REVIEW
OF
LITERATURE
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Extensive use of the library and thorough investigation of related literature are essential for any investigation in any field of knowledge. The study and investigations of the related literature is a time consuming affair but it is very fruitful phase for a research programme. Each investigator must have adequate knowledge of the source of his problem area and also must know what has already been discovered relating to his field. He must not only be adequately familiar with the sources to use but he must also know where and how to find them. This knowledge will go a long way to help him to save hours of aimless activity.

Thus the review of related literature implies the reading, surveying and evaluating of the written form of literature related to the problem area available in the libraries and its many sources. Writing about the importance of the review of related literature, Best states, "The search for reference materials is time consuming but fruitful phase of the graduate programme. A familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, which methods of attack have been promising or disappointing and what problems remain to be solved".

This shows that knowing how to use the available literature is of utmost importance. Berg says, "The review of the literature in educational research provided one with means of getting to the frontier in a particular field".
2.2 IMPORTANCE OF THE REVIEW OF RELATED LITERATURE

The importance of the review of related literature can be established as under:

1. The review of related literature provides the investigator with significant suggestions for his problem and thus it is not only important but essential also.
2. It helps the researcher to think over the points where from and where he is to launch his study.
3. It is important because it eliminates the possibilities of repetition.
4. It also helps the investigator to make the proper selection of his methods, tools and techniques of attack.
5. It also provides the investigator with the subject matter for his problem.
6. It helps the researchers in planning and carrying out the kind of research involved in special field of problems.
7. It helps one to know what sources to use, what sources are available and where and how to find them.

Thus review of the related literature is a very important aspect of research problem. It provides not only the information about the status of knowledge in the area one intends to study but also points out deficiencies in the available research works and provide, direction for the design one may eventually use in conducting his research. To sum up the words of Mouly (1904) can be quoted. He says, "The survey of literature is a crucial aspect of the planning of the study".

Keeping this in view studies belonging to this area, both abroad and in India, have been reviewed. In foreign countries there is no such distinction as scheduled castes or schedule tribes, but there arc discriminated sections of population like Negro, Black or Red Indians etc. Hence so far as foreign countries are concerned, studies on such sections arc available and not about scheduled castes or scheduled tribes.
In India some studies have been made which are concerned with the scheduled caste 2nd scheduled tribe school-going population and non-school-going population, yet there are not many studies in the areas which were attempted by the investigator. Again whatever little is available is mostly confined to Gujarat, Western U.P. and Maharashtra. There are very few studies related to Rajasthan which covers a large area and has a big chunk of population of scheduled caste, scheduled tribe and other backward classes. It is again surprising to note that only investigators conducted studies about ST students relating to their educational problems and progress, their status, educational and occupational aspirations, habits and performance. Most of these are not comparative ones. Some of the studies relating to the variables have been reviewed. The studies reviewed were classified under the following heads:

This chapter is an overview of the concept and is divided into two sections for ease of references. The sections are as follows:

- Emotional management and emotional intelligence
- Personality factors and academic achievement

In this section the literature has been reviewed in refereed journals, non-refereed journals, books, and on the Internet, in order to see what researchers have discovered about the problem to be investigated so far.

2.3 EMOTIONAL MANAGEMENT

Emotional management is a fairly new concept. However some studies have been reported on the same which are discussed as under:

Fineman (1993) wrote that many professional workers... are paid for their skill in emotion management. The feeling rules are implicit in their professional “discipline” (an apt term) “rational,” “scientific,” “caring,” “objective.” Benign detachment disguises, and defends against, any private feelings of pain,
despair, fear, attraction, revulsion or love; feelings which would otherwise interfere with the professional relationship. There are costs if the mask slips perhaps a feeling of unease between professional and client or, more seriously, expulsion from the professional community for revealing "inappropriate" emotions. In the above passage, Fineman describes how workers are taught emotion management in certain professions. Without these skills, workers may become outcasts due to an "inappropriate" revealing of personal emotions. As a social worker, I was trained by professors on how to manage my emotions, even to the point of learning how to control crying. There were also lessons on detachment and on the danger of blending the roles of the worker and the client. Without these skills, we were warned, we would not be "good" social workers.

Cahill and Eggleston (1994) found that wheelchair users manage other people's emotions as much as they manage their own while in public.

Rutman (1996) collected his research through three one-day research workshops with childcare providers. He then led in-group discussions about what their "ideal" care giving situation would be like. In the second part of the research, the caregivers were asked to submit two written examples of when they had felt powerful or powerless in a situation. Rutman chose this methodology because it promoted opportunities for caregivers to gain strength and power by recognizing shared issues.

Witz Paul (1999) in his review ‘One powerful mind: the complete approach to emotional management at home and at work’, reported that one powerful mind shows how to effectively integrate rational and emotional capacities. According to him we all have a natural ability to listen, research, evaluate our opinions, and weigh our options before taking action. He offered a conscious coping system that harnesses these skills to remain balanced and succeed.

Boele De Raad, Marja Kokkonen (2000) reviewed literature on traits and emotions focusing on both structure and management, or ‘having’ and ‘doing’.
The cognitive perspective implied that traits and emotions are viewed as provisions to frame people and their behaviors in situations in meaningful ways.

Chin (2000) observed sixth graders and their parents as she tutored upper income students in preparation of a private high school entry exam. She found that parents not only manage their own emotions during this process, but that they also manage the emotions of their children.

Lively (2000) discussed the relevancy of the concepts of surface and deep acting, the concept of “reciprocal emotion management”. Lively defines this idea in her study of private law firm employers: For example, reciprocal emotion management allows employees to manage their own and others’ emotional reactions to the demands of the job including but not limited to the emotional labor that they are required to perform for others. Reciprocal emotion management was demonstrated by paralegals who helped manage the emotion of other paralegals so that their co-workers could help clients and other lawyers. Later, the paralegal who was helped would then reciprocate this management of emotions to another paralegal or the same one that helped them. Lively explains the issue of “caretaking” in her study of paralegals. She describes the telling of horror stories, the use of humor, acting out emotional events, and venting anger as examples of reciprocal emotion management strategies. Again, the concept of “reciprocal emotion management” is relevant for the research of CPIs and will be discussed again later. While conducting secondary research it was found that many different methodologies were used to research professionals and their emotion work.

Waldron (2000) used a questionnaire to gather his data because of the sensitive nature of the information he was trying to obtain from parole officers and support staff. Waldron based his decision on previous studies that demonstrated how questionnaires were better suited for this type of research.
Shuler and Sypher (2000) in their study of 911 operators used a methodology that is similar to the one I chose for my study. They chose to observe 911 operators prior to interviewing them. After the interview, they then listened to taped 911 phone calls and found situations where operators were handling potentially difficult situations. In this study, the opportunity to observe CPI workers prior to interviewing them helped discover possible areas of interest that might not have been discovered otherwise.

