Chapter II

SURVEY OF THE RELATED LITERATURE

2. CHAPTER PLAN:

This Chapter has been divided into four parts.

Parts I of this Chapter deals with a detailed and comprehensive narration of the variable 'Emotional Intelligence' as well as views and assertions of the well known theorists in this field. Summaries of various relevant and recent findings with regard to the variable have also been included in this Part.

Part II deals with the studies of ‘Satisfaction with Life’ as well as views and assertions of the well known theorists in this field. Summaries of various relevant and recent findings with regard to the variable have also been included in this Part.

Part III deals with the studies of ‘Happiness’ as well as views and assertions of the well known theorists in this field. Summaries of various relevant and recent findings with regard to the variable have also been included in this Part.

Part IV Fifteen hypotheses were framed to attain the major objectives of this investigation and these have been presented in this Part.

2.1 PART I

STUDIES REGARDING EMOTIONAL INTELLIGENCE:


In 1990 the model of 'Emotional Intelligence' was first proposed by Peter Salovey, a Yale psychologist, and John D. Mayer, University of New Hampshire. Since then a numbers of scholars and researchers have attempted to elaborate and describe the
theories and research upon the variable Emotional Intelligence. This concept was researched upon by Jack Block, a psychologist at the University of California, Berkeley and Daniel Goleman summarized the findings in the field and brought out a book in the month of October 1995 entitled 'Emotional Intelligence' in which a five dimensional conceptual frame work of the construct 'Emotional Intelligence' has been provided. A few of the findings are as follows:

- To be sure there is a relationship between IQ and life circumstances for large groups as a whole: many people with very low IQs end up in menial jobs, and those with high IQs tend to become well paid but by no means always (Goleman, 1995:34).

- Academic intelligence has little to do with emotional life. The brightest among us can founder on the shoals of unbridled passions and unruly impulses; people with IQs can be stunningly poor pilots of their private lives (Goleman, 1995:34).

- In fact academic intelligence offers virtually no preparation for the turmoil- or opportunity – life’s vicissitudes bring. Yet even though a high IQ is no guarantee of prosperity, prestige or happiness in life, our schools and our culture fixate on academic abilities, ignoring emotional intelligence, a set of traits- some might call it character- that also matter immensely for our personal destiny (Goleman, 1995:36).

It has been rightly observed by Cooper and Sawaf (1997: XXVIII, XII), if the driving force of intelligence in twentieth century business has been IQ, then in accordance to growing evidence in the dawning twenty first century it will be EQ and related forms of practical and creative intelligence. Yale psychologist Robert Sternberg, and expert on successful intelligent asserts, if IQ rules, it is only because we let it. And when we let it rule, we choose a bad master.

In the Indian context, Joshi C.M.(1997: 72-79) described and discussed, “Emotions-The Term and Its meanings’ and “Emotions vis-à-vis Advent of Psychology”. For this purpose the researchers utilized the narrations mentioned in Gergen, K.J.(1995), Jerslid (1978) and Wagner (1998). On the basis of research findings Joshi (1997) arrived at the following conclusions in his study of 836 sample students:-
1. Adolescent’s religiosity and their emotional maturity are related to one another in such a manner that increase in one is related to increase in another and vice-versa. Emotionally more mature adolescents are more religious and adolescents low in religiosity are emotionally less mature.

2. The two variables namely emotional regression and religiosity bear a significant but negative relationship with one another and former one also happens to be significantly but negatively related to all the five dimensions of religiosity respectively. It means that more religious adolescents are emotionally less regressive.

3. Adolescents who are more interested in ceremonial worshipping and who have more faith on ethics/moralities are emotionally stable and emotionally more mature.

Tewary, Mala, (1999) summarized the findings in the field of emotional intelligence as follows:-

1- Emotional Intelligence involves recognizing emotions, reasoning both with emotion and emotion related information as a part of general problem solving ability.

2- Intrapersonal intelligence and inter personal intelligence, the two main components of emotional intelligence seem intimately intertwined with managing others, adapting successfully to life tasks and recognizing and using information about feelings to solve problems.

3- Practical, social, emotional, intrapersonal and inter personal intelligence share many similarities, including that individuals high in these abilities have extensive declarative and procedural knowledge that they can retrieve and apply flexibility as they define and solve problems for which no one correct problem interpretation or solution may exist.

4- Academic and non-academic problems differ in the relative use of fluid and crystallized abilities, with solution of academic problems depending somewhat more on fluid skills and practical problems depending more on crystallized knowledge.

5- Emotional intelligence predicts about 80% of a person’s success in life.
6- Emotional intelligence is about perceiving, learning, relating, innovative, prioritizing, and acting in ways that take into account emotional valence, rather than relying on logic or intellect or technical analysis alone.

7- A person’s fundamental values and life stem not from IQ but from underlying emotional capacities.

8- The conventional vs. High performance meaning of ‘emotions’ indicate that emotions are ‘essential to good judgement’ rather than ‘interfere with good judgement and these very emotions make us real and alive rather making us vulnerable to imaginary and silence.

9- Emotional intelligence is, in effect an indispensable activator and enhance of intellectual prowess or IQ…… When emotions are acknowledged and guided constructively, they enhance intellectual performance.

10- Differences between stars in a group and the other ranks are not because of IQ but are because of other aspects of intelligence including EQ.

11- Some observers have gone to such an extent where they proclaim that 90% of the real world success may be related not to IQ, but other forms of intelligence.

The following papers were prepared by **Tewary, Mala and Joshi, J.K. in the year 1998 and 1999:-**


2- Socio-familial and educational coordinates of emotional intelligence of female college students.

3- Emotional Intelligence- the emphatic response of the ‘print media’ (accepted by the Central Secretariat Library, Ministry of Human Resource Development, New Delhi.)
A study entitled “Study of identity statuses and Emotional Intelligence of Female college students In Relation to Some Socio- Familial and Educational Factors” was conducted by Tewary, Mala in the year 1999. The main conclusions of the study were as follows:

1- The process of mechanism of attainment of identity statuses is directly related to the level of emotional intelligence of female college students. Identity crises resolved students possesses higher amount of emotional intelligence in comparison to identity crises unresolved students. It may be said that a higher level emotional intelligence facilitates the attainment of identity achievement status. Female college students with a relatively lower level of emotional intelligence tend to be either in identity foreclosure status or in identity diffusion status.

