CHAPTER II

REVIEW OF RELATED LITERATURE

*When awareness is brought to an emotion,*

*Power is brought to your life.*”

– Tara Meyer Robson

2.1 INTRODUCTION

Review of related literature refers to the analysis of writings of authorized authorities and of previous researchers in the particular area. The literature review is an integral part of entire research process since it provides valuable contribution at every stage of research. Related literature review helps the researcher in establishing the theoretical roots of the study and in developing appropriate methodology. It helps to enhance and consolidate the knowledge base and to integrate the findings of the study with existing body of knowledge. In research comparing the findings with parallel researches is important and hence the significance of literature review.

Apt use of related literature provides better understanding of the problem and its important aspects. It ensures the avoidance of unnecessary duplication. Survey of related literature gives ideas, theories and explanations beneficial in formulating the problems, defining the variables, stating hypotheses, designing research methodology, interpreting the results. While reviewing the related literature, only those studies that are clearly relevant, completely executed and precisely reported should be taken into account.
2.2 SIGNIFICANCE OF REVIEW OF LITERATURE

At higher level of academic research a thorough integration of research findings with the existing literature is essential to check the validity of research. The literature in any field provides the foundation on which all future work will be built. Survey of related literature equips the investigator with adequate information regarding the field in general and problem in particular.

Survey of related literature is an essential prerequisite to actual planning and execution of any research project since it helps the researcher in avoiding duplication, in getting benefit from similar studies in terms of methodology, tool adoption, data collection, their organization and interpretation. Those in charge of intellectual and emotional development of children should secure the best available information concerning learning, teaching and research.

To summarize the benefits of related literature review

1. Enables the researcher to define his problem
2. Helps to identify the limits of the study
3. Equips to state the objectives clearly and concisely
4. Orient the researcher to avoid unimportant problem areas
5. Avoids unintentional duplication of well established findings
6. Adoption of correct methodology, research design and statistical techniques
7. Gains knowledge about recommendation of previous researches for further research
8. Provides greater understanding of the problem and its crucial aspects along with healthy guidance during the course of research

Narrows the gap between old and new knowledge
Steps involved in conducting a literature review obtain the best benefit are

1. Search for relevant literature in your specific area of study
2. Thorough understanding of literature selected
3. Development of a theoretical framework of selected literature
4. Designing a conceptual framework of chosen literature

Keeping in view the significance of surveying related literature and to cover both the national and global views and inferences drawn by previous researchers on the subject, the researcher investigated both Indian and Foreign studies.

The investigator made an earnest effort in identifying comparative studies on emotional intelligence of adolescents and demographic variables like gender, family structure, birth order, and the number of siblings, parental education and parental occupation, besides other studies on Emotional Intelligence.

2.3 LITERATURE REVIEW


The main objective of the study was to determine the level of emotional intelligence among adolescents (Standard IX, age 14 – 15 years). Emotional Intelligence Scale (EIS) by Hyde et al (2001) used for data collection consists of 34 items which measures ten factors of emotional intelligence. The various dimensions of Emotional Intelligence considered for the study are – self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, and altruistic behaviour. Statistical analysis revealed that boys are significantly better than girls in self motivation, integrity, self development and value orientation. Composite scores of emotional intelligence of boys is found to be higher than
that of girls. Boys are seen to be better able to make intelligent decisions and have more control over their feelings as compared to adolescent girls. Boys are aware of their weakness and are more goal oriented. They also possess lot of confidence. Adolescent boys are more popular and better linked with peers. According to the study honesty and integrity of boys are higher than that of girls during adolescent period.

Hence the null hypothesis which states that “There is no significant difference between adolescent boys and girls on Emotional Intelligence (factor-wise)” is partially accepted. “There is no significant difference between adolescent boys and girls on Emotional Intelligence (composite score)” is rejected.

2. **Dr.Surender Sharma and SumanLata (2013) – “Comparative Study of Emotional Competence among Students in relation to their Gender and Type of Institute”**

Major objective of the study was to compare emotional intelligence of students studying in KendriyaVidyalaya and Non KendriyaVidyalaya Schools in Ludhiana District. Sample constituted of 100 KV and 100 Non KV students of Standard IX. Emotional Competence Scale by R. Bharadwaj and H.C. Sharma (1998) used, contains 30 items which measured different dimensions of emotional intelligence. The study revealed that gender does not affect emotional competence and emotional intelligence of KV students is significantly more than that of Non KV students. This shows healthy environment of school play a major role in the personality development of pupils. CBSE curriculum which introduced life skill programs helped KV students to become more emotionally competent. State board should also implement such activities in their curriculum.

3. **Rita Chopra and PoonamNangru (2013) – “A Study of Family Relationship in Relation to Emotional Intelligence”**
The objectives of the study was to explore the relationship between

1) Parental acceptance behaviour and Emotional Intelligence of students
2) Parental concentration behaviour and Emotional Intelligence of students
3) Parental avoidance behaviour and emotional intelligence

Descriptive survey method of research is used in the execution of present study. 300 students of class IX from DAV public schools of 4 districts of Haryana was the sample and was chosen by simple random sampling. Family relationship Inventory by G.P. Sherry and J.C. Sinha (1987) and Emotional Intelligence Scale by Anukool Hyde, SanjyotPethe and UpinderDhar (2002) are the tools used. According to statistical analysis hypothesis that there exists significant relationship between parental acceptance and emotional intelligence of students stands accepted. Sub-variables of emotional intelligence vizself awareness, emotional stability, self development, value orientation, commitment and emotional intelligence show significant relationship with parental awareness. The hypothesis that there exists significant relationship between parental concentration behaviour and emotional intelligence of students is retained. There exists a positive relationship between commitment and parental concentration. There exists a negative significant relationship between parental avoidance behaviour and emotional intelligence of students.