Marja Kokkonen, Lea Pulkkinen (2001) based on path analyses, lent support to a hypothesized model, according to which current mood (Negative, Positive, Active, Calm) and mood evaluation (Mood Influence, Typicality and Acceptance, Clarity) mediate the relationship between the Big Five personality traits and emotion regulation strategies (Repair, Dampening, Maintenance). For both sexes, Neuroticism was the most significant trait in terms of emotion regulation. A sex difference emerged: in general, personality traits and mood variables explained emotion regulation more significantly in men.

McLin Arthur Jr. (2003) designed a study to identify the percent of 12-14-year-old male students' emotion management scores that demonstrated an at-risk level of emotion management functioning. The Juvenile Emotion Management Scale was administered to male middle school students to assess their emotion management ability in responding to emotional arousal.

Clifton Scott, Karen Kroman Myres (2005) studied that the management of emotion is a pre condition of employee and client well being. Based on qualitative data from participant observation and interviews, this study examines how firefighters are socialized to manage feelings and emotional display. It concludes that firefighters recognized a need to manage their own emotion are those of their clients in order to deliver adequate service.

Kevin N. Ochsner and James Gross (2005) shows that the capacity to control emotion is important for human adaptation. Question about the neural bone of emotion regulation have recently taken on new importance, on functional
imaging studies in human have permitted direct investigation of
to strategies that draw upon higher cognitive process difficult to study in
nonhumans. Such studies have examined controlling attention and cognitively
changing the meaning of emotionally evocative stimuli.

_Lisa Hodgson (2005)_ studied that the ability to forgive is considered important in
the successful maintenance of relationship. In this study, a multifunctional
predicting two forms of forgiveness was examined in a combined community
and university sample who reported on their ability to manage emotions, their
tendency to explain and their disposition to forgive others and self.

_Mears and Finlay's (2005)_ exploration of the modeling world found that emotion
management could help the women achieve goals, such as employment and
self-respect, and thus have positive effects. No researcher has answered the
question of whether emotion work on the job can be positive and negative at
the same time.

_Shu Li, Michael E. Roloff (2006)_ in the chapter strategic emotion in negotiation:
cognition, emotion, and culture, From Communication to Presence: Cognition,
Emotions and Culture towards the Ultimate Communicative Experience,
presented an overview of research on emotion in negotiation that integrates
cognitive, affective, and cultural aspects of the field. We address the following
issues: (1) the effects of mood and emotion on negotiator cognition and
performance and the potential of emotion as a negotiation strategy; (2)
individual differences in emotional expression and individual traits, such as
self-monitoring and emotional intelligence, that impact on the use of strategic
emotion: and (3) cultural influences on negotiation and on emotional
experience and expression.

_Wilfred J. Zerbe, Neal M. Ashkanasy, Charmine E.J. Hartel (2006)_ mentioned
that affect and emotion had been recognized as important factors in
understanding behavior in organizations. It begins by looking at the effective
self-management of emotion and how leaders can use emotions, intelligently
and sometimes paradoxically, to foster effective personal and team outcomes, and goes on to examine the nature of emotionally charged incidents between employees and supervisors. The effective management of emotion is particularly relevant to organizational outcomes in service organizations.

Freudenthaler and Neubauer (2007) have recently developed and validated performance measures of emotional management abilities (EMA), requiring subjects to indicate their typical behaviour in emotional situations (typical-performance instruction, TP) instead of assessing the effectiveness of different behavioural alternatives or indicating the most adequate response (maximum-performance instruction, MP).

Miller, Considine, and Garner (2007) conducted a context analysis of two books about working to gather their data. They collected 115 narratives from these texts and then coded emotional descriptions in order to find relevant narratives or stories of “the workplace.” These researchers believe that by adding layers to their data collection, including coding the data individually and then again later in a group discussion, they gain more depth in the analysis of the analysis.

Laura R. Kalla, Eleanor H Wertheim (2008) explained the role of emotional management and perspective by taking in individual’s conflict management styles and disposition to forgive.

Linda E. Francis (2008) has reported her work in emotion and emotion management. She suggests that humor is a social phenomenon and serves an important purpose in interaction i.e. Humor can be viewed as interpersonal emotion management whose purpose is to manage the emotion of others as well as of self. This study offers the following definition as an analytical tool: humor as emotion management is an expert cultural performance; which strengthens or restores the feeling norms of the situation and creates amusement in the self and the others; generating positive sentiments among
members of an interacting group by bonding them and reducing an external threat; often at the expense of some excluded person, event or object.

Meanwell, Wolfe and Hallett (2008) have been studied by scholars. However, they do not agree on whether these efforts should be considered positive or negative. Many different professionals, from airline employees (Hochschild, 1983), to mortuary science students (Cahill, 1999), to 911 operators (Shuler & Sypher, 2000), to fashion models (Mears & Finlay, 2005) have been studied to examine the strategies and effects of emotion management. Hochschild (1983) generally believes that emotional labor is negative and can lead to alienation of the self.

Peter Kappens, Anu Realo, Ed Diener (2008) examined the frequency of positive and negative emotions in relation to life satisfaction across nations. Their multilevel analyses showed that the experience of positive emotions was more strongly related to life satisfaction than the absence of negative emotions.

Rick Nauret R. (2009) in his study discovered that aging is associated with a better ability to regulate emotions in order to not disrupt performance on a memory-intensive task. The research study found that regulating emotions such as reducing negative emotions or inhibiting unwanted thoughts is a resource-demanding process that disrupts the ability of young adults to simultaneously or subsequently perform tasks.

Vigoda-Gadot, Eran (2010) in their study emotion in management and the management in emotion: the impact of emotional intelligence and organizational politics on public sector employees, tried to challenge the argument about the dominance of rationality in public administration and suggest that emotions in management and the management in emotions play a significant role in the outcomes of public administration personnel.

David Mbelu (2011) reported that emotion stability is one of personality characteristics. It is relatively underdeveloped in very young children and
mature as we grow to adulthood. Adults with emotional stability are perceived as able to manage life’s challenges and rewards equally. It does not just appear in a day or two in somebody’s life; rather it is nurtured, developed and practiced before one becomes emotionally stable.

Kirsty Liddiard (2011) took a distinctly un-academic approach to provide a personal account of his experiences of doing emotional work while conducting his PhD fieldwork which was focused on disabled peoples’ experiences.

Olljot Soin (2012) has examined that emotional management and psychological empowerment are vital tactics influencing the behaviour and activity of the leaders of Insurance sector organizations. His work sheds light on the emotional competencies and cognitions of empowerment among the middle-line managers of one of the pervasive Indian corporate organization viz. Insurance. In this regard, male middle-line managers from the three departments (sales, operations, human resources) of private Insurance Companies were compared on their emotional intelligence and psychological empowerment and the differences between them were explored.

Chase E. Thiel, Shane Connelly, Jennifer A. Griffith (2012) have reported their study on Leadership and emotion management for complex tasks: Different emotions, different strategies. According to them emotions in the workplace influence a number of critical cognitive tasks including information processing and decision-making. Moreover, the effect of emotion on these operations is often emotion-specific.

