CHAPTER - II

REVIEW OF RELATED LITERATURE

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REVIEW OF RELATED LITERATURE

2.0. Introduction

Review of related literature is a significant aspect of any research work. The research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he intends to take up a problem for research. Review of related literature is an exciting task calling for a deep insight and clear perspective of the overall fields and is a crucial aspect of the planning of the study. Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work, which has already been done in the same area.

In the words of Borg et al. (2006), the literature in any field forms the foundation upon which all future work will be built, scanning of relevant research reports guide the researcher in the right direction, highlighting the pitfalls of the earlier studies showing him the landmarks achieved. Also, a synthesised collection of previous studies helps the researcher to identify the significant overlaps and loopholes among the prior ones. The investigator can probe into with more concentration.

Best (1989) observes, a familiarity with the literature on any problem area helps the students to discover what is already known, what others have attempted to find out, what method of attack have been promising or disappointing and what problems remained to be solved. In other words, a review of related literature is very essential for an effective research and to avoid any form of duplication of work done earlier.

The investigator made a careful review of the studies done on educational research in India, research journals, handbooks, theses, encyclopedias, internet search, questia online library, websites, research abstracts, educational review, INFLIBNET, Shodganga, research studies in education uploaded in the internet by Devi Ahilya Viswa Vidhyalaya, Indore (Sixth Survey on Educational Research) and other source of information for the present study.
There has been a significant number of works done in the field of education and various teaching models. But the investigator found that less attention was given to the experience-based teaching. In the present study, the investigator tests the effect of Experiential Learning Model in developing Socio-Emotional Competencies among adolescents. In this chapter titled, ‘Review of Related Literature,’ the investigator is concentrating on those aspects which are directly relevant to the topic and necessary for the present research programme. To make the review of literature more responsive, review were categorized under three heads as follows.

a. Studies Related to Experiential Learning and Learning Styles

b. Studies Related to Social Skills, Social Intelligence and Social Competencies

c. Studies Related to Emotional Intelligence and Competencies

2.1. Studies Related to Experiential Learning and Learning Styles

Furman & Sibthorp (2013) in their article on Leveraging Experiential Learning Techniques for Transfer observed that experiential learning techniques can be helpful in fostering learning transfer. Techniques such as project-based learning, reflective learning, and cooperative learning provide authentic platforms for developing rich learning experiences. In contrast to other forms of instruction, experiential learning techniques foster a depth of learning and cognitive recall necessary for transfer. This article describes how experiential learning techniques can be used to encourage transfer of learning. First, the authors describe several of the key characteristics of experiential education and experiential learning. Second, they briefly summarize literature on learning transfer and experiential learning techniques. Third, they provide three examples of how experiential techniques may be integrated into adult education to optimize transfer in adult learning contexts.

Manolis et al. (2013) conducted a study on Assessing Experiential Learning Styles: A Methodological Reconstruction and Validation of the Kolb Learning Style Inventory to understand experiential learning. Kolb's Learning Style Model
is the most widely accepted learning style model and has received a substantial amount of empirical support. Kolb's Learning Style Inventory (LSI), although one of the most widely utilized instruments to measure individual learning styles, possesses serious weaknesses. This study transforms the LSI from a type (categorical measure) to a degree (continuous measure) style of learning style measure that is not only more parsimonious but is also easier to use than the existing LSI. Two separate studies using samples of engineering and computer science graduate students (Study 1) and undergraduate and graduate students pursuing quantitative degrees (Study 2) culminating in a corroborative multi-sample validation were employed, producing a methodologically sound option to the existing LSI. Implications for future research and guidance for learning and teaching methods are discussed.

Bergsteiner et.al. (2010) in their article on Experiential Learning Mode: Critique from a Modeling perspective stated that Kolb's Experiential Learning theory has been widely influential in adult learning. The theory and associated instruments continue to be criticized, but rarely is the graphical model itself examined. This is significant because models can aid scientific understanding and progress, as well as theory development and research. Applying accepted modeling and categorization criteria to Kolb's basic model reveals fundamental graphic syntax errors, a failure to meet modelers' graphic sufficiency and simplification tests, categorization and definitional problems relating to learning activities and typologies, misconstrued bi-polarities and flawed logic. We propose guidelines for recasting the model with a view to overcoming these weaknesses, guiding future research and theory development, and starting to integrate the disparate field of experiential learning.