2- Scores in all the five dimensions of emotional intelligence scale happen to be positively and significantly related to the Identity Statuses Assessment Schedule Scores. The following personality traits facilitate the path of the resolutions of various life crises.

(a) A higher level of self-awareness.
(b) Competence to manage emotions.
(c) Ability to motivate oneself.
(d) Ability to recognize emotions in others.
(e) Ability to handle relationships.

3- Female college students with different economic status differ in emotional intelligence. Female college students reared up by wealthy parents are more emotionally intelligent and female college students with poor parents are lowly emotionally intelligent.

4- High achieving female college students are highly emotionally intelligent and female college students with low academic achievement are lowly emotionally intelligent.
5- Female college students of highly educated parents are highly emotionally intelligent whereas the daughters of lowly educated parents are lowly emotionally intelligent.

6- Female College students differing from one another with regard to the following variable respectively do not differ in their emotional intelligence.

   (a) Family Size.

   (b) Chronological Age.

   (c) Birth order.

7- Brahmin female college students are higher in emotional intelligence than the non-caste female college student. But such differences in emotional intelligence do not occur among the various caste-vise groups of caste Hindus.

8- Female college student in identity achievement status differ significantly in emotional intelligence from those female college students who are in identity foreclosure status and mean emotional intelligence score of the former group is higher as compared to the female college students in identity foreclosure status.

9- Female college students in identity achievement status differ significantly in emotional intelligence from those female college students who are in identity diffusion status and the mean emotional intelligence score of the former group is higher as compared to female college students who are in identity diffusion status.

10- Female college students in identity foreclosure status do not differ significantly in emotional intelligence from identity diffusion status female college students.

11- Female college students in identity foreclosure status do not differ significantly in emotional intelligence from identity moratorium status female college students.
A study entitled “Study of Emotional intelligence of adolescent students in relation to their achievements in mathematics, Academic stream and gender” was conducted by Pandey, M.K. in the year 1999-2000. The main conclusion of the study were as follows:

This study attempted to make a comparative investigation of emotional intelligence of adolescent students in relation to their achievement in mathematics, academic stream and gender. The statistical analysis of the collected data provided a number of results and on the basis of these results, some important conclusions were arrived at. These have been mentioned below:

1- Adolescent students who achieve high marks in mathematics subject posse more emotional intelligence as compared to those adolescent who achieve low marks in mathematics. It means that very high achievement in mathematics is associated with higher level of emotional intelligence and very low achievement in mathematics is associated with low level of emotional intelligence.

2- The above conclusion also stands good when female high achievers and female low achievers are compared for their mean emotional intelligence.

3- It means that generally higher achievers in mathematics possess higher level of emotional intelligence and females; in particular differ significantly in their emotional intelligence when high achieving females and low achieving females are compared for their mean emotional intelligence.

4- Science students who differ in achievement in mathematics differ in their emotional intelligence and higher achievers possess higher level of emotional intelligence as compared to low achievers in mathematics.

5- Gender wise differences are not associated with corresponding differences in emotional intelligence. It means that, as is the case with general academic intelligence, female students and male students do not differ in their emotional intelligence. Hence it may be concluded that emotional intelligence is a gender free construct.
6- Student who pursue different subject streams do not differ in their emotional intelligence. It means that differences in subject stream are not associated with difference in emotional intelligence.

7- In general, achievement in mathematics bears a positive and significant relationship with emotional intelligence. Hence it is expected that one who happens to be high in emotional intelligence score high in mathematics and/or vise-versa.

A study entitled “Study of Emotional Intelligence of Primary School Teachers in Relations to their Gender, Age, Caste, Teaching experience and School” was conducted by Devendra Kumar, in the year 2000-2001. The main conclusions of the study were as follows.

1- Gender wise groups of primary teachers do not differ in their emotional intelligence and its five dimensions.

2- Age wise groups of primary school teachers do not differ with regard to the variable ‘Self-awareness’.

3- Age wise groups of primary school teachers do not differ with regard to the variable ‘Managing Emotions’.

4- ‘Old Teachers from rural areas are higher in emotional intelligence than ‘Young Teachers’ from rural areas.

5- ‘Old Teachers’ from rural areas recognize emotions in others more appropriately as compared to ‘Young Teachers’ from rural areas.

6- ‘Old Teachers’ from rural areas handle relationships more efficiently as compared to ‘Young Teachers’ from rural areas.

7- ‘Young Teachers’ from urban areas motivate themselves more successfully as compared ‘Old Teachers’ from urban areas.

8- Caste wise groups of the Hindu teachers do not differ in their emotional intelligence and its five dimensions respectively.
9- Differences in teaching experience are not associated with differences in ‘self-awareness’ of primary school teachers.

10- Differences in teaching experience are not associated with differences in the ability to ‘recognize emotions in others’ of primary school teachers.

11- Primary school teachers handle relationships almost similarly irrespective of the differences in their teaching experience.

12- Teaching experience wise groups of primary school teachers from urban areas do not differ in emotional intelligence and its five dimensions respectively.

13- Primary school teachers working in rural areas and urban areas do not differ with regard to the five dimensions of emotional intelligence respectively.

14- Primary school teachers working in rural areas are higher in emotional intelligence as compared to the primary school teacher in urban areas.

15- Gender, age, caste, teaching experience and school locality wise differences are not associated with differences in the process and mechanics of ‘Knowing oneself- self-awareness’ in case of primary school teachers.

An article titled "Towards selecting emotionally intelligent Prospective teachers and then making them emotionally more intelligent - An imperative for twenty first century teacher education programmers" was presented by Joshi, Rambha and Joshi, J.K in the national seminar on 'Privatization of professional education and its implications for technical & teacher education' organized by P.G Deptt. of Education & Research Hindu College, Moradabad in collaboration with Indian Association of Teacher educators (IATE) on 9-10-feb., 2002.

Chaudhary, Diksha (2002) studied Self-Destructive Intelligence Syndrome and Emotional Intelligence of University and College Teacher in relation to gender and Academic factors. Some of the conclusions of her study were as follows:-

1. Male university and college teachers and female university and college teacher differ in their abilities to manage their emotions. University and college male
teacher appears to be more capable to soothe themselves, to shake of rampant anxiety, gloom or irritability as compared to female teacher.