The broad aim of the study was to measure the emotional intelligence of adolescents and to evaluate the extent to which overall adjustment (life skills) is influenced by emotional intelligence. A partially purposive sampling was done among 13 – 19 age group to get 100 adolescents with male female ratio 1:1 from randomly selected schools in Nagpur city. To assess the variables Adjustment Inventory for College Students (A.K. Sinha and R.P. Singh), Emotional Intelligence Scale (Anukool Hyde and SanjyotPethe) were used. In accordance with hypotheses the data gathered was subjected to t test treatment and
correlation was employed. The results indicate that girls at 0.01 level significantly higher emotional intelligence than boys. Weak but a positive correlation exists between emotional intelligence and overall adjustments in adolescents.

5. **Shalini Rajput (2013) – “A Comparative Study of Emotional Intelligence and Self Confidence among the Able and Disabled Students at Secondary School Level in Haryana”**

The focus of the study was to examine the emotional intelligence and self-confidence among the abled and specially-abled peers at secondary schools in Haryana, using descriptive research method. By random sampling 140 students with equal number in each category was selected. Gender ratio in each section was 1:1 Mangal Emotional Intelligence Inventory (Dr. S.K. Mangal and Mrs.SubhraMangal), Self Confidence Inventory (M. Basavanna) were used as tools for the study.

All hypotheses stated that there exists a significant difference between disabled and able bodied students in terms of self confidence and emotional intelligence and in all cases able bodied students secured significantly high score. Summary of category and variables studied are as below
<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a) Self Confidence</td>
<td>Able bodied and Disabled students</td>
</tr>
<tr>
<td>b) Self Confidence</td>
<td>Able bodied and Disabled male students</td>
</tr>
<tr>
<td>c) Self Confidence</td>
<td>Able bodied and Disabled female students</td>
</tr>
<tr>
<td>2. a) Emotional Intelligence</td>
<td>Able bodied and Disabled students</td>
</tr>
<tr>
<td>b) Emotional Intelligence</td>
<td>Able bodied and Disabled male students</td>
</tr>
<tr>
<td>c) Emotional Intelligence</td>
<td>Able bodied and Disabled female students</td>
</tr>
</tbody>
</table>

6. Dr. Ajay Kumar Attri and Brijesh Kumar Rai (2013) – “Emotional Intelligence of Visually Impaired Adolescents Studying in Inclusive and Exclusive Settings”

The specific objectives of the study can be summarized as given below
Study/ compare emotional intelligence of visually impaired
1) Adolescents studying in inclusive settings
2) Adolescents studying in exclusive setting
3) Adolescent boys studying in inclusive and exclusive setting
4) Adolescent students studying in inclusive and exclusive setting

Descriptive survey method was adopted on 120 (60 boys and 60 girls), 30 boys and 30 girls from inclusive setting and remaining from exclusive setting. S.K. Mangal and Mrs.SubhraMangal Emotional Intelligence Inventory was used
to assess emotional intelligence in areas namely intra personal awareness, interpersonal awareness, intrapersonal management and interpersonal management.

The t value showed significant difference at 0.05 level in emotional intelligence of boys in inclusive and exclusive setting with boys studying in inclusive setting having higher emotional intelligence than their counterpart. Students studying in inclusive setting are found to have significantly high Emotional Intelligence at 0.01 level than students in exclusive setting. All remaining null hypotheses are accepted.


The researchers made an attempt to examine relationship between emotional intelligence and academic achievement motivation among adolescents. The study had an objective as to investigate emotional intelligence of students with high, average and low achievement motivation. Sample contained 48 boys and 57 girls randomly selected. Tools of the study were Academic Achievement Motivation Test (Dr. T.R. Sharma), Emotional Intelligence Inventory (Dr. S.K. Mangal and Mrs. Shubra Mangal). Based on achievement test norms sample was segregated as high, average and low group of academic achievement motivation among total sample and both boys and girls.

There is low positive correlation between emotional intelligence scores and high and average levels of academic achievement motivation. For the total sample, emotional intelligence is negatively correlated with low level of academic achievement motivation. In case of boys, there is positive correlation between Emotional Intelligence and high, average and low levels of academic achievement motivation. For girls, negative correlation is found between Emotional Intelligence and high and low levels of academic achievement
motivation. Girls of average level of academic achievement motivation are positively correlated with emotional intelligence.

8. Dr. Anju Sharma, Dr. Madhu Sahni (2013) – “Emotional Intelligence in Relation to Home Environment and Personality of Adolescents”

The present investigation endeavoured to assess the level of emotional intelligence of adolescents and to explore the influence of home environment, personality and their interaction on emotional intelligence of adolescents. The respondents of the study were students of class IX and X of age group 14 – 16 years from secondary schools in Haryana. Sample size used for study for the realization of objectives was 300. Only extreme ends were taken into consideration. Home environments and personality were the independent variables. Extreme grouping of home environment was set by using formula Mean ± SD. Extroverts and introverts were the two groups in Personality. ANOVA (2 x 2 factorial design) was used to find the interaction effect of home environment and personality on emotional intelligence of adolescents.