Huerta & Schoech (2010) in their article on Experiential Learning and Learning Environments; the case of Active Listening Skills opined that social work education research frequently has suggested an interaction between teaching techniques and learning environments. However, this interaction has never been tested. This study compared virtual and face-to-face learning environments and included active listening concepts to test whether the effectiveness of learning
environments depends on teaching techniques. This study evaluated the effectiveness of two learning environments (virtual, face-to-face) and two teaching techniques (experiential, lecture plus discussion) on satisfaction, perception of learning gains, and learning of listening skills. Findings support that both virtual and face-to-face experiential learning are teaching techniques that can develop listening skills, but the interaction was the opposite of that originally predicted. Face-to-face learning environments provided better results than virtual learning environments only when experiential learning techniques were used.

Kolb & Kolb (2010) proposed an experiential learning framework for understanding how play can potentially create a unique lucid learning space conducive to deep learning. The case study suggests that play in a lucid learning space can promote deep learning in the intellectual, physical, spiritual and moral realms. Learners can chart their path on the learning way by developing their meta-cognitive learning capacities and educators can pave the way by placing learning about learning on the agenda of their educational programmes.

Kolb & Kolb (2009) in their article on the Learning Way: Meta-Cognitive aspects of Experiential Learning analysed the contemporary research on meta-cognition and re-introduced the conscious experience into psychological research on learning and stimulated a fresh look at classical experiential learning scholars who gave experience a central role in the learning process like, William James, John Dewey, Kurt Lewin, Carl Rogers, and Paulo Freire. In particular, their contributions are foundational for experiential learning and research on meta-cognition. Research on meta-cognition and the role it plays in the learning process are described. The meta-cognitive model is used to describe how fundamental concepts of experiential learning theory - a learning self-identity, the learning spiral, learning style, and learning spaces - can guide meta-cognitive monitoring and control of learning. Meta-cognitive strategies help individuals to improve their learning effectiveness.

Vavrus (2009) through his article, the Cultural Politics of Constructivist Pedagogies found that the cultural, economic and political dimensions of teachers’
practice need to be considered alongside efforts to reform country’s educational system. It offers contingent constructivism as an alternative to the international consensus on a single model of excellent teaching.

Dhilwayo (2008) present a prospective entrepreneurship training model based on experiential learning which will enable the preparation of small business owners or entrepreneurs which is not being achieved by the current methods, design and approach. It provides a model that integrates experiential learning into entrepreneurship education. It shows that appropriate experiential training can truly be integrated in to entrepreneurship education in disciplines such as Engineering and Nursing.

Rone (2008) felt instructional pedagogies in learning contexts from classrooms to broad rooms are couched within experiential learning paradigms. The field trip is a teaching pedagogy that address on experiential learning. The effectiveness of field trip as an instructional pedagogy is assured and best practices for incorporating field trips into instruction are presented.

Joanna & David (2008) in their article on Preparing E-learning Designer using Kolb’s Model of Experiential Learning describe the approach to the design of a real-world learning experience that prepares online graduate students to work as e-learning designers and specialists. Using Kolb's model of experiential learning to support their instructional design decisions, they have created a series of online instructional-design courses in which students use a variety of e-learning technologies and tools to discuss instructional strategies and to provide support and feedback to each other on the e-learning products they design individually. This approach allows school and the real world to be integrated in an effective, albeit intense, instructional curriculum. Kolb's model helps to focus instructor attention on online student engagement and satisfaction concerns by ensuring that the online learning activities are relevant and motivating. While this approach may be considered non-traditional, it empowers students to develop high quality experiential learning products in relatively short time.
Beard et al. (2007) conducted a study on Experiential Learning. On the basis of their study, they published the book, A Best Practice Handbook for Educators and Trainers. This handbook enables educators, trainers and facilitators to unleash some of the more potent ingredients of learning through experience. It presents a simple model; the Learning Combination Lock, which illustrates the wide range of factors that can be altered to enhance the learning experience.

Yenilmer (2007) studied the relationship among the learning styles, mathematics anxieties and mathematics attitudes of the secondary school teacher training students. The results showed that mathematics anxiety and mathematics attitude are efficient in predicting preferred learning styles of secondary school students in learning mathematics.