2. Male university and college teachers and female university and college teachers differ in their abilities to motivate their own selves. Male teacher are higher in this ability as compared to their female counterparts.

3. Male university and college teachers and female university and college teachers do not differ with regard to the following abilities.-
   - Knowing one's emotions.
   - Recognizing emotions in others.
   - Handling relationship
   - Emotional intelligence

4. Vulnerability to Self-destructive intelligence Syndrome virus is associated with the ability to know one's own emotions in such a manner that the higher the vulnerability the weaker is the ability to know ones emotions and vice-versa.

5. The following abilities are not associated with the extent of vulnerability of immunity towards Self-destructive intelligence syndrome virus in case of the university and college teaches.
   - Managing emotions.
   - Motivating oneself.
   - Recognizing emotions in others


7. Emotional intelligence appears to be a gender free construct. This conclusion is in congruence with a number of research finding, which tend to claim that males and females remain somewhat similar in overall Emotional Intelligence abilities.
8. Teaching experience wise differences appear not to be associated with corresponding differences in overall Emotional Intelligence abilities.

Hence it may be concluded that teaching experience, on its own, seems not bear any remarkably significant relationship with overall Emotional intelligence abilities.

9. Teacher who shoulder the responsibilities of managing their departments/faculties manage their emotions more appropriately as compared to those teaches who are free of these responsibilities.

10. Teacher who shoulder various academic-administrative responsibilities and teacher who do not shoulder these responsibilities do not differ with regard to the following

- Emotional Intelligence abilities:
- Knowing one's emotion
- Motivating oneself.
- Recognizing emotions in others.
- Handling relationships.
- Emotional Intelligence

11. The proportion of lowly emotionally intelligent teacher is significantly higher among Art faculty teachers as compared to the proportion of highly emotionally intelligent teacher in this faculty. This conclusion does not hold well with regard to teachers in other faculties namely: Commerce, Education Law and Science.

Pandey T.C. (2002) studied Emotional Intelligence and attitude towards modernization of Kumauni Adolescents in relation to some socio-familial and educational factors. Some conclusions arrived at by Pandey, T.C. on the basis of his research findings were as follows:

1. In general cast wise groups of adolescent students do not differ in their over-all-Emotional Intelligence. The only exceptions are Brahmin students and Rajput students who differ with regard to the variable 'motivating oneself'. The former group is higher in this ability as compared to the latter group.
2. Rural students and urban students do not differ in their Emotional Intelligence.

3. Economic status wise groups of adolescent students do not differ in their Emotional Intelligence.

4. Family size wise groups of adolescent students do not differ in their Emotional Intelligence.

5. Birth order wise groups adolescent student do not differ in their Emotional Intelligence.

6. Science stream adolescent student and Arts stream adolescent students differ from one-another with regard to the following Emotional Intelligence abilities:
   a. Overall Emotional Intelligence
   b. Managing emotions.
   c. Motivating one self.

7. Science stream adolescent students and Arts stream adolescent student do not differ from one another with regard to the following Emotional Intelligence abilities:
   a. Knowing one's Emotion
   b. Recognizing emotional in others.
   c. Handling Relationship

8. Adolescent students who are very high in academic achievement are significantly high in Emotional Intelligence as compared to adolescent students who are high in academic achievement and adolescent students who are moderate in academic achievement respectively.

9. Adolescent who are very high in academic achievement are significantly high in 'motivating one-self' as compared to adolescent students who are high in academic achievement and adolescent students who are moderate in academic achievement respectively.
10. Achievement in mathematics wise two extreme groups i.e. 'very High Achievers' in Mathematics and 'Low achievers' in Mathematics definitely differ in their emotional intelligence abilities. The only exception is the variable 'handling Relationship'.

11. Adolescent students reared-up and looked after by lowly Educated parents, Moderately Educated Parents and Highly Educated parents do not differ from one-another in their emotional intelligence abilities respectively.

12. Gender wise groups of adolescent students do not differ in Emotional Intelligence.

13. Most of the emotional intelligence abilities do have positively significant relationship with attitude towards modernization in case of the adolescent population taken into consideration.

14. The relationship between Emotional Intelligence and attitude towards modernization are significantly positive in case of both male adolescent students and female adolescent students respectively.

15. The Relationship between Emotional Intelligence and attitude towards modernization are significantly positive in case of both Arts adolescent students and Science adolescent students respectively.

A study titled "Study of Emotional Intelligence and General Intellectual Ability of Kumauni adolescents in relation to their Academic Achievement and Academic Stream was conducted by Deolal, G.N. in the year 2003". The main conclusions of the study were as follows:

1. Emotional Intelligence abilities appear to be largely unrelated to the academic achievement of the adolescent students. High achievers and low achievers do not differ in their Emotional Intelligence.

2. Academic stream wise differences are associated with difference in overall emotional intelligence ability and its various components. Students who study Science stream subjects appear to be significantly higher in overall emotional intelligence ability and its five dimensions.
3. The two variables namely Emotional Intelligence and general intellectual ability bear positive relationship which is significant at 0.05 level of significance.

4. Definitely above the average in intellectual ability adolescent students and definitely below average in intellectual ability adolescent students differ in their overall Emotional Intelligence, and in all the five Emotional Intelligence competencies.

5. Adolescent students differing in their academic achievement do not differ with regard to the nature and extent of relationship between their Emotional Intelligence and General Intellectual ability.

6. Academic stream wise both the groups of adolescent students namely Arts stream adolescents and Science stream adolescents have a significantly positive relationship between their Emotional Intelligence and General Intellectual ability.

7. Gender wise both the groups of adolescent students’ namely female adolescent students and male adolescent students bear significantly positive relationship between Emotional Intelligence and general intellectual ability. These sex wise two groups of adolescent students do not differ in their nature and extent of relationship between the variables Emotional Intelligence and general intellectual ability.

8. Area of residence wise two groups of sample adolescents namely rural adolescents and urban adolescents were found to differ in the extent of relationship between Emotional Intelligence and general intellectual ability. Rural adolescents had a significantly positive relationship between Emotional Intelligence and general intellectual ability whereas the relationship between Emotional Intelligence and General Intellectual Ability for urban students though was positive but insignificant.