4.4 EMOTIONAL INTELLIGENCE

In this review of literature what researchers have published about emotional intelligence so far was studied and how they have linked it to achievement. How important emotional intelligence has become nowadays had also been covered.
The review of related literature pertaining to the problem of study becomes essentials for the researcher in order to have a complete and through information of the work done in India and abroad. The present investigation has also attempted to review the related literature. Available research studies appear to have been focused on emotional intelligence and job satisfaction. Some of the significant researches conducted are reported below:


Daniel Goleman (1995) entered the term "emotional intelligence" in the mainstream. He argued in his book that IQ contributes only about 20% to success in life, and other forces contribute the rest. We can infer that emotional intelligence, luck, and social class are among those other factors. He also says that emotional intelligence is a new concept indeed, but the existing data imply that it can be as powerful as IQ and sometimes even more. And, at least, unlike what is claimed about IQ, we can teach and improve in children some crucial emotional competencies.

Catipec-Veselica et al (1995) in their study "Relationship of eight basic emotions with age, sex, education, satisfaction of life needs and religion" concluded that women scored lower of distrustful than the men and higher on depression and gregarious. Scores on aggression, depression, and gregarious varied across the age groups. The religious employees scored higher on depression than non-religious persons. Destruction (Aggression and Depression) was significantly negatively associated with most life needs satisfaction.

Bar-On (1996) invented the term "EQ" (Emotional Quotient) to describe his approach on emotional evaluating general intelligence. He explained emotional intelligence saying that it reflects our ability to deal successfully with other people and with our feelings. He developed the Bar on EQ-I, and this inventory
is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environment challenges and helps in prediction of one's success in life, including professional and personal pursuits. (BarOn Emotional Quotient Inventory (EQ-i); Abraham, 1999) It was published by Multi-Health Systems in 1996 as the first test of its kind. Emotional intelligence includes five areas (i) inter-personal, (ii) adaptability; (iii) stress management (iv) general mood and (v) intra-personal.

Richardson and Evans (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment.

Ediger (1997) states that the emotions, feelings, and values are vital for a person's well being and achievement in life. According to him science teachers should stress on the affective domain that cannot be separated from the cognitive domain. Quality emotions and feelings help students give their best potential in the classroom. The students who were aggressive and think negatively cannot concentrate for a long time and have more difficulty in reaching their potential than others.

Pasi (1997) studied at La Salle Academy, a private school in Providence, Rhode Island, that students are given lessons in emotional intelligence across the curriculum. This is part of an exhaustive program in social and emotional education called "Success for Life." The school’s academic council voted to approve this program by 20-0 vote. Pool, the senior editor of Educational Leadership, stated in an article she wrote in 1997 that emotional well-being is a predictor of success in academic achievement and job success among others.

Finnegan (1998) argues that schools should help students learn the abilities underlying emotional intelligence. Possessing those abilities or even some of them "can lead to achievement from the formal education years of the child and
adolescent to the adult’s competency in being effective in the workplace and in society”.

Cangelosi and Petersen (1998) argued that students with low emotional intelligence often experience failure in school, at home, with friends, and on the job because of their poor communication skills.

Kring and Gordon (1998) in their study “Sex differences emotion: Expression, Experience any psychology” found that women are more emotionally expressive than men.

Tiwari (1999) in her study entitled “study of identity status and emotional intelligence of female college students in relation to their socio familial and educational factors”, found that (i) the female with different SES differ in emotional intelligence (ii) high achieving female students are highly emotionally intelligent. And (iii) female of highly educated parents are highly emotionally intelligent. The author also concluded that the process and mechanism of attainment of identity status is directly related to the level of emotional intelligence of female college students.

Coover and Murphy (2000) conducted a study that examined the relationships among self-identity, academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement.

Panday (2000) in his study entitled “study of emotional intelligence of adolescent student in relation to their achievement in mathematics, academic stream and gender”, found that adolescent students who achieve high marks in mathematics subject possess high emotional intelligence. He also found that emotional intelligence is a gender-free construct.
Finnegan (2001) argues that schools should help students to learn the abilities underlying emotional intelligence. Possessing those abilities, or even some of them, "can lead to achievement from the formal education years of the child and adolescent to the adult’s, competency in being effective in the workplace and in society."

Joshi (2001) in his study titles as “Study of Emotional intelligence of Bank Officers in relation to their age, caste, area, of residence, educational qualification and basic pay" (1) age-wise groups of the bank officers do not differ in their emotional intelligence; (2) caste-wise groups of bank officers do not differ in their emotional intelligence; (3) bank officers residing in hilly areas mange their emotions more properly as compared to bank officers living in plains; (4) high educational status bank officers manage their emotional status; (5) bank officers with high basic pay possess more distinct self-awareness as compared to bank officers with low basic pay.

Schutle et al (2001) undertaken several studies to examine the link between emotional intelligence and interpersonal relations. In studies 1and 2, the participants with higher scores for emotional intelligence had higher scores for empathic perspective taking and self-monitoring in social situations. In study 3, the participants with higher scores for emotional intelligence had higher scores for social skills. In study 4, the participants with higher scores for emotional intelligence displayed more cooperative responses toward partners. In study 5, the participants with higher scores for emotional intelligence had higher scores for close and affectionate relationships. In study 6, the participants’ scores for marital satisfaction were higher when they rated their marital partners higher for emotional intelligence. In study 7, the participants anticipated greater satisfaction in relationships with partners described as having emotional intelligence.

Tiwari (2001) in his study entitled “Study of emotional intelligence and adaptability of employees of private sector in relation to their Gender and professional
experience” found that (i) Gender wise groups of employees do not differ in their emotional intelligence. (ii) Professional experience on its own, does not exert considerable influence on emotional intelligence (iii) Emotional intelligence and adaptability bear a positive and significant relationship.

Chaudhary (2002) studied self-destructive intelligence syndrome and emotional intelligence of university and college teachers. She concluded that (1) male and female teacher differ in their abilities to manage their emotions; (ii) male and female teachers differ in their abilities to motivate themselves; (iii) teachers with high emotional intelligence do not differ in their self destructive intelligence syndrome and (iv) the proportion of low emotional intelligence teachers is significantly higher in faculty teachers. This conclusion does not hold good with regard to teachers in other faculties, namely, commerce, education, law and science.

Chouhan and Bhatnagar (2003) studied the emotional quotient of adolescents. The sample consisted of 120 male and female adolescents. The study revealed that female post-adolescents possess a higher degree of emotional quotient than their male counterparts.

Haskett and John (2003) stated in their study “Emotional Intelligence and Teaching Success in Higher Education” they concluded that it is not only the actions/behaviors taken by faculty that are important, but the underlying attitude behind the actions that has the greatest influence on effective teaching. Additional findings revealed that the EQ sub-score of general mood was a significant determinant of Teaching Award winning faculty.