Majority of adolescents 45.33% had moderate level of emotional intelligence. Various dimensions of home environment studied are control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection, permissiveness. Analysis showed t ratio of emotional intelligence on all dimensions of home environment is significant except on conformity. Extroverts are found to have high emotional intelligence as compared to introverts. Regarding interactional effects the joint effect of factors protectiveness and personality, conformity and personality deprivation of privileges and personality permissiveness and personality is found significant on emotional intelligence.

9. Dr. Sureshchandra R. Joshi (2013) – “A Study of Risk Taking Behaviour of Adolescent Students in Relation to Emotional Intelligence”
Objective of the research was to study the relationship between emotional intelligence and risk taking behaviour of boys and girls in senior secondary schools. Investigation was carried out by descriptive research design with a sample of 200 students studying in XI and XII classes of secondary schools of Palanpur City of Gujarat state. For statistical analysis product moment coefficient of correlation was used.

Findings are summarised as below
1) Positive relationship exists between emotional intelligence and risk taking behaviour of adolescent students.
2) Boys exhibit positive relationship between risk taking behaviour and emotional intelligence.
3) No relationship is seen between emotional intelligence and risk taking behaviour of girls.
4) Positive relationship is found between emotional intelligence and risk taking behaviour of students with high emotional intelligence
5) Average and low emotionally intelligent students do not show a risk taking behaviour.


The research was undertaken to examine the social and emotional maturity of adolescent boys and girls of Pantnagar and to investigate if statistical differences exist in the social and emotional maturity of respondents across gender. Sample contained 277 class IX students. Using self designed questionnaire socio – demographic details of the respondents were collected. Social Maturity Scale development by Nalini Rao was administered to assess the social maturity of chosen sample. The three domains of social maturity studied were personal adequacy, inter-personal adequacy and social adequacy.
Emotional Maturity Scale by Y. Singh and M. Bhargava measured the emotional maturity of respondents. The tool assessed emotional stability, emotional progression, social adjustment, personality integration and independence. Statistical analysis was done by computing arithmetic mean, standard deviation, z-test and correlation coefficient.

Girls were found to be more socially adequate than boys. Insignificant difference is seen in overall emotional maturity of adolescents across gender except on social adjustment component. Boys showed better social adjustment ability than girls. For entire sample, all components of emotional maturity and eventually overall emotional maturity was significantly and positively correlated with all the components of social maturity.

11. Mahmood Ahmad Khan and Ishfaq Ahmad Dar (2013) – “Emotional Intelligence of Adolescent Students with Special Reference to High and Low Socio Economic Status”

Investigators examined the emotional intelligence of 100 (50 + 50) Standard IX students belonging to high and low socio-economic status. In this study, students who have scored 75 percentile and above on Kashmiri adaption of SES Scale (rural), Pareek and Trivedi by Khan (1995) constituted high socio-economic students. According to the same scale, the students scoring 25 percentile and below belonged to low socio-economic status. Sample subjects consist of only boys. Ten factors of emotional intelligence, self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour information was gathered using Emotional Intelligence Scale by Hyde et al (2001). Inferential analysis was done by computing t-test.

For factors like self awareness, emotional stability, integrity, significant difference exists at the 0.01 level between students of high and low socio-economic status. At the 0.05 level significant difference is proved for factors –
self motivation, managing relations, self development and commitment. Difference in mean of emotional intelligence on factors like empathy, value orientation and altruistic behaviour is insignificant between high and low socio-economic groups. There is a remarkable difference between the two groups on composite score of emotional intelligence. The high socio-economic status group have high level emotional intelligence, composite and factor-wise score.

12. Anupama Katoch (2013) – “A Study of Emotional Intelligence of Adolescent Students in Relation to the Type of School”

The objectives of the study can be summarized as below –
To compare emotional intelligence of
1) Government and private secondary school students
2) Rural and urban secondary school students
3) Boys and girls

Null hypothesis was formulated for realization of each objective. Investigator gathered data from 152 male and 148 female students of class XI and XII in Shimla district using emotional intelligence inventory (Dr. S.K. Mangal and Mrs. Shubra Mangal). T test was used to test the hypotheses.

Emotional intelligence of private school students was found to be significantly high as compared to government school students. Rural and urban secondary school students as well as adolescent boys and girls as per this study do not differ significantly on emotional intelligence.


The study focussed on assessing the emotional intelligence level of high school students with specific objectives of analysing the Emotional Intelligence
sub-constructs – emotional self-awareness, emotional expression, emotional reasoning, and emotional self-management. The study explored the level of Emotional Intelligence on the basis of gender and subject (Science, Commerce, Arts) chosen and the impact of Emotional Intelligence on academic performance of high school students.

Findings of the study are
1. Science stream students recorded highest level of Emotional Intelligence
2. Superior level of Emotional Intelligence among boys in comparison to girls
3. Emotional self control and emotional self management is seen low among Sri Lankan adolescents. High school students face a lot of emotional challenge in a competitive academic environment. Research result highlighted the importance of focussing on emotional stability of high school students.


The study focussed on the impact of self-awareness, emotional management, self-motivation, empathy, interpersonal skills on secondary school students’ achievement. Statistical analysis revealed that a positive significant relation exists between emotional intelligent elements like self awareness, self motivation, empathy and academic achievement. No significant relation is found to exist between emotional management, interpersonal skill and academic achievement.