9. Gender wise two gropes of sample adolescent students were found to differ in their overall Emotional Intelligence and other components of Emotional Intelligence.

10. Rural adolescent students and urban adolescent students were found to differ in their overall Emotional Intelligence motivating oneself and handling relationships respectively. The latter group of adolescent students was found to be significantly higher in the means scores than the former group with respect to these Emotional Intelligence abilities respectively.
Pandey, T.C. (2002: 53-55) and Joshi, Amita (2008: 33-34) have mentioned some important books, research papers, research works and articles which contain the theoretical narrations, researches findings, thoughts and ideas of various theorists and researchers with regard to the variable emotional intelligence. They are as follows:


Dubey, Ruchi. conducted *A Study of Relationship Between Emotional Intelligence and Achievement among Undergraduate Students* (Journal of Education Studies, Allahabad, Vol.6, No.1, 2008. pp. 46-50.) with the objectives: (i) To compare the emotional intelligence of arts and science stream students, (ii) To compare the achievements of arts stream students in view of high and low level of emotional intelligence. (iii) To compare the achievement of science stream students with high and low level of emotional intelligence. (iv) To study the relationship between emotional intelligence and achievement. The findings of the study are as follows:

1) The students of art and science stream do differ from one another on emotional intelligence. Thus it can be inferred that whether the students study humanities or science, it hardly makes any difference in their emotional intelligence.

2) Arts stream students with high and low level of emotional intelligence have equal achievement.

3) There is no significant relationship between emotional intelligence and achievement among arts and science stream students.

4) There is no relationship between emotional intelligence and achievement in various subjects.


The objectives of the study were: (i) To identify self-regulated learners among high achievers. (ii) To find out dominant components and characteristics of self-regulated learning operative in self-regulated learners. (iii) To find out specific dimensions of emotional intelligence of the self-regulated learners. (iv) To find out specific attributions of achievement motivation of self-regulated learners. (v) To compare the components July 2008 39 and characteristics of self-regulated learning among the self-regulated learners subject wise and gender wise. (vi) To compare emotional intelligence dimensions of self-regulated learners subject wise and gender wise. (vii) To compare
cognitive attributions of high achievement of self-regulated learners subject wise and gender wise. (viii) To find out relationship between self-regulated learning and emotional intelligence; emotional intelligence and cognitive attributes; and self-regulated and cognitive attributions of self-regulated learners.

The findings of the study are:

1. 87.49 percent of high achievers are identified as self-regulated learners
2. ‘Sustained Motivation’ is the most dominating dimension operative in self-regulated learners, while ‘Metacognition’ is the second dominating dimension.
3. Dominant characteristic operative in self-regulated learners are: feeling one’s own responsibility for learning, value the learning task, sharing with learned friends, internal motivation for learning, learning with comprehension, set realistic goals, revising the learned material, ability perception, keeping on goals and self-help.
4. Self-regulated learners attributed ‘efforts’ as a cause of their high achievement and success.
5. Science students are more self-regulated learners than non-science learners.
6. Girls are more self-regulated than boy learners.
7. There is no significant difference in emotional intelligence of science and non-science students.
8. Girl learners are more emotional intelligent than boys.

**Pushing, Batfowl and Singh, Mridula.** conducted a study entitled *Emotional Intelligence and Use of Coping Strategies. Psychological Studies.* (New Delhi. Vol. 53, No.1, January 2008. pp. 81-82). The purpose of the present study was to understand how people with different degree of emotional intelligence vary in use of coping strategies. The main findings of the study are:

1. The mean scores on problem solving, distraction positive and acceptance strategies showed that the subjects with high levels of emotional intelligence used these strategies more than those with low levels of it.
2. On the other hand, the subjects with lowest levels of emotional intelligence coped with their anxiety through distraction negative, religion denial or social support more than other strategies.

Panda, Amruta (2009) conducted a study on **Emotional Intelligence of Visually Impaired Adolescent girls in relation to Their Level of Aspiration and Educational Achievement**

(Deptt. Of Teachers Training & Non-Formal Education, Institutes of advanced Studies in education, faculty of Education, Jamia Milia Islamia, New Delhi-25. The objectives of the study were:

1. To find out the correlation of emotional intelligence with level of aspiration and educational achievement of visually impaired adolescent girls studying in both inclusive and exclusive settings.

2. To study the difference between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement.

The findings of the study are:

1. Emotional intelligence is more closely related with educational achievement than level of aspiration with reference to specific sample.

2. Out of five dimensions of emotional intelligence both managing emotions and empathy have very low or no correlation with level of aspiration and educational achievement.

3. The differences between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement. Significance differences were found between inclusive vs. exclusive settings and congenital vs. adventitious groups of visually impaired adolescent girls on these mentioned variables.
2.2 PART II

STUDIES REGARDING SATISFACTION WITH LIFE:

Emmons and Diener (1985) found that specifically for college students satisfaction with grades and satisfaction with romantic relationship were strong predictors of overall Life Satisfaction.

Emmons and King (1988) found that individuals high in Satisfaction With Life perceived their goals as more important and have higher probability of success whereas those low in Satisfaction With Life perceived more conflict between their goals.

Sah, Dipali (2009) studied ‘Satisfaction with life adaptability and religiosity of Secondary School Teachers in relation to their gender and academic factors’. The Findings were as follows:-

1. Scores pertaining to the first variable of the study namely Satisfaction With Life are normally distributed among the Intermediate College Teachers of Almora District.

2. Female teachers employed in the Intermediate Colleges of Almora District are significantly higher in their Satisfaction With Life as compared to their male counterparts.

3. Academic Stream wise group of Intermediate College teachers do not differ from one another in their Satisfaction With Life.

4. Teaching Experience wise differences are not associated with corresponding differences in Satisfaction With Life.

5. All the three variables of the study namely Satisfaction With Life, Adaptability & Religiosity bears a significantly positive relationship with one another with regard to the Intermediate College teachers. It means that these three variables belong to the same psychological domains for these teachers.