Kaplan (2003) in his study “Educating the emotions: Emotional Intelligence Training for early childhood Teachers and caregivers” evaluated that the effects of a psycho-educational training programme on the development of emotional intelligence in pre-school and elementary educators and caregivers. Theories of emotional intelligence are applied to practical issues of adult EI education and assessment at the workplace. The study site was an early
childhood center and school serving a low-income Hispanic neighborhood. The 17 participants were primarily Spanish-speaking immigrant women, most with limited formal education, who took 60 hours of Nurturing Peace in Early Childhood training. The intervention was designed to develop their ability to perceive, understand, and manage emotions, and to successfully implement a social-emotional learning program with children. Multiple quantitative and qualitative assessments were used, including EI ability tests, performance observations, and self-report measures. Findings suggest that, though participants' EI appeared weak pre-programme it improved significantly post-training, did their implementation of the Peaceable Classroom programme with children.

Suar and Khuntia (2003) examined the determinants of PTSD and impact of caste status, educational level and family size on stress disorders. Results revealed that survivors from low castes, being less educated and from larger families were more vulnerable to stress and distress than those from high castes, being more educated and from small families.

Kostman (2004) studied job performance and emotional intelligence. He concluded that cognitive ability has largely been recognized as the single best predictor of job performance across all organizations and positions. This research demonstrates that by adopting a multidimensional perspective to job performance, as opposed to the unitary perspective commonly adopted for purpose of convenience, alternative strategies for achieving organizational success can be demonstrated. In an inbound sales center, sales people with relatively lower levels of General Mental Ability (GMA) who demonstrated relatively higher levels of Emotional Intelligence (EI), combined with specific personality dimensions, proved to be as successful as their more cognitively gifted colleagues. EI was also shown to predict performance sub-dimensions, such as teaming ability and customer service, which did not correspond to GMA. The addition of EI and specific personality dimensions, proved to be as
successful as their more cognitively gifted colleagues. EI was also shown to predict performance sub-dimensions, such as teaming ability and customer service, which did not correspond to GMA. The addition of EI and specific personality dimensions also lent considerable incremental validity to GMA in predicting net sales. This study shows that when jobs are more realistically considered as complex amalgams of sub-tasks, non-cognitive predictors such as IE and aspects of personality may serve equally well.

Cruz et al (2004) studied the people’s difference in the display of emotional intelligence competencies at home and at work. They explained that emotional intelligence is life-centric; it can be shown and engaged regardless of context. Work and home are the two most important aspects of people’s life. Therefore they provide the logical contexts for comparison. Behavior in these two contexts can provide a more comprehensive idea of how people use their competencies and help organizations in their effort to enhance and benefit from them. The work and personal life contexts replicate the public vs. private dichotomy in which people have been socialized. Organizations reinforce such ideas along with a gender role issue present in daily interaction at home and at work. The study is founded on the premise that the gender role dynamics affects emotional intelligence behavior differently for men and women and that the degree and features of the difference is affected by cultural factors. The analysis reveals a difference in emotional intelligence behavior between work and the personal context. When the analysis is performed by gender the difference increases. Women show a significant difference in primary seven and men in six of the 21 competencies of the emotional intelligence competency framework used in the study. Women display a higher level of their competencies at home, and men at work.

Brackett, Mayer and Warner (2004) assessed the power of discrimination and criterion validity of an ability test of emotional intelligence. College students (N=330) took an ability test of EI. Women scored significantly higher in EI than
men. EI, however, was more predictive of the life space criteria for men than for women. Lower EI in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behavior and poor relations with friends.

Emma, Donaldso-Feilder and Frank (2004) studied the relative importance of psychological acceptance and emotional intelligence to work place well-being. This study both (acceptance and emotional intelligence) of them in terms of ability to predict various well being outcomes (i.e. general mental health, physical well-being and job-satisfaction). The study showed that emotional intelligence did not significantly predict any of the well being outcome after accounting for acceptance and job-control. Acceptance predicted general mental health and physical well being but not job satisfaction, and job control was associated with job satisfaction only.

Karen van der Zee, Remko Wabeke (2004) examined the usefulness of trait-Emotional Intelligence (EI) among a sample of 1186 top managers who filled out questionnaires for Emotional Intelligence and the Big Five and were evaluated by a consultant on their competencies. Three higher-order factors were found to underlie the Bar-On Emotional Quotient Inventory (Bar-On, 1997): sense of accomplishment, empathy, and planfulness. Trait-EI was found to be substantially related to Extraversion, Agreeableness, Emotional Stability, and Autonomy. Nevertheless, the EI-factors predicted additional variance over and above the Big Five in competency to support.

Simpson and Stroh (2004) examined gender difference, emotional expression and feeling of personal in authenticity. They concluded that women more often conform to feminine display rules, which require the suppression of negative emotions and the simulation of positive emotions. In contrast, men more often adopted masculine display rules, which require the suppression of positive emotions and the simulation of negative ones. Gender modified the relationship
between emotional dissonance and gender only in that women who adopted the masculine display rule pattern reported fooling the least personally inauthentic of all.

Wu (2004) examined to develop a psychometrically sound, self-report measure of emotional intelligence and examined the scores of vocational high school teachers by sex and age. 375 Taiwanese vocational high school teachers (186 men, 189 women) completed the 25-item Emotional Intelligence Scale of five domains: Self-awareness, Managing Emotions, Self-motivation, Empathy, and Handling Relationships. Analysis indicated that these teachers reported higher on Self-awareness and Empathy but slightly lower on Managing Emotions. The women gave higher self-ratings on self-awareness and Empathy than the men. There were also significant differences across age groups on Self-awareness, Self-motivation, Empathy and the Total score for the Emotional Intelligence Scale.

Lopes et al (2005) studied emotional abilities and the quality of interpersonal interaction and stated emotional intelligence, as a set of abilities involved in processing emotional information, assessed through multiple criteria. Emotional intelligence encompasses the abilities to perceive, use, understand, and manage emotions. The ability to manage emotions was consistently and positively related to the quality of interpersonal interactions. The researcher examined everyday social interactions, interactions with peers in college, and interactions with both peers and supervisors in the workplace, drawing on multiple informants. Findings supported the criterion and incremental validity of an ability measure of emotional intelligence, the MSCEIT (Mayer-Salovey-caruso Emotional intelligence Test). Individuals scoring high on the managing emotions subscale of the MSCEIT were more satisfied with their everyday interactions with opposite-sex individuals than their counterparts. They also perceived themselves to be more successful in impression management in social interactions with individuals of the opposite sex.
Bilimoria (2005) studied “the impact of gender, emotional intelligence competencies, and styles on leadership success”. He examined the profile of successful female leaders. He includes a demonstration of a broad range of emotional intelligence competencies, although there is a negative effect upon their success when they exhibit the gender role expected competencies related to developing others. The successful male leaders also have a wide range of emotional intelligence competencies and are rewarded when they show their gender-expected individual achievement-oriented behaviors.