Stock-Eley (2007) in the article on using Kolb’s Learning Cycle in Chapter Presentations stated that student-led chapter presentations provide an excellent opportunity for instructors to evaluate a student's comprehension of the assigned chapter, as well as the student's ability to present and convey information in a public forum. Although several instructors realize the benefits of requiring students to complete chapter presentations either as an individual project or as a group assignment, only a few are aware of the additional benefit of utilizing David Kolb's Experiential Learning Theory as a presentation tool. There are two important benefits of using Kolb's theory as a presentation tool. First, Kolb's theory is effective as a method of speech organization because there are four learning modes that easily translate into four main points of a speech outline. Second, utilizing Kolb's theory as a presentation tool can be viewed as an additional means of audience analysis because it forces the speaker to concentrate on the audiences' preferences for receiving and making meaning of information. This article describes that students will gain applicable experience using Kolb's model as a method of organization as they develop their own speech-preparation outlines.

Priya (2007) conducted a study on Constructivist Pedagogy in Learning of Science: A study of Perception of Teachers and Pupil–teachers. The study
revealed that the respondent had not developed adequate understanding about various elements of nature and pedagogy of science. The predominance of positivism in the views of pre-service and in-service was also apparent from their agreement with some of the commonly established myths regarding epistemology of science.

Klude (2007) in the article on Experiential Learning Methods, Simulation, Complexity and their effects on different target groups empirically supports the thesis that there is no clear and unequivocal argument in favour of simulations and experiential learning. Instead, the effectiveness of simulation-based learning methods depends strongly on the target group's characteristics. Two methods of supporting experiential learning are compared in two different complex simulations with students and apprentices as the target groups, and with knowledge acquisition and control performance as the learning criteria. The findings showed that, students outperform apprentices in knowledge acquisition and transfer performance in general. And, whereas students feel most self-efficient in the guided exploration learning setting, for apprentices it is just the opposite: apprentices feel less self-efficient after the guided exploration learning phase. Also in respect to knowledge acquisition, students benefit from both support methods equally well in the low complex simulation, whereas for apprentices the difference is great. Transfer performance and processing time is also affected by the target group, although the simulation complexity plays a greater role here. Finally, after the experiment both target groups differed largely in their motivation to use simulation-based learning environments again. Psychologically relevant differences in target groups are discussed.

Loyens (2006) made a study to investigate Student Conception of Constructivist Learning Activities in a Problem Based Learning and a Traditional Curriculum. Results suggested that the students in Problem Based Learning environment agree more on constructivist assumption of co-operative learning and the use of authentic problem while students in the traditional curriculum acknowledge the importance of motivation to learn more.
Stavenga et al. (2006) in their article on an exploration of the relationship between academic and experiential learning approaches in vocational education analysed that Research on individual learning approaches (or learning styles) is split in two traditions, one of which is biased towards academic learning, and the other towards learning from direct experience. In the reported study, the two traditions are linked by investigating the relationships between school-based (academic) and work-based (experiential) learning approaches of students in vocational education programmes. The study identified two academic learning dimensions (constructive learning and reproductive learning), and three experiential learning dimensions (analysis, initiative, and immersion). Construction and analysis were correlated positively, and reproduction and initiative negatively. The relation between the two types of learning orientations appeared to be weak. The study concluded that learning approaches are relatively context specific, which implies that neither theoretical tradition can claim general applicability.

Solan et al. (2004) conducted a study on Learning Styles of Elementary Pre-service Teachers. Using the learning style inventory, the investigator determined the learning style preferences. The categories assessed were a) using physical senses, b) dealing with people, c) approaching tasks, d) handling possibilities, and e) dealing with ideas. All subjects possessed some common characteristics. They showed an inclination toward being usual learner who were extroverted, closing oriented and global learners.

Ishiyama & Hartlaub (2003) conducted a Comparative study of Student Learning Styles in two different Political Science Curricular Models in universities. The result indicated that while there was no statistically significant relationship between student learning styles in underclass students, there was a significant differences in mean scores among upper-class students between the universities.

McGlinn (2003) used experiential learning cycle in a teacher education programme, emphasizing the reflective component of the cycle to overcome
students’ lack of reflection of their teaching. The investigator claims that the experiential learning model is effective in promoting change and development in students’ self-knowledge about their teaching practices by providing time for reflection.

Hweng & Henson (2002) conducted a study on a Critical Review of the Literature on Kolb’s Learning style Inventory used as a measure of learning styles on Kolb’s experiential learning model. The psychometric soundness of learning style inventory scores has been critiqued historically. The study evaluated the psychometric propositions of Kolb’s original and revised versions of learning style inventory.

Powell & Wells (2002) conducted a study on the Effectiveness of Three Experiential Teaching Approaches on Students’ Science Learning in fifth grade public school classrooms. In this study the investigator compared the effect of three experiential science lessons in meeting the objectives of the Colorado model contents. It uses Kolb’s experiential learning model as a frame work for understanding the process by which students engage in learning when participating in experiential learning activities. The study concluded that the model is very effective in environmental education.