In the study, Emotional Intelligence was assessed on the basis of dimensions – self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour and family relationship in terms of perception of parental attitudes viz. acceptance, concentration and avoidance. The findings reveal

1. Healthy family relationship greatly influence Emotional Intelligence of adolescents
2. Significant positive relationship between Emotional Intelligence and parental acceptance
3. No significant relationship between Emotional Intelligence and parental concentration
4. Significant negative correlation between Emotional Intelligence and parental avoidance


The research was carried out among Iranian students (age 12 – 15 years) in Tehran, Iran. Emotional conception and appraisal, emotion regulation, emotion utilization are areas measured to determine Emotional Intelligence using EIS (Schutte 1998). Adolescents belonging to smaller family showed higher Emotional Intelligence scores in social skills. The study revealed that early adolescents having less family members have higher emotional intelligence. Three groups of family size (being the only child, with one sibling in the family and with two or more siblings in the family) were compared.


Dimensions tested in the study are patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour
and memory. Sample consisted of 40 single child participant and 40 children with siblings. The study explored whether there is significant difference between social intelligence of single child and child with sibling. Statistical analysis of the investigation revealed that social intelligence of child with sibling is significantly high in comparison to that of single child. Single child proved to be more confident than children with siblings. Children with siblings showed significantly high score on dimensions like patience and sensitivity than those participants who do not have any sibling.


The study explored the influence of emotional intelligence on academic self-efficacy and achievement. Sample was 150 undergraduate students of mean age 19 years. Emotional intelligence questionnaire by Schutte et al (1998) was used to measure Emotional Intelligence. Academic Confidence scale constructed by Sander and Sander (2003) was used to measure participants' academic self efficacy. Academic achievement was measured using students' first semester examination results. Positive significant relationship was found between academic achievement and emotional intelligence, and also between academic achievement and academic self efficacy.


The researcher explored whether there is significant difference between boys and girls in their emotional intelligence. A comparative study was done among school going adolescents of English, Assamese, Hindi and Bengali medium schools. The descriptive survey method was employed on 200 Standard X students. Data analysed quantitatively using appropriate statistical techniques showed that
1) Adolescents of Guwahati have average level of emotional intelligence
2) Emotional intelligence of girls is significantly greater than that of boys at the 0.01 level.
3) Though English medium adolescents have high emotional intelligence score than Assamese medium adolescents the difference in Emotional Intelligence is not significant.


The present study was undertaken to find out whether status given to an adolescent by birth mould his emotional intelligence or not. This study explored whether emotional intelligence is affected by various ascribed status of adolescents like sex (male and female), locality (urban and rural), family type (nuclear and joint) or not.
Hypotheses of the study were as follows

1) It is likely that there is no effect of sex, locality and family system on emotional intelligence taken as criterion.

2) It is likely that there is no triple interactional effect of sex, locality and family system on Emotional Intelligence taken as criterion.

Sample constituted 103 boys and 107 girls of Standard IX from 6 urban and 7 rural government schools of Jammu district. Sample was selected through purposive sampling. On the basis of problem and purpose of the study Mangal Emotional Intelligence Inventory was adopted. In order to realize the aims of the study, Barlette’s Test of Homogeneity and Analysis of Variance were applied.

The results can be summarized as below

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Significance</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex (A)</td>
<td>Not significant</td>
<td>No significant difference in Emotional Intelligence between boys and girls</td>
</tr>
<tr>
<td>Locality (B)</td>
<td>Significant at 0.01 level</td>
<td>Rural students found more emotionally intelligent than urban student</td>
</tr>
<tr>
<td>Family System (C)</td>
<td>Significant at 0.01 level</td>
<td>Adolescents of joint more emotionally intelligent in comparison to students of</td>
</tr>
</tbody>
</table>
The triple interactional effect of sex, locality and type of family has come insignificant. Hence there is insignificant cumulative effect of sex, locality and type of family on emotional intelligence of class XI students.


To find out differences in the levels of adjustment and emotional maturity among first and final year undergraduates was the main objective of the study. The investigator hence had the hypothesis that final year students would be better adjusted and more emotionally matured compared to first year students. Fifty first year and 50 final year (BA/BCom) students of age group 17 – 22 years were taken as sample. Institutes were chosen conveniently and subjects were selected randomly.

Adjustment Inventory for College Students (AICS, Sinha and Singh, 1995), Emotional Maturity Scale (EMS Singh and Bhargava, 1991) were administrated to illicit respondents score on variables studied. An unstructured interview was conducted with each of the students to know more about their experience in the college.

Areas of adjustment studied involve home, health, social, emotional and educational. The results of the study showed that final year respondents possessed moderate level of adjustment in almost all areas of adjustment. There was significant difference in all five areas between first year and final year student with overall adjustment of final year students better than that of first year students.

Emotional maturity of first year students were found significantly less than that of final year students in all variables i.e. emotional instability, emotional...
regression, social maladjustment, personal disintegration and lack of independence.


The study explored the relationship between emotional intelligence and academic motivation. Comparison of emotional intelligence of students with high, moderate and low academic motivation was done using a sample of 156 class IX students of Allahabad city. Academic motivation inventory of J.P. Srivastava and Test of Emotional Intelligence by K.S. Misra were used as tools for the study. Product moment coefficients of correlation and ANOVA were computed for the analysis of data. Significant positive correlation exists between emotional intelligence and academic motivation among both boys and girls. Values of F ratio showing the difference of emotional intelligence of students with high, moderate and low academic motivation are significant. Hence null hypothesis that students with high, moderate and low academic motivation do not differ from one another on emotional intelligence stands rejected. Students with high academic motivation had high emotional intelligence as compared to students with low academic motivation.