Lagattuta (2005) studied “When you should not be what you want to do: Young children’s understanding of desires, rules, and emotions” Results of the study revealed that developmental increase in attributing positive or mixed emotions increase power of decisions. The predictions regarding developmental change in emotion were accompanied by age related differences.

Neha and Bhatia (2005) studied emotional intelligence in relation to self-concept of high school students. The results revealed that emotional intelligence affect significantly the self-concept, self-confidence, health sociability and mental health and temperamental qualities as ascendant vigorous, placid and responsible. The students of high emotional intelligence have significantly better self-concept.

Pandey and Pandey (2005) tested the emotional intelligence of XI class students. Result revealed that those students were followed up either by their parents or their teacher improved a lot but those who were not followed up did not make any progress on emotional intelligence.

Giardini and Frese (2006) study entitles “Reducing the negative effects of emotion work in service occupation: emotional competence as a psychological resources.” The study found that emotional competence moderated most of the proposed relationship between work characteristics and emotional dissonance, between emotional dissonance and outcome variables, and between work characteristics and outcome variables.
Michelle King, Dianne Gardner (2006) aimed the study to test the relationship of emotional intelligence (EI) to the appraisal, coping and outcomes of workplace demands. For this they used an online survey to collect data. Respondents included 157 professional staff including salaried staff, line managers, senior managers, managing directors and chief executive officers. Emotional intelligence was found to comprise three factors: emotional self management (ESM), the ability to understand others’ emotions (UOE) and the use of emotions in decision making.

Nada Salem Abisamra (2006) says that intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student have become the centre of concern, not only has reasoning capacities, but also his creativity, emotion and interpersonal skills. The purpose of this study was 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 emotional intelligence.

McCallin and Bamford (2007) in their study, interdisciplinary team work is the influence of emotional intelligence fully appreciated, concluded that interaction skills and emotional intelligence affect team behavior and performance. An effective team needs both emotional intelligence and expertise, including technical, clinical, social and interaction skill, so that team work becomes greater or lesser than the whole, depending on how well individuals work together.

Luke A. Downey, Jessica Mountstephen (2008) studied the relationship between emotional intelligence and scholastic achievement in Australian adolescents. They reported that academic success was found to be associated with higher levels of total emotional intelligence.
Marziyah Panju (2008) in her book evolved two important facts that emotions play a much greater role in individual success and that how emotional intelligence can be developed and used in the classroom? She suggested that developing emotional intelligence could provide the missing link to achievement in schools.

Annamaria Di Fabio and Letizia Palazzeschi (2009) studied to take an in-depth look at the role of emotional intelligence and personality traits in relation to career decision difficulties. The Italian version of the Career Decision Difficulties Questionnaire (CDDQ), the Bar-On Emotional Quotient Inventory: Short (Bar-On EQ-i: S), and the Big Five Questionnaire (BFQ) were administered to 296 interns of the tertiary sector. The emotional intelligence dimensions add a significant percentage of incremental variance compared to variances due to personality traits with respect to career decision difficulties. The results highlighted the role of emotional intelligence and its relationship with career decision difficulties.

Baljinder Singh et al (2009) explored the influence of emotional intelligence and learning styles on academic achievement. The findings showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement.

Boyatzis (2009) reported that the development of competencies is needed to be effective managers and leaders require research and theory that can drive future scholarship and application. This introductory essay to this special issue of JMD seeks to focus on competencies in organizations in Europe and a broader conceptualization of emotional intelligence. Competencies are defined and an overview is provided for the papers that will follow with original research on competencies, their link to performance in various occupations, and their development. Emotional, social and cognitive intelligence competencies predict effectiveness in professional, management and leadership roles in many sectors of society. It addition, these competencies can be developed in adults.
Delphine Nelis, Jordi Quoidbach, Moïra Mikolajczak and Michel Hansenne (2009) reported that the construct of emotional intelligence (EI) refers to the individual differences in the perception, processing, regulation, and utilization of emotional information. As these differences have been shown to have a significant impact on important life outcomes (e.g., mental and physical health, work performance and social relationships), this study investigated, using a controlled experimental design, whether it is possible to increase EI. Participants of the experimental group received a brief empirically-derived EI training (four group training sessions of two hours and a half) while control participants continued to live normally. Results showed a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggested that EI can be improved and open new treatment avenues.

Endang Pertiwi Saidy et al (2009) had reported the influence of emotional and spiritual intelligence from the national education philosophy towards language skills among secondary school students.

Godse Anand S, Thingujam Nutankumar S. (2009) studied the relationship between emotional intelligence and conflict resolution styles over and above personality. The sample comprised 81 information technology professionals working as software professionals, software engineers, software consultants or professionals for support and maintenance, between 21 and 33 years of age. Participants completed Palmer and Stough's (2000) workplace version of Swinburne University Emotional Intelligence Test, Rahim's Conflict Resolution Styles (1983), and Costa and McCrae's (1992) NEO-Five Factor Inventory. Results indicated that overall emotional intelligence, understanding emotions--external and emotional management were significantly correlated with integrating style of conflict resolution. Besides, overall emotional intelligence and emotional control were found to be negatively and significantly correlated
with avoiding style of conflict resolution. Finally, the relationship between emotional intelligence and conflict resolution styles was found to be significant over and above personality.

Myleen M. Leary, Michael D. Reilly, F. William Brown (2009) aimed to report on an empirical study examining the possible relationships between the dispositional factors measured by the MBTI and elements of emotional intelligence (EI) as measured by the Bar-On's emotional quotient inventory (EQI). MBTI, Form G, and EQI data are collected in a population of over 500 managers and professional workers in an international manufacturing facility. Both categorical and continuous analysis of variance is utilized to test ten hypothesized relationships between personality preferences and EI constructs. Results supported the relationship between extroversion and the components of EI. Somewhat counter intuitively stress management, the measure of EI that captures an individual's internal focus, is related to extroversion. A positive and significant relationship between a preference for the use of feeling in decision making and an individual's EI is also found.

Catherine Prentice (2010) has studied the influence of emotional intelligence on the service performance. She reported that the concept of emotional intelligence (EI) has attracted substantial interest in the popular and organizational psychology literature. Although the predictive validity of EI is likely to depend on the context and focus of interest, researchers have identified a positive relationship between EI and job performance in the case of roles, which involve emotional labour, such as customer service.

G. A. Ghanshyam (2010) has reported that the aptitudes you need to succeed start with intellectual horsepower— but people need emotional competence, too, to get the full potential of their talents. The reason we don’t get people’s full potential is emotional incompetence.

M. O. Ogundokun, D. A. Adeyemo (2010) in their study examined the moderating influence of emotional intelligence, age and academic motivation
on academic achievement of secondary school students. The results of this study revealed that emotional intelligence, age and academic motivation were potent predictors mildly associated to academic achievement.