Pandey, M.K. (2010) investigated ‘Study of Emotional Intelligence and Satisfaction with life of Education for All (EFA) Programme Functionaries of Uttarakhand in Relation to their gender and academic factors.’
The findings indicate the following:-

1. Satisfaction with Life seems not to be associated with gender, academic stream and academic attainments.

2. Satisfaction with Life appears to be associated with professional experience. These inferences imply that Satisfaction with Life is probably independent of the variables namely gender, academic stream and academic attainments and it seems to be dependent upon professional experience.

3. Emotional Intelligence and Satisfaction With Life seem to bear significantly positive relationship with one another. It indicates that emotionally intelligent individuals tend to be more satisfied with life.

A new research has been developed by Derek Thompson. In his comment on 18 Jan 10- 2013

‘Yes, Money Does Buy Happiness: 6 Lessons from the Newest Research on Income and Well-Being’

For a long time, we knew that there was a happiness plateau, a point where more money basically stopped buying greater satisfaction. Maybe we were wrong.

People with more money have higher reported well-being, they say, all the way up to the top 10 percent of earners. Here are the 6 most interesting observations from" The New Stylized Facts about Income and Subjective Well-Being," a discussion paper by Daniel W. Sacks, Betsey Stevenson, and Justin Wolfers.

1. Richer countries are happier
2. But every next dollar won’t buy the same amount of happiness
3. Richer countries get happier as they get richer
4. There is no ‘Happiness plateau’ (or it’s much higher than we thought).
5. Europe’s lesson: A steady rising level of satisfaction from a steadily rising level of income.
6. The American exception is also a lesson: Income inequality is a tax on happiness.
Ruiz-Aranda D, Extremera N, Pineda- Galan C. conducted a study on the title, Emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress. (Faculty of Psychology, University of Málaga, Málaga, Spain.)

The objectives were:

(i) To examine the relationship between emotional intelligence (EI) and well-being indicators (life satisfaction and happiness) in a 12-week follow-up study in female student health professionals.

(ii) To examine the mediator role of perceived stress on the relationship between EI and well-being indicators. Their study found that emotionally intelligent people evaluate situations as less stressful which results in a higher satisfaction with life and happiness.

(iii) To examine the influence of perceived stress on the relationship between EI and well-being.

The findings of the study are:

(1) Participants with higher EI reported less perceived stress and higher levels of life satisfaction and happiness.

(2) The results of this study suggest that perceived stress mediates the relationship between EI and well-being indicators, specifically life satisfaction and happiness.

(3) These findings suggest an underlying process by which high emotional intelligence may increase well-being in female students in nursing and allied health sciences by reducing the experience of stress.

2.3 PART III

STUDIES REGARDING HAPPINESS:

“So what is the feeling of happiness? Is there a state of “feeling good” or “feeling bad” that is a dimension of all our waking life? Can people say at any moment how they feel? Indeed, is your happiness something, a bit like your temperature, that is always there, fluctuating away whether you think about it or not? If so, can I compare my happiness with yours?

So by happiness I mean feeling good – enjoying life and wanting the feeling to be maintained. By unhappiness I mean feeling bad and wishing things were different.

We accept the ups and downs and care mainly about our average happiness over a longish period of time.

I have showed these findings to stress the point that happiness is a feeling and that feelings occur continuously over time throughout our waking life.

It is the long-term average happiness of each individual that this book is about, rather than the fluctuations from moment to moment. Though our average happiness may be influenced by the pattern of our activities, it is mainly affected by our basic temperament and attitudes and by key features of our life situation – our relationship, our health, our worries about money.

**Writer further Explains differences in happiness between countries** It is time to take stock, looking now at countries rather than mainly at individuals. Average happiness differs among countries. So how far do the kinds of factors we have been discussing help to explain this? Surprisingly well. Using the World Values Survey we can compare happiness in fifty countries in up to four different years. It turns out that six factors, closely linked to our Big Seven, can explain 80% of the variation in happiness. The factors are the

- divorce rate
- unemployment rate
- level of trust
- membership in non-religious organizations
- quality of government
- fraction believing in God
The psychologist Daniel Goleman is right about emotional intelligence: it exists and it can be taught by parents and teachers. You may know Sir Henry Wotton’s description of the happy man, which ends:

_This man is freed from servile bands_

_Of hope to rise or fear to fall,_

_Lord of himself, though not of lands,_

_And having nothing yet hath all._

Different people have different ways of disciplining their minds and their moods—from cognitive therapy, to Buddhist mindfulness, to the Twelve Steps of Alcoholics Anonymous, to the Spiritual Exercises of Saint Ignatius. People find comfort from within, in all sorts of ways, but these generally include some system of relying for help on the deep positive part of oneself, rather than on the efforts of the conscious ego.

Some people call this source of comfort “divine,” and the previous table reports one of the most robust findings of happiness research: that people who believe in God are happier. At the individual level one cannot be sure whether belief causes happiness causes belief. But since the relation also exists at the national level, we can be sure that to some extent belief causes happiness.

**Moral and Spiritual Values** Before Darwin, most Westerners believed that God created the world, that he set the rules of moral conduct and that there was an afterlife in which virtue would be rewarded and sin punished. Now these are minority views, at least in Europe. Most people accept the theory of evolution by natural selection: humans, like stars, are products of the basic laws of physics.

As regard morality, people differ, but many people, if pushed to explain their views, consider morals to be produced by human responses to the problems of living together.

Now enter an intermediate “youth culture” unrelated to the adult world and only partly influenced by adult values. This is the result of affluence, earlier puberty and longer
education. Most children emerge relatively unharmed, but many are uncertain of their role in society.

The goal of self-realization is not enough. No society can work unless its members feel responsibilities as well as rights. This raises a fundamental question: “Why should I feel responsible for other people?” It is a totally reasonable question. Unless we can offer an answer to that question, we cannot hope to create a happier society.

Unfortunately, our current culture provides no clear answer. The decline of orthodox Christianity and then of social solidarity has left a moral vacuum. The two dominant ideas in the West are now Charles Darwin’s theory of evolution many people now conclude that to survive you have to be selfish and to look after No. I:

“the greatest happiness” as our concept of the common good. And then I show how Smithian laissez-faire (even as modified by modern economics) is not sufficient to achieve that objective.

“Create all the happiness you are able to create: remove all the misery you are able to remove.” JEREMY BENTHAM

So here we are as a society: no happier than fifty years ago.1 Yet every group in society is richer, and most are healthier. In this new land of opportunity, what are we not doing that we could?