23. Rinju George and Baby Shary (2012) – “Role of Emotional Intelligence on Stress and Coping of Gifted Adolescents”

Researchers investigated the role of emotional intelligence on stress and coping mechanisms of gifted adolescents. Sample contains 60 males and 85 females in the age group of 13 – 17 years. Participants were selected from schools of Kannur, Calicut and Malappurum. The present study attempts to determine whether stress and coping style of gifted adolescents differ significantly as per their levels of emotional intelligence (high, average, low). To realise the purpose of the study, the hypotheses was formulated as below

Stress of gifted adolescents and their coping style differs significantly as per their level of emotional intelligence.
Advanced Progressive Matrices (Raven, 1962), Stress among Gifted Adolescents Scale (Rinju George and Baby Shary, 2011), Adolescent Coping Pattern Scale (Rinju George and Baby Shary, 2001) were used to collect data. Collected data was put to SPSS version 16 for statistical analysis. One way analysis of variance revealed that emotional intelligence has a significant influence on total stress scale.

Scheffe test was conducted to do intergroup comparison and the results showed that low emotional intelligence results in high stress and high emotional intelligence results in low stress. The results of the study also showed that there exists significant difference between low, average and high emotional intelligence group on variable problem focussed coping and emotion focussed coping value is not significant.

The study concluded that stress and coping patterns of gifted adolescents differs significantly as per their levels of emotional intelligence.


Researchers made an attempt to find out emotional maturity of higher secondary students, understand their achievement in Economics, analyse whether there is any significant difference between the selected pairs of sub samples in terms of emotional maturity and achievement in Economics. For the realisation of objectives, normative survey method was undertaken on a sample (N = 1060). Emotional Maturity Scale constructed and validated by K.M. Roma Pal (1984), Academic Achievement Test Questions for Economic Subject prepared by the investigator were the tools used to get required data for further analysis.
Mean and SD of obtained scores followed by independent t test gave the following results.

Higher secondary students are extremely emotionally unstable but have high achievement in Economics. Gender-wise comparison on emotional maturity reveals that females are significantly more matured than their counterparts. No significant difference is found between rural and urban students with respect to their emotional maturity and achievement. Type of school (Government/ Aided) has no significant impact on emotional maturity as well as achievement in Economics of higher secondary school students. Hosteller is significantly more mature than a day scholar though no such difference is seen in achievement. Female students have significantly high score than their counterparts in achievement.

25. **Saroja Bai (2011) – “Study of Anxiety Proneness and Emotional Intelligence in Relation to Academic Achievement of Pre-University Students”**

To study anxiety proneness in relation to academic achievement, emotional intelligence in relation to academic achievement and relationship among anxiety proneness, emotional intelligence and academic achievement of Pre-University College Students were the objectives of this research. Dimensions of emotional intelligence studied were self awareness, self regulation, motivation, empathy and social skills. Emotional Intelligence Scale for Adolescents constructed by the investigator, Sinha’s Comprehensive Anxiety Test (AKP Sinha and LNK Sinha, 1995) were administrated on sample (N = 500) selected using stratified random sampling technique. Mean, Standard Deviation, t-test, Correlation Coefficient, ANOVA were used for data analysis.

Results of the study indicate that
1) Science students have higher academic achievements and emotional intelligence than Arts and Commerce students.
2) Anxiety proneness is significantly high in Arts students than in others.
3) Science students have higher self-awareness, self-regulation and social skills compared to Arts and Commerce students.


The study was conducted on 120 students of age group of 16 – 18 years in Hisar district of Haryana. Sample selected randomly from selected schools of urban and rural area of the district. Objective of the study was to evaluate emotional intelligence level of sample and its relation with their adjustment. Adjustment was the dependent variable whereas emotional intelligence, personal and socio-economic details were independent variables. Emotional intelligence was assessed using the test developed by Hyde and Dethe (2002). Adjustment Inventory by Sinha and Singh (2007) was used to measure adjustment ability of students. Personal and socio-economic details were gathered by interview schedule. Percentage, z-test, correlation coefficient were computed to draw statistical inference.

Emotional intelligence percentage details reveal that the maximum percentage of sample was in the range of normal to high category of emotional intelligence. Higher percentage of rural against urban counterpart respondents had average to excellent adjustment. Gender-wise, females displayed better emotional intelligence and adjustment than boys. Emotional intelligence and adjustment of adolescents were found to be significantly correlated. Dimensions of adjustment chosen for study were overall adjustment, emotional adjustment, social adjustment and educational adjustment. Overall emotional intelligence, self autonomy, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, altruistic behaviour were the domains considered for emotional intelligence. The sub-aspects of adjustment and emotional intelligence had significant correlation with each other.
except self development domain of emotional intelligence with various aspects of adjustment.

27. Garima Gupta and Sushil Kumar (2010) – “Mental Health in Relation to Emotional Intelligence and Self Efficacy Among College Students”

Investigators explored the relationship of mental health with emotional intelligence and self efficacy of college students. They examined the difference between male and female college students in terms of mental health, emotional intelligence and self efficacy. A comparative study was conducted for Science and Arts students for same variables. Sample is comprised of 100 male and 100 female students of Kurukshetra University.