Miettinen (2000) conducted a study on the concept of Experiential Learning and John Dewey’s theory of Reflective Thought and Activities. The investigator studied Kolb’s eclectic method of constructing experiential learning. The study concluded that Kolb’s notion of immediate concrete experience is epistemologically problematic.

Patricia et.al. (2000) conducted a study related to case studies and experiential learning. They found that case studies are one of the most popular teaching tools used in business colleges and universities throughout the United States. Despite the popularity of the method, case studies cannot act as a substitute for learning that occurs from a direct, personal encounter which the phenomena being investigated. Experiential learning integrates students’ academic studies with opportunities for direct learning. Through experiential learning, the pupil
must make decisions that are real rather than merely think about a situation or case.

Yan (1999) in the study, Experiential Learning: Functional Attributes and Effectiveness, found that the functional attributes are given positive to high ratings by respondents and that experiential learning is more effective than study Journal Learning in many functional attributes.

Travers (1998) investigated the Impact of Experiential Learning Methods on Students’ Self-regulation of their own Learning Process in Mathematics. The purpose of the study was to examine whether the treatment group taught mathematics through an experiential learning method demonstrated a higher level of self regulation than the control group, which was taught mathematics through a traditional lecture format. The results indicate that experiential learning group demonstrated a higher level of self-regulation. Students taught experientially were exposed to a variety of situation from which to compare a new experience with previous ones, thus developing the ability to critically evaluate what worked and didn’t work in a given learning situation.

Cantor (1995) in the study on experiential learning reported that experiential learning in higher education stresses the importance of a systematic approach to designing experiential learning activities, programme administration and evaluation.

Specht (1991) examined the effect of Experiential Learning Method in Student Learning in an Undergraduate Accounting Course compared with another class conducted using a traditional lecture method. The study revealed that the experiential class demonstrated retention of knowledge over a six week period, whereas a significant decrease in the scores of the lecture class was observed. The study also concluded that students in the experiential learning classroom have formed a better understanding of the concepts, thus successfully retaining knowledge better than students in the lecture class.

Sugarman (1985) promotes the usefulness of the Kolb’s experiential learning model for curriculum planning, implementation, and evaluation in the
counseling field. The experiential learning framework helps students to expand their repertoire of learning skills through the conceptualization of the total learning process. The investigator stated that experiential learning is helpful for trainees, student counselors and clients.

2.2. Studies related to Social Skills, Social Intelligence and Social Competencies

Pelayo, & Galang (2013) in their study on Social and Emotional Dynamics of College Students with Musical Intelligence and Musical Training: A Multiple Case Study found that Music has been in its formal existence for so many years and now it has also been utilized to enhance, relax and help man's meditation. This study focused on how music can or may influence an individual. The researchers investigated and described the influence of Howard Gardner's theory on Multiple Intelligence. The study is a qualitative investigation on the respondents' social and emotional dynamics in relation to musical intelligence and music training. The study found that the significant changes or developments among the students' personality, social and emotional dynamics such as social relations, social interactions, social perceptions, social behaviour, social identity, expression of emotions, emotional perceptions, moods, attitudes, self-esteem, self-confidence, and self-identity are the result of musical intelligence.

Lindsay (2013) in the study on Integrating Social Emotional Learning into Secondary Curriculum found that when students are able to cope with, manage and maneuver the social and emotional landscapes of their lives, their ability to learn on all levels improves. Teaching Social / Emotional Learning (SEL), as a component of secondary education, not only increases academic performance, but prepares students to meet the challenges of lifelong learning in a changing global society. Currently, students are so busy in passing tests that measure their capacity for logical, analytical and objective reasoning, it leaves little time for developing self-awareness, social awareness, and the ability to cope with ambiguous situations, to adapt, to learn how to learn and to manage stress. The purpose of this study is to determine how best to integrate social and emotional learning into
secondary curriculum to improve the overall learning environment. A literature review of established SEL programs consistently points to overall improvement in student behaviour and learning. In addition, daily mindfulness sessions - a common component of SEL - incorporated into secondary education, consistently results in the decrease of violence and truancy rates while improving student relations and academic performance. Based on these findings, the addition of SEL standards into secondary education and teacher credential programs is recommended.