Happiness Matters

- **Happiness in an objective dimension of all our experience.**

So happiness is a real, objective phenomenon. Moreover, good feelings drive out bad feelings and vice versa, so that happiness is a single dimension of all our waking experience, running from the utmost pain and misery at one extreme to sublime joy and contentment at the other.

- **We are programmed to seek happiness.**

One source of happiness often conflicts with another, and we choose our sources according to their comparative costs and how they benefit our happiness. Generally, what makes us happy is good for us, and has therefore helped to perpetuate the species.
This applies not only to our love of food and sex, but also to our instinctive capacity for cooperation: most, but not all, moral behavior makes a person feel better. If we are programmed to seek happiness, it is no wonder that happiness is so central an issue in our lives.

- **It is thus self-evident that the best society is the happiest.**
- **Our society is not likely to become happier unless people agree that this is what we want to happen.**

Hence the greatest happiness ideal has two functions. It can help us think dispassionately about how to organize society. And it can also inspire us with a passionate commitment to the common good. Modern society desperately needs a concept of the common good around which to unite the efforts of its members. Here is the right concept. We want to increase the general happiness and we commit ourselves to that end.

- **Humans are deeply social beings.** Friendship and marriage make people happier.
- **As social beings, we want to trust each other.**

The average happiness in one country compared with another can be largely explained by six key factors (and so can the suicide rate). These are: the proportion of people who say that other people can be trusted; the proportion who belong the social organizations; the divorce rate; the unemployment rate; the quality of government; and religious belief. Unhappily, over the last forty years levels of trust have fallen drastically in Britain and America, though not in continental Europe.

- **People are also deeply attached to the status quo.**
- **Human beings are also status conscious.**

Natural selection has planted in us the desire to do better than other people, or at least to keep up with them. This is what causes the rat race. In any race there is a fixed number of winners. For every winner there is a loser: it is a zero-sum game. This is equally true of the race for status, since the total amount of status in a society is fixed. That is one major reason why as a society we have not grown happier.
There is also another tactic for limiting the rate race: education. We are past the period of evolution when only the fittest can survive. So we should teach our young to give less value to status and more value to helping other people. This idea is not new, but it is taking a real beating in the current era of unrestrained individualism. It can only win with the backing of solid intellectual argument.

- **Human beings are also very adaptable.**

In other words, income is addictive. Suppose my income and spending rise this year: next year I will need more income still in order to achieve a given level of happiness. In fact to a large extent it is the change in income rather than income itself that affects happiness – unless you are very poor. In this respect income is very different from, say, friendship, because if I make more friends this year, that has permanent effects on my happiness – I do not take them for granted and need still more friends in the year that follows.

- **In any case extra income increases happiness less and less as people get richer.**
- **In fact happiness depends on your inner life as much as on your outer circumstances.**

Though education and practice, it is possible to improve your inner life – to accept yourself better and to feel more for others. In most of us there is a deep positive force, which can be liberated if we can overcome our negative thoughts. To develop this inner strength of character should be a major goal of education. For adults there is a range of spiritual practices that help to bring peace of mind, from Buddhist meditation to positive psychology.

A Better World: Taking Happiness Seriously So what is my picture of a better society in which people feel under less threat and less pressure, and can really exploit the end of scarcity that science makes possible? What should we do differently if we shifted our goal towards achieving a happier way of life?

- We should monitor the development of happiness in our countries as closely as we monitor the development of income.
- We should rethink our attitude on many standard issues.
- We should spend more on helping the poor, especially in the This World.
• We should spend more on tackling the problem of mental illness.

• To improve family life, we should introduce more family-friendly practices at work.

• We should subsidize activities that promote community life.

• We should eliminate high unemployment. Here tough-and-tender works best.

Finally, and perhaps most importantly, we need better education, including, for want of a better word, moral education. We should teach the principles of morality not as interesting points for discussion but as established truths to hold on to, essential for a meaningful life. We should teach the systematic practice of empathy, and the desire to serve others. This needs a proper curriculum from the beginning of school life to the end, including detailed study of role models. The curriculum should also cover control of one’s own emotions, parenting, and mental illness and of course citizenship. But the basic aim should be the sense of an overall purpose wider than oneself.

We desperately need a concept of the common good. I can think of no nobler goal than to pursue the greatest happiness of all – each person counting. This goal puts us on an equal footing with our neighbors’, which is where we should be, while it also gives a proper weight to our own interest, since we know more about ourselves than anyone else does. Of course you cannot be happy either without self-knowledge and self-acceptance. If you feel low, there are centuries-old philosophies to help. Better to seek the beauty within than to have an affair.

So happiness comes from outside and from within.

Create all the happiness you are able to create: remove all the misery you are able to remove. Every day will allow you to add something to the pleasure of others, or to diminish something of their pains. And for every grain of enjoyment you sow in the bosom of another, you shall find a harvest in your own bosom; while every sorrow which you pluck out from the thoughts and feelings of a fellow creature shall be replaced by beautiful peace and joy in the sanctuary of your soul. I call that pretty good advice.
According to an article “How Happy are you?” in The Times of India dated 22 June 2008 “Being happy depends not on so much on external circumstances as on your inner life. This means your thoughts, perceptions, beliefs, emotions, desires, dreams – your entire mental and emotional scene. Happiness is about how you react inwardly to events, what you think and believe, how you feel, how problems affects you. It may round obvious things it’s something that is often forgotten when it matters meet. We focus almost exclusively on our external lives, on getting and spending and having fun, and then wonder why we are not happy. But it’s. When our inner lives are tranquil that we are happiest and we call this inner peace.