The tools used for data collection were
1) Mental Health Inventory (Jagdish and Srivastava, 1983)
2) Emotional Intelligence Scale (Rambir, 2007)
3) Self Efficacy Questionnaire (Peter Muris, 2001)

Mean, SD, and t value were computed for mental health, emotional intelligence and self efficacy on gender basis as well as faculty basis. Results summarized as follows
1) Mental health is positively correlated to emotional intelligence and self efficacy.
2) Male and female students differ significantly on mental health, emotional intelligence and self efficacy proving statistically that gender affects mental health, emotional intelligence and self efficacy.
3) Subject-wise comparative study revealed that academic stream do not affect mental health, emotional intelligence and self efficacy and their dimensions.

The study was taken up to assess the level of emotional intelligence of school going tribal adolescents of 16 – 18 years. Sample consisted of 30 boys and 30 girls. Information regarding age, sex, family type, family income, educational and occupational status of parents were elicited using Performa made by investigators. Emotional intelligence was assessed using Mangal Emotional Intelligence Inventory (2004).

Percentage distribution of emotional intelligence among tribal adolescents showed following results

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>0.00</td>
</tr>
<tr>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>Average</td>
<td>35.00</td>
</tr>
<tr>
<td>Poor</td>
<td>55.00</td>
</tr>
<tr>
<td>Very poor</td>
<td>6.67</td>
</tr>
</tbody>
</table>

Emotional intelligence of tribal adolescents was found to be poor mean scores of emotional intelligence of boys are significantly higher at 0.05 than that of girls’ Emotional Intelligence level.

29. Dr. (Mrs.) Deepali Sharma and Miss Anupama Pal (2010) – “Study of Emotional Intelligence in Different Educational Status in Adolescents with Special Reference to Sex”

The present study has following objectives

To study the differences between
1. Adolescent boys and girls
2. Undergraduate students (male and female)
3. Postgraduate students (male and female)
The study was conducted on 120 students of age group 17 – 21 years. According to the study, statistically no significant difference exists between adolescent boys and girls regarding emotional intelligence. At undergraduate and postgraduate status, no significant difference is found between male and female emotional intelligence. It is however found that adolescent boys have high emotional intelligence level in comparison to girls.


The researchers sought to investigate the relationship between emotional intelligence and academic achievement among secondary school students. The moderating influence of age, intrinsic and extrinsic motivation was also studied. A survey research design was adopted to explore the prediction of academic performance from emotional intelligence and academic motivation. (intrinsic and extrinsic motivation) of students. Sample consisted of 826 males and 737 females. The participants answered Emotional Intelligence Behaviour Inventory (Akinboye, 2004) Intrinsic and Extrinsic Motivation Scale (Lepper, Corpus and Iyengar, 1997) English Language Achievement Test (ELAT) constructed by researchers with assistance of experts in the field of English language and Mathematics achievement test. The variable of the study were Academic Achievement, Emotional Intelligence, Intrinsic Motivation, Extrinsic Motivation and Age.

Zero-order Pearson correlation between academic achievement and other variables show significant correlation. Emotional intelligence alone turned out to be the strongest predictor of academic achievement followed by extrinsic motivation and age. Students who have higher level of emotional intelligence, intrinsic and extrinsic motivation and age reported higher academic achievement.
Researchers made a comparison of EQ of children of
1. Working mothers and homemakers
2. Working mothers with fixed time schedule and working mothers with unpredictable time schedule
3. Women in service and women in business

Results of this study are summarized as follows

<table>
<thead>
<tr>
<th>Working nature of mothers</th>
<th>Effect on EQ of children</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Homemaker and working mother</td>
<td>No significance</td>
<td>Higher EQ for homemakers' children</td>
</tr>
<tr>
<td>2. Fixed work schedule and unpredictable work schedule</td>
<td>Significantly high for children of fixed schedule category</td>
<td></td>
</tr>
<tr>
<td>3. Service and business</td>
<td>No significance</td>
<td></td>
</tr>
<tr>
<td>4. Homemaker and predictable work schedule</td>
<td>Significantly high for homemakers' children</td>
<td></td>
</tr>
<tr>
<td>5. Homemaker and fixed work schedule</td>
<td>No significance</td>
<td></td>
</tr>
<tr>
<td>6. Homemaker and mothers in Business</td>
<td>No significance</td>
<td></td>
</tr>
</tbody>
</table>

The study aimed to explore and determine many psychological aspects of intuition, and its various processes and dimensions. The investigator examined the difference between male and female students with regard to intuitiveness, creativity, achievement motivation and emotional intelligence. Sample consisted of 150 males and 150 females (N = 300) of secondary school students. Intuition Scale (Smith, 2001), Creative Motivation Scale (Torrance, 1972), Emotional Intelligence Scale (Welson, 2001), Achievement Motivation Scale (Albert, 2002) are the various tools used for data collection. Male students are significantly higher than their female counterpart in creative motivation and achievement motivation. Significant difference is not seen gender-wise for intuition and emotional intelligence. Intuition and creative motivation is both sex were positively and significantly related correlation analysis indicated that intuition and emotional intelligence are positively and significantly related in both male and female students. A significant relationship exists between positive intuition and achievement motivation in adolescents. In the study emotional intelligence, creative motivation and achievement motivation were emerged as predictors of intuitive abilities.


The purpose of the study was to investigate impact of maternal employment on self concept, emotional maturity and achievement motivation of adolescents. Gender-wise comparison was made to assess the self-concept, emotional maturity and achievement motivation of adolescent children of employed and homemaker mother. One of the objectives of the study was to
determine the differential impact of mothers employed in high, middle and lower level occupations on the variables under consideration.