Sandell (2012) conducted a study on Psychometric Analysis as a Measure of Socio-Emotional Development in Adolescents assessed the socio-emotional development of school students. In this study, the judgement test named, How I Feel (HIF) is developed with scoring based on expert judgments. The HIF test instrument appears sensitive to intervention effects. Sex differences and associations with substance use and other instruments support construct validity. A significant negative trend was found across grades, attenuated in a group receiving socio-emotional training. The HIF test has limited discriminatory power among individuals with high socio-emotional maturity.

Winser et al. (2010) in the study on School-based Meditation Practices for Adolescents: A resource for strengthening Self regulation, Emotional coping and Self-esteem analysed that schools are searching for innovative ways to meet the unique academic, social-emotional, and behavioural needs of adolescents, many of whom face serious personal and family challenges. An innovative practice that is currently being introduced into school settings is meditation. Types of meditation offered in school-based settings include mindfulness meditation, the relaxation response, and Transcendental Meditation. These practices, as cognitive-behavioural interventions that are available for use by social workers and other school professionals, help students to enhance academic and psychosocial strengths and improve self-regulation capacities and coping abilities. This article defines meditation and meditative practices, reviews the literature showing the benefits and challenges of offering meditation to adolescents in a school-based setting, and describes the relevance of these practices for adolescents. The article
also discusses implications for school social workers, teachers, and school administrators and reflects on the current research and future efforts toward building the research base for the promising practice of meditation in schools.

Cummings et al. (2009) in their study on Social Skills Instruction for Adolescents with Emotional Disabilities explored the use of multimedia, student-generated social skills lessons coupled with teacher facilitation to improve the social skills of middle-school students with emotional disabilities. The effects of teacher-led social skills instruction and the combination of teacher-led and multimedia student-generated social skills instruction on the perceived social behaviours of the students were compared. Maintenance of perceived student social skills over time was examined. Also evaluated the effects of traditional and combined interventions on student knowledge of social skills. The results indicated that both interventions were effective in improving the students' social skills and their knowledge of social skills. Teachers, parents, and students all perceived that student social skills improved over the course of the study. Students appeared to have maintained the improvements from both interventions over the maintenance periods. The participating teachers perceived that the combined intervention was more effective than the traditional intervention in improving maintenance of social skills. However, parents and students did not perceive any differences in the effectiveness of the two interventions or of the two interventions over time on improving students' social skills performance.

Allen (2009) in the article Dealing with Bullying and Conflict through a Collaborative Intervention Process: The Social and Emotional Learning Intervention Team describes a bullying/conflict intervention system termed the student support system, which has been implemented in a suburban high school in the northeastern United States. The system is part of a concerted effort to improve school social climate, improve the quality of students' social interactions, and reduce bullying. It is based on a social-emotional learning philosophy that seeks to improve the social competencies of students. The system includes a social-emotional learning intervention team, a continuum of responses for intervention, reporting and follow-up processes, and an intervention and reporting system.
Blanco-Venga et al. (2008) in their article on socio-emotional needs of Latino immigrant adolescents: A socio-cultural model for development and implementation of culturally specific interventions describes the social-emotional needs of Latino immigrant adolescents within an ecological framework. Most of the literature on Latino immigrants' mental health focuses on the pathology and emotional needs of adults, often neglecting the needs of adolescents. They argue that the needs of adolescent Latinos may differ dramatically from those of their adult counterparts. Their proposed model explains the role of socio-cultural factors on the development and maintenance of resiliency and risk factors among Latino immigrant adolescents. This model is an adaptation of W. A. Vega and A. G. Gil's (1999) model for explaining substance use in the population. Implications for interventions that focus on the maintenance of resiliency factors were discussed.

Castejon et al. (2008) in their paper on differences in the Socio-emotional Competency Profile in University students from different disciplinary area, established a profile of socio-emotional competencies characteristic of a sample of students from each of the big academic areas in higher education: legal sciences, social sciences, education, humanities, science and technology, and health. The study was carried out on a large sample (N=608) of university students from 14 different programmes at the University of Alicante (Spain). Assessment was taken using different measures of emotional intelligence, such as TMMS and EQ-i. Results of the one-way analysis of variance among the different scientific fields revealed that significant differences appear in practically all aspects of Emotional Intelligence, except for the stress management variable. Based on these results, implications are drawn for developing generic socio-emotional competencies in the framework of the European Space for Higher Education.

