such emotional and social skills that influence our understanding and expression of ourselves, our understanding for others and interaction with them, and the ability to deal with everyday demands. After 17 years of research he developed the BarOn EQi that is a scientifically developed and validated measure of emotional intelligence. This inventory consists of five major components. The five composite scales include: Intrapersonal Component, Interpersonal Component, Stress Management, Adaptability and General Mood.

Emotional intelligence provides the bedrock for the development of a large number of competencies that help learners perform more effectively. Among the many factors contributing to second language learning, it could be that emotional intelligence plays a critical role in language learning and teaching. EQ/EI is about the intelligent use of emotions and utilizing the power or information contained in emotion to make effective decisions.

2.3.22 Azizi Yahaya, et.all. (2012), the impact of emotional intelligence element on academic achievement, Malaysia, Archives Des Sciences, Vol 65, No. 4, pages 2-17.

With the rapid development in this century challenging times, especially school students and the general public to face the wave of globalization and secularism as well as various challenges. Thus, the ability of self-control of emotions is a important matter for not carried away by the flow of negative and evil elements. Therefore, a high emotional intelligence helps maintain a state of harmonies and quiet in oneself and finally be more self-confident in dealing with the challenges of living and learning in educational institutions.

2.3.23 Anthony M. Grant (2007), enhancing coaching skills and emotional intelligence through training, Australia, Emerald Group Publishing Limited, pages 258-266.

Coaching skills are inextricably related to emotional intelligence. In order to purposefully move through the goal-focused coaching cycle, individuals have to be able to regulate their thoughts, feelings and behaviours so they can best achieve their goals. Emotional intelligence can be understood as having four key branches:
1. The ability to accurately perceive emotions in oneself and others.

2. The ability to use emotions to facilitate thought.

3. Understanding how different emotions arise and change over time.

4. The ability to use the knowledge from the first three branches to manage emotions and translate them into constructive action.


Training successful students and providing higher educational levels are among the important purposes of student training in the strategic planning of the twenty-first century, and this has been stressed on more, in recent times. In achieving these objectives, promoting thinking, intellectual abilities, personal qualities and interpersonal skills, or emotional intelligence have been the focus of attention more than before. Unlike intellectual intelligence, emotional intelligence can be developed and strengthened.


Emotional intelligence is a strong predictor of academic achievement, it is necessary for the curriculum developers to integrate emotional intelligence into the school curriculum of secondary school. As age has been found to be a significant factor in learning, there is the need for curriculum developers and
teachers to take the age of the learners into account when developing curriculum and designing instruction.

2.3.26 Paloma Gil-Olarte Márquez, et.al (2006), relating emotional intelligence to social competence and academic achievement in high school students, USA, Psicothema. Vol. 18, pages 118-123.

School teachers and parents always have been concerned about children’s academic success and social adaptation both in and out of the classroom. Only recently, however, have researchers realized that a child’s emotional life has an impact on these important outcomes. The theory of emotional intelligence and a performance-based Emotional Intelligence Test provide a framework to study the role of emotion-related abilities in student learning and social adaptation.


Poor academic achievement is an achievement that is adjudged by the examiner as falling below an expected standard. Academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and polity. productive and healthy students, which can be achieved through a balance in the cognitive and emotional domains of learning. Importance of emotional intelligence as necessary to improving performance and psychological well-being in school work. If emotional intelligence skills are developed, strengthened and enhanced, students may demonstrate increased levels of personal, academic and career achievement.

Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate etc are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Emotion is the basis of all interests and motivations and so is directly related to all human performances and achievements. Emotions are source of motivation, source of enjoyment source of strength and endurance to body. Constant emotional tension may cause poor health like lack of sleep, restlessness, headache, chronic fatigue, insomnia, lack of appetite. Hence an attempt is made to relate emotional intelligence with academic achievement. Academic achievement of the learner is the primary concern of all types of educational endeavours.

2.3.29 **Monir Kalantar Goreyshi,et.all, (2013),** effect of combined Mastery- cooperative learning on emotional intelligence, self-esteem and academic achievement in Grade Skipping, Iran, Procedia - Social and Behavioral Sciences 84, pages 470 – 474.

Cooperative learning has been widely used as a substitute for the traditional instruction. Cooperative method of education has several advantages over traditional method (i.e., lecture-based teaching, assessments of the individuals and competitive rankings), including more academic achievement, particularly in mathematics and science, completion of education, advanced skills of critical thinking and reasoning, in-depth knowledge of the learned
materials, less harmful activities in class, focus on the homework, less anxiety and stress, stronger motivation for learning and achievement, enhanced ability to see perspectives, positive and supportive communications with the peers, more positive attitudes to the courses and higher self-esteem.