Sample contained 75 children of employed mothers 75 children of homemaker mothers in the age group 13 – 16 years, randomly selected from 4 schools in Hubli – Dharwad, Karnataka.

Children’s Self-Concept Scale (Ahluwalia, 2002), Emotional Maturity Scale (Singh and Bhargava, 1991), Deo – Mohan Achievement Motivation Scale (Deo and Mohan, 2002) test tools were administered on the respondents. t test and one-way ANOVA were applied to test the objectives. Following were the inferences drawn from statistical analysis

1) Children of homemakers have significantly higher achievement motivation than children of employed mothers.
2) Adolescent children of employed mothers have higher self-concept with regard to physical appearance and attributes.
3) Children of employed mothers are emotionally more mature than their counterparts.
4) Female children of homemakers have significantly higher emotional maturity than their male children.
5) Girls of employed mothers exhibit significantly higher achievement motivation than their sons.
6) Children of employed mothers at middle class occupational status possess more emotional maturity than children of mothers of upper and lower levels of occupation.

34. P. Qualter, H.E. Whitely, J.M. Hutchinson, D.J. Pope (2007) – “Supporting the Development of Emotional Intelligence Competencies to Ease the Transition from Primary to High School”

The overall aims of the study was to explore answers for following questions
1) Do adolescents high on emotional intelligence measured in terms of GPA, self-worth and a range of routinely collected school attendance and behaviour records; cope better with the transition to high school?

Can the introduction of a program designed to support the development of Emotional Intelligence skills delivered in the first year of high school increase levels of Emotional Intelligence and self worth and therefore influence school based measures as listed above?

Data collected from 169 pupils (2002 – 03 intake). This group acted as control group. The group had no Emotional Intelligence awareness raising or intervention that took place during that year.

The 2003 – 04 intake group acted as an intervention group and took part in activities designed to develop domain of emotional intelligence. Teachers of this group also attended ‘Emotional Intelligence awareness raising’ sessions. At the entry to high school, the two groups did not differ in cognitive ability test (CAT, Lohman, Hagen and Thorndike, 2003).

Emotional intelligence measured using Bar – On – EQ – i : YV (Bar – on and Parker, 2000). The self-perception profile for children (SPPC; Harter, 1985) was used to assess five self concept domain viz scholastic competence, social competence, athletic competence, physical appearance, behaviour competence and global self worth.

School reports regarding amount of home study, concentration and behaviour, GPA (Grade Point Average) across all subjects were used for analysis. General ability was used as a control variable. Results of Raven’s Standard Progressive Matrices (Raven, Court and Raven, 1990) were recorded as a percentile score to take account of age differences.

2002 and 2003 intake again completed Bar – On _ EQ – i : YV, the Harter self perception profile and Raven’s matrices. Data on authorized, unauthorized absences, lateness, academic grades and teacher concerns were collected from school data base. On basis of Emotional Intelligence score children were
classified as high, average and low. Statistical analysis was done on Time 1, Time 2, Intervention Vs Control group Emotional Intelligence high, average and low.

Overall, five of six measures of coping employed in this study endorse the view that higher (in this case high or average) Emotional Intelligence skills support young adolescents in coping with the transition from primary to high school.

Analysis of Emotional Intelligence data for intervention groups revealed a significant increase in Emotional Intelligence scores across the year for low baseline Emotional Intelligence intervention group only. Intervention program introduced into the school was not effective for those with already high levels of Emotional Intelligence. Only for subscales of scholastic and social competence there is clear evidence of greater improvement in intervention group when compared to the control group and not for subscales like athletic, physical, appearance, behaviour and global self worth.


The study was conducted on 180 female adolescents (17 – 18 years) in schools of Ludhiana city affiliated to CBSE who fulfilled the following criteria

a) Both parents were at least matric passed
b) The family was nuclear
c) Family income was Rs. 15,000 or above per month

Strategic emotional intelligence is defined as a respondents’ ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them in all age groups especially adolescents. (Mayer and Salovey, 2002). SEI was measured using MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test). Academic performance was considered based on detailed mark sheet of matriculation. Respondents were divided into three
categories – low level of understanding emotions (consider developing), competent level and high performance level in terms of SEI. Correlation of level of understanding emotions and academic performance with respect to subjects – English, Maths, Science, Social Science revealed the following results

1) Statistically significant relationship was found between strategic emotional intelligence and academic performance in Maths, Science and Social Science.
2) No relationship existed between strategic emotional intelligence and English language.
3) High achievers in English and Social Science also recorded high levels of understanding emotions while it was not in case of Maths and Science.
4) With increase in level of SEI from low to high there was an increase in academic performance levels

The study concluded that the academic performance seem to depend upon the levels of SEI along with many other factors.

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36. S. Katyal and E. Awasthi (2005) – “Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh”

The study was conducted on 150 adolescents aged 15 years studying in Standard X. Data on percentage distribution of boys and girls as well as total sample with regard to emotional intelligence revealed the following information.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligence</td>
<td>Low</td>
<td>26.66</td>
<td>20.00</td>
<td>23.33</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Good</td>
<td>61.33</td>
<td>64.00</td>
<td>62.66</td>
<td></td>
</tr>
<tr>
<td>Superior</td>
<td>12.00</td>
<td>16.00</td>
<td>14.00</td>
<td></td>
</tr>
</tbody>
</table>

T value for mean scores of emotional intelligence of boys and girls showed girls having higher emotional intelligence than boys. However t = 1.313 touched on 0.01 level and hence the finding may not be conducive but supportive of the trend. Percentage wise distribution of boys, girls and adolescents in general who fall in good emotional intelligence category are 61.33, 64.00 and 62.66 respectively. Existence of 26.66, 20.00 and 23.33 percent of each section with low EI cannot be ignored.