The following narration is taken from the book titled “Emotional Intelligence” authored by Daniel Goleman and published by Bentham Books, New York in the year 1995:

Among the main biological changes in happiness is an increased activity in a brain center that inhibits negative feelings and fosters an increase in available energy, and a quieting of there that generates worrisome thoughts. But there is no particular shift in physiology save a quiescence, which makes the body recover more quickly from the biological arousal of upsetting emotions. This configuration offers the body a general rest, as well as readiness and enthusiasm for whatever task is at hand and for striving towards a great variety of goals.(p.7)

The popular notion is that “H” is proportional to “M”, where “H” is happiness and “M” is money. But what is the reality? The three countries with the highest per capita income are USA, Japan and Sweden. The same three countries have the highest rates of suicides and psychological patients, making the equation now as “H” is inversely proportional to “M”. In a happiness Survey carried out by London School of Economics a few years ago, it was discovered that the happiest country in the world was Bangladesh, having very low per capita income, India was 5th, USA and other developed countries were far behind. ‘Happiness and Peace in Everyday Life’ Lectures by Swami Nikhileswarananda Delivered On 27, 28 And 29th May, 2004 At Ahmedabad Management Association.
“A life of happiness and a life of meaning, while separate, can overlap each other when the idea of living life with purpose is seen as a long-term source of happiness. The idea that there is indeed an indefinable quality to all things in life is a very present realization that can channel present happiness into a direction for a life of meaning. While a life of happiness and a life of meaning are not one in the same, it is necessary to pursue both as a human being and to realize that happiness can lead to purpose and living a life of meaning will bring a greater retrospective happiness that outweighs present troubles. In other words, find something that brings quality to life, follow it and happiness will follow. Happiness is that somewhat elusive thing that we know is there, that we know what it's like to feel, yet it is left largely indefinable. It can be something fleeting and shallow or it can be something profound and lasting. There is happiness realized in retrospect, happiness realized in the present moment, and happiness in anticipating something in the future we know will bring us happiness”. World is Becoming a Happier Place Says Dalai Lama in Face book Twitter.

The following narration has been taken from the book titled ‘GET HAPPY NOW’ written by Jagmohan Bhanver (2004)

10 Steps to Happiness –

Step – 1: Happiness in accepting yourself as you are “When I can accept my own lapses of ethics and moralities and not see them as a danger to my existence, I will be more tolerant of lapses in others. When I admit that I am as fallible as the next person is to making errors, I will stop striking a noble pose and be more understanding.”(pg.1)

Step – 2: Happiness in accepting others as they are

“Often while judging, we attack the “Apex”, without giving a thought to the “Foundation”. The Apex is what the Foundation made it. A greater evil was once a small failing. It was fed by all of us and then it manifested itself into one single person and all of us killed him to suppress our own hand in the evil.” (pg.45)
Step – 3: Happiness in Relationships
“In any relationship, there are entities. Unless we recognize these entities and study them separately, objectively, we cannot do justice to the person. Because unless we do this, we tend to view the other person through our own behavior. We then stand to lose the other person through the loss of his/her identity.” (pg.59)

Step – 4: Happiness in Friendships
“I learn, by and by, that being a true friend means keeping my best for him. But not being afraid to share my worst. Eventually, when I become a true friend, I would become truer to myself too.” (pg.85)

Step – 5: Happiness in enjoying the moment
“Many a time, I am so intent on reaching the pot of gold at the end of the rainbow that I completely ignore the beauty of the rainbow.” (pg.99)

Step -6: Happiness in enjoying the little pleasures of life
“I forget that there would be no “Great” but for the “Little” that I so take for granted.” (pg.123)

Step – 7: Happiness in managing Pain
“When I witness a transition from summer to winter, or Spring to Autumn, I take it as a mere change of seasons. On deeper thought, I discover that as the bitter Seed was a part of the Fruit, so is Pain a part of my Existence. And as the seasons change, so does my Existence. Where Joy changes to Pain or Pain to Pleasure, is not in my purview to command.” (pg.139)

Step – 8: Happiness in Prayer & Religion
“When I recognise that I am just a part of the living ether, and my existence is both, necessary to and dependent upon the existence of others, I would have learnt the first phase of my prayer. When I can follow through this recognition in action, I would complete the second part of my prayer too. When I die but still live on in the depths of various others like myself and those unlike me, my prayer would be complete.” (pg.153)
Step – 9: Happiness in Tolerance

“Very often, we clothe the truth in the raiment of our own perceptions and it is lost to our senses. Then, one day, a stormy wind blows, and takes away the obfuscating garments one by one, and reveals in all its nakedness what was hidden – the Truth!” (pg.169)

Step – 10: Happiness in the quest for Peace

“The Secret of Life is within all of us –You merely need to choose to search within.” (pg.189)


Findings: The results revealed that a large majority of students reported themselves to be happy. They felt “good” and “elated” when they were happy. Being in the company of family and friends, successful completion of task and duties was reported as some of the important sources of their happiness. They also described their happiness in terms of happiness of their family members, fulfilment of desires and company of friends. These results have implication for conceptualizing and reorienting education to make it more meaningful.

Joshi, Bhuwan Chandra, conducted a study in the year 2010, titled “Study of Spiritual Intelligence, Emotional Intelligence related Abilities and Happiness of Prospective teachers in relation to some Socio – Familial and Educational Variables.”

Some important conclusions derived from this study are being presented below:

1. The scores pertaining to the three variables namely Spiritual Intelligence, Emotional Intelligence related Emotional Literacy and Happiness are approximately normally distributed with regard to the sample prospective teachers taken in to consideration in this investigation.
2. Gender wise two groups of prospective teachers i.e. male and female prospective teachers differ in their Spiritual Intelligence. Female prospective teachers are higher in their Spiritual Intelligence as compared to male prospective teachers.

3. Caste wise two groups of prospective teachers i.e. Unreserved category of Hindu and Reserved category of Hindu differ in their Spiritual Intelligence. Unreserved category of Hindu prospective teachers tends to be significantly higher in Spiritual Intelligence as compared to the Reserved category of Hindu teacher trainees.

4. Commerce stream prospective teachers are significantly higher Spiritual Intelligence as compared to Arts stream and Science stream prospective teachers respectively.

5. Arts stream and Science stream prospective teachers do not differ in their Spiritual Intelligence.

6. Academic achievement wise three groups of prospective teachers’ namely high achievers, moderate achievers and low achievers differ in their Spiritual Intelligence. The trend is the higher the academic achievement the higher is the Spiritual Intelligence.

7. Gender wise two groups of prospective teachers i.e. male and female prospective teachers do not differ in their Emotional Intelligence. Hence it may be concluded that Emotional Intelligence is a gender free construct.