Talavera et al. (2008) in their article on Training in Socio-Emotional Skills through On-Site-Training analysed that Socio-Emotional Skills are highly prized on the labour market these days; many writers say that competencies of this type help to increase individuals' employability, but educational institutions consistently forget their responsibility for providing training in them. Most jobs call not only for knowledge and specific technical competencies, but also for a
certain level of social and emotional skills, enabling workers, for example, to work in teams, to motivate themselves when confronting problems, to solve interpersonal disputes, and to tolerate high levels of stress. The best way of developing socio-emotional skills is through experience, appropriate training and practice. For this reason, they argued that the time spent undergoing on-site training is a perfect opportunity for tutors to help students and recent graduates to develop their socio-emotional skills.

Hillaker et al. (2008) in their study on the Contributions of Parenting to Social Competencies and Positive Values analysed the three aspects of parenting - positive family communication, facilitation of supportive family relationships, and maintenance of standards in the family - were examined as predictors of positive values and social competencies in sixth, seventh, and eighth grade youth. Hierarchical regression analysis indicated that parenting processes were significant indicators of youth outcomes, both independently and in interaction with each other. Whereas, perceptions of parenting processes declined across grade level, the effects of parenting on youth outcomes did not. Parental contributions to basic youth competencies continue to be an important contribution to positive youth development work throughout early adolescence.

Deepamol (2007) studied the effect of Jurisprudential Inquiry Model of Teaching on the Social Skills among the students of Standard XI of Kottayam District. The Jurisprudential Inquiry model of teaching is more effective than existing method of teaching in the achievement of Social Skills. This method helps to develop Social Skills of the students.

Elana et.al (2007) published an article on Security and Academic Achievement and Social Skills Deficits. The study explored the differences in the rated social skills of elementary aged students at risk for emotional / behavioural disorders based on security and academic difficulties. No significant differences in self – reported social skills were found between groups based on academic difficulty. The finding revealed that students at risk for emotional / behavioural
disorders rated themselves as socially skilled regardless of their level of academic difficulty.

Sijoy (2007) studied the effect of Learning Together Method of Co-operative Learning on the Social Skills among the Students of Standard XI of Idukki District. The Learning Together method of co-operative learning is more effective than the existing method of teaching on Social Skills development at higher secondary level. Due to the need and importance of Social Skills, it provides an opportunity to implement the co-operative learning method of teaching in the classroom situation.

Hussain et.al (2007) conducted a study on Learning Social Skills thorough Problem-Based Learning - A Case Study on Engineering Students. Problem Based Learning which focuses on the process of experimental learning is truly an active and constructive model of learning. This method is highly demanded for today’s development in students’ learning styles. This needs the lecturers to change their teaching strategies so that the rote learning environment can be transformed into a meaningful environment.

Reddy et al. (2007) conducted a study on the Effectiveness of School-based Prevention and Intervention Programmes for Children and Adolescents with Emotional Disturbance. This study evaluated the effectiveness of school-based prevention and intervention programs for children and adolescents at-risk for and with emotional disturbance. Published outcome studies from December, 1988, to March, 2006, including 1405 children and adolescents were reviewed. Each investigation was coded on several variables describing the child, parent, and teacher samples, as well as reported outcome results. The overall mean weighted effect size was 1.00 at post-test and 1.35 at follow-up. Mean weighted ESs were 0.42 for between-subjects design studies, 0.87 for within-subjects design studies, and 1.87 for single-subject design studies. Prevention programs yielded a mean weighted ES of 0.54 and intervention programs produced a mean weighted ES of 1.35. Findings for specific outcome foci are presented and implications are discussed.
Lam (2006) conducted a study on Self-construal and Socio-Emotional Development among Vietnamese-American Adolescents. This study examined how four different types of self-construal affected perception of socio-emotional adjustment (i.e., anxiety, depression, distress, self-esteem, family cohesion, peer support, pro-substance abuse attitude) and perception of relationship with community (i.e., sense of community, adverse neighbourhood) in a sample of 152 Vietnamese-American high-school adolescents. Using cluster analysis, the four-type self-construal model postulated by Kim, Hunter, Miyahara, Horvath, Bresnahan, & Yoon (1996) was replicated in this sample. The bicultural students (i.e., those with strong interdependent and independent self-construal) reported greater perceived adjustment across all measures except anxiety when compared to other groups (marginal, interdependent, and independent) in the study.

Hemalatha & Kumaran (2006) developed a Social Skills Rating scale in order to assess Social Skills of the primary school pupils. This study helped in identifying the areas in which children are good and the areas in which they need to be trained.

Terry (2005), in his study, Pre-School Children’s Social Skills and Emotional Development, focused that the social skills of white, middle class children suffer in terms of co-operative sharing and engagement in class-room tasks after attending pre-school centres for more than six hours a day, compared to similar children who remain at home with a parent prior to starting school.