Ernest H. O'Boyle Jr., Ronald H. Humphrey, Jeffrey M. Pollack, Thomas H. Zawver, Paul A. Story (2011) studied the relation between emotional intelligence and job performance through a meta-analysis. This meta-analysis builds upon a previous meta-analysis by (1) including 65 per cent more studies that have over twice the sample size to estimate the relationships between emotional intelligence (EI) and job performance; (2) using more current meta-analytical studies for estimates of relationships among personality variables and for cognitive ability and job performance; (3) using the three-stream approach for classifying EI research; (4) performing tests for differences among streams of EI research and their relationships with personality and cognitive intelligence; (5) using latest statistical procedures such as dominance analysis; and (6) testing for publication bias.

Radha R. Sharma (2011) had worked a lot on emotional intelligence. She has reported an empirical investigation into the role of EQ/emotional intelligence competencies in mental well-being, vision. She has also interviewed 360 degree feedback & multi-method to enhance emotional intelligence of managers and studied emotional intelligence as a mediator in executive burnout.

Kranti C Gawali (2012) has reported that emotional intelligence (EI) predicts positive mental health. Individuals with high EI are better at understanding and managing their emotions in stressful situations. High EI also predicts use of positive coping mechanisms in face of stress or trauma. This paper highlights the view that Emotionally Intelligent individuals are more resilient implying that they effectively cope and adapt when faced with loss, hardship, or adversity due to their emotion management skills as well as positive coping mechanisms used by them. The paper also suggests a five skills domain that
can be enhanced in an individual, to improve the emotional resilience of the individual in facing traumatic events, bouncing back from the same and experiencing a positive mental health.

Scott Bryant (2012) focused his recent research on emotional intelligence and studied the perspectives of Leading with emotional intelligence. He studied the reasons why our EQ might be more important than our IQ.

2.5 PERSONALITY FACTORS

Jain (1992) in a study on the pupil teachers found that out of sixteen personality factors, positive and highly significant relationship was found with factors C, G, and Q1; and low but positive correlation is found with factor E. She further described that positive and highly significant relationship was found between factor Q1 and classroom activity.

Paul M. Biner, Martin L. Bink, Michelle L. Huffman, Raymond S. Dean (1995) conducted a large-scale field study to determine if the personality traits of students enrolled in televised college-level courses differ from the personality traits of students enrolled in traditional college-level courses and to identify the specific personality traits predictive of successful performance in televised classes. Results showed that students enrolled in telecourses do have a unique personality profile and that certain traits predicted success for these students.

Coover and Murphy (2000) conducted a study that examined the relationship between self-identity and academic persistence and achievement in a counter stereotypical domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement at 18. The study also showed that self-identity improves through social interaction and communication with others, which would enhance achievement. In September 1999, a conference on emotional intelligence was held in Chicago, IL. The conference mission was to “provide the most
comprehensive learning forum on emotional intelligence and its impact in the workplace." Linkage Incorporated claims that "research shows that well-developed EI distinguishes individual "star performers" and plays an important role in determining which organizations will outperform the competition, due in part to higher retention rates, better morale and heightened results."

R J Larsen, D M Buss (2002) Personality psychology is the scientific study of the whole person. In their attempts to provide accounts of human individuality, personality psychologists have traditionally developed theories and conducted research on aspects of human nature, individual differences among persons, and intensive examinations of the single case.

Audrey Azoulay and Jean-Noe" L Kapferer (2003). demonstrated in their study that since 1997, literature and research on the concept of brand personality have been flourishing, and specific scales have gone into widespread use in academic circles, unchallenged on their validity. Brand personality is certainly a key facet of a brand identity. However, the current scales of brand personality do not in fact measure brand personality, but merge a number of dimensions of brand identity personality being only one of them which need to be kept separate both on theoretical grounds and for practical use.

Sigmund Freud (2004) in his psychoanalytic interpretation asserted that the human mind could be divided into three significant components, the id, the ego, and the superego, which work together or come into conflict to shape personality. Psychoanalysis emphasizes unconscious motivations and the conflicts between primal urges and learned social mores, stressing the importance of early childhood experiences in determining mature personality.

Aditi N and Kumari B (2005) impact of personality patterns and employment status on psychological stress tolerance of women in Kerale. Findings: Personality as assessed by the Need patterns of the individual to have influence on ST of both working and non working women.
Lex Borghans, Angela Lee Duckworth, James J. Heckman, Bas ter Weel (2006) explored the interface between personality psychology and economics. They examined the predictive power of personality and the stability of personality traits over the life cycle. We develop simple analytical frameworks for interpreting the evidence in personality psychology and suggest promising avenues for future research.

Melissa C. O’Connor, a, and Sampo V. Paunonen (2007) reviewed the recent empirical literature on the relations between the Big Five personality dimensions and post-secondary academic achievement, and found some consistent results. A meta-analysis showed Conscientiousness, in particular, to be most strongly and consistently associated with academic success. In addition, Openness to Experience was sometimes positively associated with scholastic achievement, whereas Extraversion was sometimes negatively related to the same criterion, although the empirical evidence regarding these latter two dimensions was somewhat mixed.

John W. Lounsbury, Lucy W. Gibson, Adam W. Drost, Dunwoody, G (2008) during their study on personality traits and career satisfaction of human resource professionals found that occupational choice frameworks suggest that personality factors influence person-job fit.

Lex Borghans, Angela Lee Duckworth, James J. Heckman, Bas ter Weel (2008) explored the interface between personality psychology and economics. We examine the predictive power of personality and the stability of personality traits over the life cycle. They developed simple analytical frameworks for interpreting the evidence in personality psychology and suggest promising avenues for future research.

Williams, Bradford James (2009) in his investigation of broad and narrow personality traits in relation to major satisfaction for students in engineering, education and psychology majors found that Big Five personality traits as well as narrow personality traits were measured on a sample of 1916
undergraduate students at a large public university in the southeast United States. Three majors were studied to find correlations of personality traits significant for each major as well as Satisfaction with College Major associated with each major. Engineering majors were found to be significantly higher in Tough Mindedness and Emotional Stability. Education majors were found to be significantly higher in Agreeableness and Sense of Identity. They were also found to be significantly lower in Tough Mindedness and Major Satisfaction. Psychology Majors were found to be significantly higher in Openness and Work Dive and significantly lower in Tough Mindedness. The personality traits as well as the correlations with College Major Satisfaction were discussed. In addition, implications for future research and significance for high school guidance counselors and college advisors were discussed.

Beth Snyder Bulik (2010) after his research linked Personality Traits to consumers viewing habits which helps marketers in matching brands with audiences.

Bernard (2011) reported that the personality traits determine the prime requirements as well as the whims and fancies of an individual. A person having traits which classify him as an extrovert would, probably, want to hold a dominant position in his environment such as the office.

Sajjad Hussain, Muhammad Abbas, Khurram Shahzad and Syeda Asiya Bukhari (2012) had studied that personality has been viewed as source of person’s attitude exhibited on the job workplace over the years. They made propositions about different kind of personality traits having relevance with nature of job requirements. The study tried to argue that prominent feature of personality traits can be successful in aligning with the particular job requirements.