**37. R. Kaur and S. Jaswal (2005) – “Relationship between Strategic Emotional Intelligence and Family Climate of Punjabi Adolescents”**

Sample (N = 200) was randomly drawn from CBSE schools of Ludhiana city. Respondents were those who satisfied the below mentioned criteria:

1) Belong to nuclear family
2) Parents are alive and living together
3) Parents educated up to at least matriculation
4) Had at least one sibling alive and living with the family

Using MSCEIT – Mayer – Salovey Caruso Emotional Intelligence Test (2002) respondents’ emotional intelligence was assessed. Family climate of each subject was measured using Family Climate Scale developed by Shah (1990).
Statistical computation showed that family climate is significantly and positively related to high performance level of emotional intelligence. Pupils who scored unfavourable family climate had far less score in various dimensions of Emotional Intelligence. Results indicate that high performance level of Emotional Intelligence is strongly correlated positively with 70 percent dimensions of family climate.


Relationship between academic achievement and emotional intelligence of high school students in Huntsville was examined in the study. Sample contained 304 male and 363 female students, EQ – i – YV self report measure of Emotional Intelligence developed by Bar – On and Parker (2000) was answered by adolescents between ages of 7 and 18. EQ – i – YV records were matched with students’ academic records for the year. An overall grade-point average was calculated based on all courses taken for the entire year. Based on GPA score percentile of subjects were calculated and for the study, 80th percentile or more were considered as successful group. Students in low successful group were those with percentile on GPA 20th or less. Middle group constituted students who had GPAs between the 20th and 80th percentile.

Correlations among EQ – i : YV variables and GPA for total sample and gender-wise comparison was done. Variables of EQ assessed are interpersonal abilities, intrapersonal abilities, stress management, adaptability and total emotional intelligence.

The paper examines the potential role of emotional intelligence in academic performance and deviant behaviour at school with a sample of 650 pupils in British secondary education (mean age being 16.5 years).

Trait Emotional Intelligence Questionnaire developed by researchers, Eysenck Personality Questionnaire (EPQ – R; Eysenck, Eysenck and Barret, 1985), Verbal Reasoning Test (Administered thrice to each pupil and average of best of two performance calculated and referred this variable as IQ), Key Stage 3 Assessment (National Testing Attainment Score in English, Maths and Science), General Certificate of Secondary Education A – C marks (GCSE graded from A to G. Entry requirement of higher education is a C or above grade for GCSE), Authorized Absence Record, Unauthorized Absence Record, Exclusion from school record were the data gathering tools used for the study.

The questionnaire battery was administered in the class and additional data were retrieved from school databases. The results of the study is summarized as below

1) Emotional intelligence was significantly related to scholastic achievement.
2) Emotional intelligence had no considerable influence on Maths or Science attainment.
3) Emotional Intelligence moderated the effect of IQ on English and GCSE performance.
4) High trait Emotional Intelligence was associated with better academic performance across a range of low IQ scores.
5) Emotional Intelligence was more important for low IQ pupils.
6) Within low IQ group high trait Emotional Intelligence participants scored better in English and overall GCSE performance.
7) Trait Emotional Intelligence was negatively associated with unauthorized absences.
8) Pupils with low trait Emotional Intelligence scores were significantly more likely to have been expelled from their school.

The purpose of this study was to investigate and determine the extent of relationship between emotional intelligence and adjustment of secondary school students in transition. The investigator conducted a descriptive survey research on 200 secondary school students randomly selected from 5 secondary schools in Ibadan city, Nigeria. Based on the scores on emotional intelligence questionnaire designed by Schutte et al (1998), participants were grouped into high, moderate and low emotional intelligence categories. The Pearson Product Moment Correlation and ANOVA were employed to analyse the data. The result indicates significant relation between emotional intelligence and adjustment of the participants and confirmed that the strength of emotional intelligence has profound influence on the adjustment of the subjects. Statistical analysis showed that high emotional intelligence translates into high mean score in adjustment.

41. Anciamma Joseph and Fatima Vasanth () – “Impact of Life Skills Training on the Emotional Intelligence and Psychological Wellbeing of Adolescents”

Emotional Intelligence (interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management) of adolescents of age group 15 – 17 years in secondary schools in Chennai was measured using Mangal Emotional Inventory (2009). The objective of the study was to evaluate the psychological wellbeing and the effect of life skill training on emotional intelligence of adolescents. Psychological General Wellbeing Inventory (2009) developed by Amita Verma, Mahajan, S.K. Verma (1988) was administered on 503 students; along with emotional inventory. Those with low emotional intelligence (20 and below in percentile rank) were selected for second stage study. Hence the sample size was reduced to 202 segregating them as control group (n = 101) and experimental group (n = 101).
The researcher designed and developed life skill training program for 12 hours in different sessions for experimental group. Pre – post and follow – up test was conducted for control and experimental group and statistical computation indicated that

1) No significant difference between pre-intervention score of experimental and control group on psychological wellbeing.

2) No significant difference between post test and follow up assessment of experimental group on psychological wellbeing.

3) Significant difference in psychological wellbeing is observed between
   a) Experimental and control group on post test assessment
   b) Pre-test and post-test assessment of experimental group
   c) Pre-test and follow-up assessment of experimental group