Daniel and Natalie (2003) conducted a study on Exploring the Neurological Substrate of Emotional and Social Intelligence. They found that emotional and social intelligence is different from cognitive intelligence. The neural systems supporting somatic state activation and personal judgment in decision-making may overlap with critical component of a neural circuitry. Observing emotional and social intelligence, it is found that these are independent of the neural system supporting cognitive intelligence.

Simon & Kevin (2002) conducted a study on Social Intelligence, Innovation and Enhanced Brain Size in Primates. They found that there is an
empirical link between behavioural innovation, social learning capacities, and brain size in mammals. The ability to learn from others, invent new behaviours, and use tools may have played pivotal roles in primate brain evolution.

Coover & Murphy (2000) conducted a study on the Relationship between Self-Identity and Academic Persistence and Achievement on a Counter Stereotypical Domain. The study revealed that the higher the self-concept and self-schema, the more positive the self-descriptions, the better the academic achievement is developed at the age of 18. The study also showed that self identity improves through social interaction and communication with others, which would enhance achievement.

Jain & Pushpa (1998) made a study on the Impact of Socialization on Academic Achievement. The study revealed that parental responsiveness was the only factor which significantly and positively contributed to academic achievement and social development with regard to socio-economic conditions, education and home environment.

Gerald (1997) conducted a study on Social Influence of Behaviour and summarized that society can influence the behaviour of its members in many ways. It can pass laws through its government institutions. It can develop a strong desire for ethics and morality through its institutions. It can educate and inform through its school systems and media outlets by developing the social competencies among the students.

Archer Kath et al. (1994) trained students in the Social Skills of praising, supporting, asking for information, giving information, asking for help and giving help. They found that giving students individual feedback on how frequently they engaged in targeted social skills was more effective in increasing students’ achievement than group feedback.

Kosmitzhi & John (1993) conducted a study on the Implicit Use of Explicit Conceptions of Social Intelligence. They found that the most central components of social intelligence are understanding others, knowing social rules, dealing with people, social adaptability, social influence and social memory.
Marvin & Debre (1993) investigated the Impact of a Reward Contingency for using Social Skills as well as positive interdependence and a contingency for academic achievement on performance within co-operative learning groups. In the co-operative skills conditions, pupils were trained weekly in four social skills and each member of co-operative group was given two bonus points towards quiz grade if all group members were observed by the teacher to demonstrate three out of four co-operative skills. The result indicated that the combination of positive goal interdependence, on academic contingency for high performance by all group members, and a social skills contingency promoted the highest achievement.

Patnam et.al (1989) conducted a study in which there were two conditions: Co-operative Learning with Social Skills training and group processing and Co-operative Learning without social skills training. They found more positive relationship developed between handicapped and non-handicapped students in the co-operative skills condition and that their positive relationship carried over to post-institutional free-time situations.

Johnson & Johnson (1989) demonstrated that, when pupils were taught Social Skills, observed by the teacher and given individual feedback as to how frequently they engaged in the skills, their relationships become more positive.

Jamod (1982) conducted a study to find out the social relations and competencies of boys studying in primary school. The findings showed that eighty four percent boys wanted to adopt prestigious positions in the social scene. The brilliant boys have more relations and friendships with others. The boys acquire more social skills and sense of discipline through study and playing together, exchanging books and notes, and participating in class or school elections.

Kholepear (1981) conducted a study on Social Commitment and Social Competencies of Post-Graduate Students. The major findings were; seventy percent students belong to low social commitment category. Gender, Caste, Locality, Economic status, Economic record and medium of instruction were found to be significantly correlated to different aspects of social commitment and social competencies.
2.3. Studies Related to Emotional Intelligence and Competencies

Lawrence & Deepa (2013) conducted a study on Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District to find the significant relationship between emotional intelligence and academic achievement of high school students with reference to the background variables. Survey method was employed. Two tools were used in this study namely self-made Trait Emotional Intelligence Questionnaire Short Form (TEIQue SF) and the Achievement Test Questions. The significant difference between the means of each pair of group is computed using Standard Deviation, ‘t’ test, ANOVA and Pearson's Co-efficient Correlation. The finding showed that there is no significant difference between emotional intelligence and academic achievement of high school students.