2.6 ACADEMIC ACHIEVEMENT

Biswal, P.N. (1992) examines the differences in intelligence, self-concept,
academic achievement, and SES of students joining the academic and vocational streams. A sample of 440 students was administered the Raven's Standard Progressive Matrices, Mohsin's Self-concept Inventory, and Kouli's SES Scale. Results did not reveal significant differences in intelligence and self-concept of students from the academic and vocational streams. The two groups, however, differed significantly in respect of their academic achievement and SES; students with low academic achievement and SES opted for the vocational streams.

Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement. From Coimbatore, 100 students studying in XI standard were selected for the study of which 50 were boys and 50 were girls. To assess the socio economic status of the subjects, the socio economic status scale developed by Vendlal (1981) was used. To assess the academic achievement of the subjects, the total marks obtained by the subjects in the quarterly and half yearly examination was taken. Findings showed that girls had a higher mean academic achievement compared to boys.

Kaur and Gill (1993) revealed that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science. Ahmed (1998) reported that the influence of sex on achievement motivation was found to be statistically non-significant. He carried out a study on "Achievement Motivation differences among adolescent boys and girls of various ordinal positions. The study was over conducted on sample of one hundred and twenty students belonging to the age group of 13-18 years, studying in co-educated English medium institutions confined to the suburbs of Mumbai city. The tool used for data collection was Shafi's "Achievement Motivation Scale". The find out the influence of various variables, the technique analysis of variance was used.

Stella and Purushothaman (1993) examined the study habits of underachievers. 90 underachievers from rural and urban schools in Tamil Nadu, India were
selected by using randomized block design. Patel's (1976) Study Habit Inventory was used for the study. The 't' test indicated significant difference between urban and rural students in respect of study habits. The mean value showed that urban students had better study habits than rural students. But no significant difference was found between boys and girls on study habits.

Feinor et al (1995) revealed that youth from families in which neither parent had graduated exhibited significantly worse socio emotional and academic adjustment compared to those youth from families who were graduated. The sample consisted of 398 early adolescents of South Eastern United Status. The family environment scale developed by Moos, Insel and Humphreys (1974) and parents acceptance and rejection questionnaire developed by Rohner (1989) and adolescents adjustment in terms of anxiety and depression were measured by the children's De Manifest Anxiety Scale Revised (Reynolds and Richmond, 1978) and the children's depression inventory (Kovacs, 1981) and perceived competence scale (Harter, 1982).

Muller (1995) examined how parental involvement intervenes in the relationship between maternal employment status and mathematics achievement in terms of educational adjustment of 8th grades. Data on 13,831 students and their parents from the National Educational Longitudinal Study of 1988 (NELS, 1988), base year and 1st year followed up were analyzed. The findings showed that part time employed mothers generally had the highest levels of involvement. Children performed better on base year tests when mothers were employed part time or not employed.

Padhi, J.S. (1995) studied the relationship between creative abilities (fluency, flexibility and originality) and the academic achievement scores of 636 class IX students. Finding reveal that creative abilities were positively and significantly associated with different academic achievement and high creative were superior in achievement compared to low creative.

Sputa et al (1995) conducted a study on birth order and family size influences on
mother’s group and 100 of housewives. Hindi adaptation of 16 PF questionnaires was used. The results revealed that subjects of working groups of mothers generally seemed to be out going, open minded, emotionally more stable, bold, venture some, adaptive to change, independent in decision making and active, while students of non-working group of mothers were found more reserved, less out going, emotional, shy, conservative, withdrawing, traditional oriented and depending.

Mishra, K. N. (1997) examines the effect of achievement motivation on anxiety and academic achievement of 183 primary school children of Classes III through V. Ss took the Test Anxiety Scale for Children (Sarason, Davidson, Lighthall, & Waite, 1958) and the Achievement Motivation Scale (Robinson & Argule, 1961). Using the median split procedure, children were classified as high and low on achievement motivation, and both the groups were matched on motivation levels. Findings show that: (1) Children with high n-ach performed better academically and exhibited significantly low levels of test anxiety. (2) A disordinal interaction was observed between education and achievement motivation in influencing test anxiety. (3) Academic achievement of Class III children was negatively correlated with general anxiety and positively with test anxiety. (4) For children of Classes IV and V, academic achievement was negatively correlated with both general and test anxiety.

Akhani, Panna, Rathi, Nanda and Iasore, Meena (1999) attempted to explore the relationship among academic achievement, study habits and loneliness of children of employed and un-employed mothers. Majors findings were: (1) In the areas of comprehension, children of employed mothers and had better ability than children of unemployed mother whereas in the area of concentration task orientation, set interaction supports, recording language and drilling there was no difference in ability. (2) Mother’s employment did not deteriorate the child’s academic achievement. (3) Children of employed mothers faced more loneliness than the children of unemployed mothers.
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especially boys. The studies reviewed in the previous pages reveal that most of
the researchers studied the variables included in this study in relation to other
variables. The investigators employed variety of tools and also used specific
research designs for their specific purpose. However, all these studies were
carried out on the students of general category, disadvantage or other reserved
category, with children of working or non working mothers, parents of different
professions, gifted children, etc. Hardly any study has been reported to find out
the relationship of Emotional Intelligence, Socio-economic status and
Adjustment with Academic Achievement of Higher Secondary Students.
Hence, it shows the significance of the present research work.

Budhdev (1999) conducted a study, which was designed to compare academic
achievement among children of working and non working mothers studying in
secondary schools of Saurashtra region. Sample included 307 girls of non-
working mothers. Academic achievement of the children of working mother was
greater than the children of non-working mothers.

Joshi (2000) conducted a study on neuroticism, extraversion and academic
achievement as related to gender and culture. The sample chosen for the
study was 400 students of VIII class belonging to urban and rural area.
Eysenck's personality inventory was used for data collection. Results revealed
a significant difference between boys and girls of rural areas on academic
achievement.

Mayer, S. E. (2001) in his study reported the reasons after the academic
achievement or educational attainment which leads to the increase in
economic inequality affect.

Stottlemyer (2002) and Vela (2003) had reported that emotional intelligence and
learning styles have a positive relationship with student academic
achievement.

Fryer, R. G. and S. D. Levitt (2004) in their study Understanding the Black-White
Test Score Gap in the First Two Years of School, reviewed the factors and consequences of varying academic achievement of students.

Nayak et al (2004) reported that teaching is not giving knowledge and skills to students, teaching is the process of providing opportunities for students to produce relatively permanent change and moulding their personality. The primary purpose of teaching which is only one of the institutional influences in a person's education is to assist the individual to develop his and her full potential as well as to develop the knowledge, attitudes and skills to interact with the environment in a successful manner. The family, religious organizations and community also share primary responsibility in the educational process.