8. Caste wise two groups of prospective teachers’ i.e. Unreserved category of Hindu and Reserved category of Hindu prospective teachers do not differ in their Emotional Intelligence.

9. Prospective Teachers differing in their academic stream do not differ in their Emotional Intelligence. It means that Arts stream, Science stream and Commerce stream prospective teachers are similar to each other to their Emotional Intelligence.

10. Academic achievement wise groups of prospective teachers do not differ in their Emotional Intelligence. It may be said that Academic achievement wise groups of prospective teachers are similar in their Emotional Intelligence.
11. Gender wise two groups of prospective teachers do not differ in their Happiness. Hence, it may be said that Happiness is a gender free construct.

12. Caste wise groups of prospective teachers do not differ in their Happiness.

13. Academic stream wise three groups of prospective teachers do not differ in their Happiness.

14. Moderate achievers are higher in their Happiness scale scores as compared to low achievers. High achievers and Moderate achievers do not differ in their Happiness.

15. Spiritual Intelligence, Emotional Intelligence and Happiness of prospective teachers bear significantly positive relationship with one another.

After thoroughly surveying and studying the related literature in the form of books, research papers, articles and thesis in the concerned area a knowledge gap has been seen predominantly. In order to fulfill this knowledge gap with the rationale in the following lines the proposed study has become indispensable.

It is undoubtedly true that the educational concerns with regard to the two pillars namely ‘Learning to know’ and ‘Learning to do’ may the taken care of by the teachers possessing appropriate educational qualifications and adequate teaching skills. These educational concerns pertain to cognitive domain and affective domain as discussed and elaborated by Benjamin S. Bloom. The third domain pertains to those educational concerns which are related to ‘Learning to live together’. Such a learning may the facilitated and enhanced by those teachers only who possess ‘human qualities’ in addition to their academic attainments. These humane qualities pertain to affective domain and are concerned with ‘being needs’ as proposed by Maslow. Some of them may be identified as emotional intelligence related abilities, satisfaction with life and ability to decide to remain happy.

It needs to be mentioned here that the role of a teacher as a Torch Bearer has been emphasized by several scholars. The most important agent for building the character of a person is the teacher. Dr A. P. J. Abdul Kalam, our honorable President, in his book *India 2020 A Vision of The New Millennium* writes: ‘If you are a teacher in whatever
capacity, you have a very special role to play because more than anybody else it is you who are shaping the future generation.’ So here comes the role of the teacher as a torch-bearer. A change at the macro level is to be preceded by a change at the micro level. If we want to save the nation, we must have the development of the character of the people of the nation. Otherwise the nation cannot prosper.

It may be assumed that the affective domain related qualities like ‘Emotional Intelligence’, ‘Satisfaction With Life’ and ‘Happiness’ of teachers, particularly Trained Graduate Teachers who mainly deal with the tender minds of the adolescent children, are of paramount significance for the success of the educational endeavors. Emotional Intelligence related abilities are of prime importance for handling interpersonal as well as intra personal relationships sufficiently. Proper handling of human relationship is of utmost importance for the teachers in order to properly motivate, guide and help their students. It has been evident from the latest scenario of rapidly developing management sector also that dedication, commitment, persistence and balanced mental state etc. are now being considered to be of vital importance for the success of any task, especially when it happens to deal with ‘Humans’ directly. It suggests that if the teachers are satisfied with their life and feel happy only then they may be successful in the attainment of the objectives of Education.

Though verily a professional, the teacher’s personality, in being humane to the learners, is the core foundation of National Curriculum Framework for Teacher Education-2009, emphasizing: ‘Towards preparing Professional and Humane Teacher’. Therefore, at this juncture it is supposed to be more valuable if an empirical investigation is carried out to study the ‘Emotional Intelligence’, ‘Satisfaction With Life’ and ‘Happiness’ of Senior school Teachers in relation to Selected Socio-Educational Variables. The investigator wishes to attempt to empirically study the, ‘Emotional Intelligence’, ‘Satisfaction with Life’ and ‘Happiness’ of Senior School Teachers in relation to Selected Socio-Educational Variables in a scientific and systematic manner to understand these variables comprehensively and in the proper context.
2.4 PART IV  
HYPOTHESES:-  

On the basis of theoretical narrations mentioned in Chapter I with regard to the variables of the present investigation and the review of relevant studies mentioned in this Chapter, it was possible to frame directional hypothesis with regard to the attainment of some of the objectives of the study. However, it was thought to be more appropriate to frame non directional null hypotheses so that two tailed statistical testing may become possible. Beside this, this approach is statistically more sound and helps the investigator to remain unbiased and objective. Hence it was decided to frame the hypotheses in the null form. Fifteen null hypotheses were framed to initiate the study and these have been mentioned below:

1. Senior Secondary School Teachers grouped on the basis of sex do not significantly differ in their Emotional Intelligence.

2. Senior Secondary School Teachers grouped on the basis of occupational status of spouse do not significantly differ in their Emotional Intelligence.

3. Senior Secondary School Teachers grouped on the basis of educational status of spouse do not significantly differ in their Emotional Intelligence.

4. Senior Secondary School Teachers grouped on the basis of academic stream do not significantly differ in their Emotional Intelligence.

5. Senior Secondary School Teachers grouped on the basis of teaching experience do not significantly differ in their Emotional Intelligence.

6. Senior Secondary School Teachers grouped on the basis of sex do not significantly differ in their Satisfaction with Life.

7. Senior Secondary School Teachers grouped on the basis of occupational status of spouse do not significantly differ in their Satisfaction with Life.

8. Senior Secondary School Teachers grouped on the basis of educational status of spouse do not significantly differ in their Satisfaction with Life.
9. Senior Secondary School Teachers grouped on the basis of academic stream do not significantly differ in their Satisfaction with Life.

10. Senior Secondary School Teachers grouped on the basis of teaching experience do not significantly differ in their Satisfaction with Life.

11. Senior Secondary School Teachers grouped on the basis of sex do not significantly differ in their Happiness.


13. Senior Secondary School Teachers grouped on the basis of educational status of spouse do not significantly differ in their Happiness.

14. Senior Secondary School Teachers grouped on the basis of academic stream do not significantly differ in their Happiness.

15. Senior Secondary School Teachers grouped on the basis of teaching experience do not significantly differ in their Happiness.

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