Over the last ten years, cooperative learning has become accepted as one of the best parties in education. School districts hiring new teachers expect that the teachers they hire will be at least comfortable, if not skilled in implementing cooperative learning strategies in the classroom. Consequently, many teacher education programs have increased the number of courses and opportunities for novice and experienced teachers to learn how to design and implement cooperative learning. Cooperative learning can allow all students to work together, each student experiencing the role of teacher and learner, and each student modeling recognition of respect for many different skills and learning styles.


Role play is an opportunity to ‘act’ and ‘interact’ with peers. It lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic and practical way. Thus they can become more aware of the usefulness and practicality of language. Role play is indeed a useful teaching technique which should be experimented and applied by teachers more often in the classroom.
2.3.32 Pavel Zemliansky, Dian Wilcox, (2010), designe and emplementation of educational games theoretical and practical prespectives, America, published in the United States (IGI Global), page 2.

Today more than ever, new entrants to the workforce are demanding the smooth, seamless integration of technology and education, Games embody a new social phenomenon, one in which language of be behavior in the forms a goal, learning emotion and attention is mediated by the interchange of actors, rules, and resources. The game or simulation is critical motivation element that makes the game a powerful education medium. Games a competitive exercises in which the objective is to win and players must apply subject matter or other relevant knowledge.

2.4 Epilogue

It is seen from the review of related literature, the attention of a number of researchers from various fields, on the subject of emotional intelligence, and try to analyze the skills and understand them, and as well as development of those skills, and increasing academic achievement. Some the studies focused the relationship of emotional intelligence correlation with some of the variables “community, parental education, career maturity, self-efficacy, locus of control, adaptation, stress coping strategies in education, executive functioning, quality of social interaction, general intelligence, and supporting the predictive, as in the studies of Surinder kumar Dhammi, Ashok kumar chou, 2014; Mohammed A.AL.Roffo ,2011.

Some researchers have also focused on the relationship of emotional intelligence with academic achievement as in the studies (Ashraf Peyronaziria, Shirindokht Habibzadehb, 2014; Petro Erasmus 2013; S.Chamundeswari, 2013; Maliha Nasir, Rehana Masrur, 2010; Stella Mavroveli, et.all, 2009; James D.A.Paker, et.all, 2004. Most of the studies was selected sample of students from different educational levels Except for some studies the sample of children, as in studies; Stella Mavroveli, et.all, 2009 K. V. Petrides,Yolanda,2006. Previous studies confirmed the relationship of emotional intelligence with scientific achievement and also
with other variables. And also some studies that focused on developing the skills of emotional intelligence, for different age groups and students from different educational levels, through the preparation of training programs and different strategies, such as Combined Mastery-Cooperative Learning for increase in emotional intelligence. Hossein Saemi et al., 2014; Norila binti Md Salleh, Ikhsan bin Othman, 2014; Aghdas Safari, et al., 2013; Leila Riahi Farsani, 2013; Quratul Ain, 2013; Monir Kalantar Goreyshi, et al., 2012; Malek, T. Jdaitawi, et al., 2011. Studies explained that there is a need to improve emotional intelligence for all individuals; emotional intelligence should be noted not only for academic interest but also of future success in life. With the aim of building a resilient and capable human face of globalization and changing demands.

This can be summarized the most important benefits, that have been obtained from previous studies, and which is focused on the subject of emotional intelligence, are as follows:

1. Knowing on the multiple models and scales, of Emotional Intelligence.

2. Benefit from the methodology, and steps of procedures.

3. Acquaint on the relationship of emotional intelligence correlation, in other variables.

4. Collect a large number of activities, used in the practical and procedural, in building of units of study, in the development of emotional intelligence.

5. Comparing the results of the present study, with the results of previous studies.

The present study is consistent with previous studies, in a number of points,

1. Because it is addressing a specific problem, which is the weakness of the skills of emotional intelligence in individuals.
2. The present study and previous studies confirm, on the importance of and the necessity of developing the skills of emotional intelligence, for success in life the scientific and practical.

3. The importance use of experiments and activities close to the daily life.

4. The present study used the method of cooperative learning, which is the same method that has been used in previous studies.

While the present study is different from previous studies because of:
1. Three methods of teaching (cooperative learning - role-playing - games) have been used for the development of emotional intelligence.

2. The present study is on variables including: the three teaching methods, gender, and achievement.

3. Relationship of Emotional Intelligence to academic achievement.

4. Previous studies that provide the great theoretical background, the present study has benefited from those theoretical background, it was to take advantage of the strengths of those studies, and to avoid their weaknesses.

Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the impact of using some teaching methods or training program for improving emotional intelligence for primary school, secondary school and university, in all subjects, in Yemen and all worlds.