Marc J. Schniederjans and Eyong B. Kim (2005) in their research study examined the relationship between student personality characteristics and their achievement scores as a means of identifying predictors of academic success in an undergraduate business program using Web-based education. The results of the study showed that four basic personality characteristics are highly correlated to student achievement in Web-based courses. Use of these personality characteristics as variables in a regression model is shown to be a highly accurate predictive tool to aid students in the decision as to whether to take a particular Web-based course format or a more traditional classroom course.

Selcuk R. Sirin (2005) reported the relation between socioeconomic status and academic achievement of students in his meta-analytic review of research.

Zebun Nisa Khan (2005) conducted a study on 400 students (200 boys and 200 Girls) selected from senior secondary school of A.M.U., Aligarh-India, to establish the prognostic value of different measures of cognition, personality and demographic variables for success at higher secondary level in science stream. The scores obtained on different variables were factor-analyzed to get
a smaller number of meaningful variables or factors to establish the predictive validity of these predictors. Factors responsible for success in science stream were identified. The prognostic value of the predictors was compared for high achievers and low achievers in order to identify the factors which differentiate them.

Darren Couillard et al (2006) had studied the risk factors for achievement of students which were identified by their school counselors and their achievement.

Baruch Offir, Rachel Bezalel, Ingrid Barth (2007) examined the relationship between cognitive style, based on Jung’s (1971) theory, and achievement levels among 77 university students in a videoconference-based learning environment. Clarifying this relationship enables educators to identify in advance students who may require additional instructional support in a DL context. Understanding student-related variables that affect learning also enables faculty to adapt instructions to meet the diverse needs of different students instead of adopting a “one-size-fits-all” approach to designing DL environments.

Melissa C. O’Connor, Sampo V. Paunonen (2007) reported that conscientiousness is most strongly and consistently associated with academic success. In addition, openness to experience was sometimes positively associated with scholastic success whereas extraversion was sometimes negatively related.

T. Phillip, D. Davis et al (2008) studied that gain in children’s mental functioning due to exercise are seen most clearly on task that involves executive functions performing good directed action in complex stimulus environment.

Azizi Yahaya et al (2009) determined the relationship between the self-concept and personality of students with academic achievement. The sample consists of 270 students from six secondary schools were chosen by using stratified
randomly method in Kluang, Johor. The pilot study was done in order to determine the reliability and suitability of the questionnaires. Meanwhile Cronbach Alpha was used to determine the internal consistency of the questionnaires. The questionnaire for self-concept was modified from Tennessee Self-concept Scale that was created by Fitts (1971). The descriptive statistics such as frequency, percentages, mean and standard deviation were used to analyze the dominant dimension in student’s self-concept. Other than that, inferential statistic such as t-test was used to analyze the difference between the self-concept and personality of students according to gender. Meanwhile, Pearson correlations were used at significant level 0.05 to analyze the relationship between self-concept and personality of students with their academic achievement. The research finding showed that the dominant dimension of self-concept was family self-concept. Beside that, t-test analysis showed that there was no significance difference between dimension of self-concept and personality of students according to gender. Pearson correlations analysis showed that there were no significance relation between dimension of self-concept and personality with student’s academic achievement. Therefore, suggestions were made to increase the student’s self-concept and the tendency of their positive personality in order to enhance their academic achievement.

Benjamin Mckune and John P. Hoffmann (2009) said that the association between religiosity and academic achievement among adolescent. This research demonstrated a positive association between religiosity and academic success. The highest achievement was predicted when parents and adolescents report similar level of religiosity. The lowest achievement was predicted when parents report high religiosity and adolescents report low religiosity.

Bob Hankinson (2009) reported that a colleague of him proudly told that her son recently had scored quite well in math test, that he did taken at his high school.
He did so well. In fact, that he was a part of a small group of students that had been invited to participate in the next level of testing.

M. J. Zember (2009) suggested that on an average girls do better in schools than boys, girls got higher grades and complete high school at a higher rate as compared to boys.

Putwain David, William Daniels, Rachel Anne (2010) described their aimed to examine the relations between test anxiety, competence beliefs and achievement goals, and in particular if the relations between competence beliefs and test anxiety were moderated by achievement goals. Pupils in their first year of secondary schooling completed self-report questionnaires for test anxiety, competence beliefs and achievement goals. Results indicated that pupils with low competence beliefs in Mathematics reported more worrisome thoughts when they held a mastery-avoidance goal and female pupils with low verbal competence beliefs reported more off-task behaviours when they held a performance-approach goal. Male pupils with low verbal competence beliefs reported fewer off-task behaviours when they held a performance-approach goal. These findings may reflect how Mathematics may be uniquely related to a fear of failure among school subjects and how the gendered nature of verbal self-concept becomes important when peer comparison is a salient goal for pupils.

Penny Corkum (2010) studied that the impact of methyphenidate on academic achievement of 85 children with attention-deficit / hyperactivity disorder (ADHD). The study employed to subjective and objective academic achievement measures and assessed the impact of school academic supports, covariates and current and total use of medication over twelve months. The result highlighted that neither medication nor academic supports significantly predict academic achievement over and above the covariates of base line performance and IQ.
Carrell et al (2011) identified the causal effect of school start time on academic achievement by using two policy changes in the daily schedule at the US Air Force Academy along with the randomized placement of freshman students to courses and instructors. Results showed that starting the school day 50 minutes later has a significant positive effect on student achievement, which is roughly equivalent to raising teacher quality by 1 standard deviation.

Hinrichs (2011) studied whether moving school start times later in the morning improves academic performance. He first focused on the Twin Cities metropolitan area. He used individual-level ACT test score data on all individuals from public high schools in this region who took the ACT between 1993 and 2002 to estimate the effects of school starting times on ACT scores. He then employed school-level data on starting times and test scores on statewide standardized tests in order to estimate the effects of school start times on achievement for a broader sample of students.

Eric R Eide and Mark H Showalter (2012) explored the relationship between sleep and student performance on standardized tests. The model test scores as a nonlinear function of sleep, which allowed computing the hours of sleep associated with maximum test scores. They referred to this as "optimal" hours of sleep and also evaluated how the sleep and student performance relationship changes with age. They found a statistically significant relationship between sleep and test scores and also that optimal hour of sleep decline with age.

Singh A.L., Uijtdewilligen et al (2012) reported that participation in physical activity is positively related to academic performance in children. These studies should thoroughly examine the dose response relationship between physical activity and academic performance as well as explanatory mechanism for this relationship.
2.7 CRITICAL APPRAISAL

In this review of literature we studied that researches have been published about emotional management, emotional intelligence, personality characteristics and academic achievement so far and how they are linked to each other. No study has been conducted in India and abroad on the topic evolving strategy of emotional management at different level of emotional intelligence in relation to personality characteristics and achievement at secondary level.

Therefore, the present study has its own importance. Keeping this in view the researcher decided to work on this problem. As in the present day scenario, emotional management is a topic of widespread importance in many aspects of life such as in studies, in work place, in society etc. We still have to conduct our research to see the impact of emotional intelligence, personality characteristics and academic achievement on emotional management as per the subject and demand of our research.