Rivers et al. (2013) conducted a study on Emotion Skills as a Protective Factor for Risky Behaviours among College Students analysed that Involvement in health-endangering behaviours is considered a reflection of college students' psychosocial development; however, not all students participate in these activities. Emotion skills, such as the ability to interpret and manage emotions, may serve as a protective factor against risk-taking behaviour among emerging adults. They compared the contributions of emotional intelligence and self-esteem, a commonly studied risk factor, to engagement in risk-taking behaviours among undergraduates. Structural equation modeling revealed that emotional intelligence, but not self-esteem, was related significantly to risky behaviours. These findings lend support to the literature showing that emotional intelligence may serve as a protective factor for college student risk taking.

Perez-Escoda et al. (2012) in their study on Developing the Emotional Competence of Teachers and Pupils in School Contexts describes the evaluation of two training programmes, one targeted at teachers and the other at pupils, the aim of both being to improve personal and social well-being through the development of emotional competence (emotional awareness, emotional regulation, emotional autonomy, social competence and life competencies). Participants were 92
teachers and 423 children aged 6-12 years from various primary schools. A quasi-experimental pre-test/post-test design with control group was used to evaluate the efficacy of the two training programmes, with different instruments being applied to measure the evolution of emotional competence and its five dimensions. The results showed a significant improvement in the emotional competence of participants at the end of the intervention, together with a better relational climate in schools. They also corroborate current expert opinion that emotional competencies such as emotional awareness, emotion regulation, emotional autonomy, social competence, and life and well being competencies can be taught and learnt.

Cliffe (2011) in the study Emotional Intelligence: A Study of Female Secondary School Head Teachers correlated with work success is well documented, particularly with regard to leadership in the business world. However, there are few empirical studies which detail the interplay of intelligent use of emotions in school leadership. This article explores the relationship between emotional intelligence and educational leadership by drawing on the responses of seven female secondary school head teachers to emotional intelligence domains as defined by Goleman (1995). While ‘positive’ correlations were found, notably that these head teachers had been able to, knowingly or subconsciously, make intelligent use of their emotions; the issue of ‘negative’ aspects or the ‘dark side’ of emotional intelligence is considered.

Esturgo-Deu (2010) conducted a study on Disruptive behaviour of students in Primary Education and Emotional Intelligence analysed the relation between disruptive behaviour and the emotional abilities of children in primary education. To do this, disruptive behaviour and emotional abilities were evaluated in 1422 pupils aged between 6 and 12 years of age at 11 education centres. No relation was found between disruptive behaviour and age, but one was found for sex and emotional abilities. Boys presented more disruptive behaviours than girls. However, there was a significant relation between disruptive behaviours and the general index of emotional intelligence. The most related abilities were stress...
management and interpersonal relations. Implications of these results are discussed.

Radnitzer (2010) conducted a study on Emotional Intelligence and Self-directed Learning Readiness among College Students participating in leadership development programme. The major objective of the study was to find out the possible relationships between self-directed learning readiness and emotional intelligence in a leadership development programme. Quantitative analysis of the data revealed a significant correlation between emotional intelligence composite and self-directed learning readiness. The study also demonstrated a strong correlation between self-directed learning readiness and eight of the sixteen subcategories of emotional intelligence such as service orientation, self-confidence, optimism, achievement orientation, building bonds, adaptability, communication, and change catalyst. All students expressed a greater understanding of themselves as leaders and felt the opportunity for self-directed learning was a positive experience. Interestingly, the higher the LPA scores, the more likelihood, their LPA scores would decrease at the end of the semester. Conclusions focus on the strong interrelationships between self-directed learning readiness and emotional intelligence. Finally, the study also found that providing students with self-directed experiences increased their ability to become stronger self-directed learners.

Clarke (2010) in the study on Developing Emotional Intelligence Abilities through Team-based Learning investigated the effects of attending a one-day emotional intelligence training session followed by participating in team-based learning on ability-based measures of emotional intelligence in a sample of MBA students. Training alone had no effect but when followed by participating in team-based learning positive effects were found, but only for those who were categorized as participating more intensively in team learning and only on one specific emotional ability. The findings suggest that greater participation in team-based learning may create stronger relational bonds that support the development of emotional abilities once individuals have gained personal insights into their own emotional intelligence.
Afoflabi et al. (2009) studied the Influence of Emotional Intelligence and need for Achievement on Interpersonal relations and Academic achievement of undergraduates. Results confirmed that emotional intelligence has a significant influence on interpersonal relations. It was also confirmed that emotional intelligence has significant influence on need for achievement among undergraduates. Result was partially supported as emotional intelligence and need for achievement had significant influence on academic achievement. However, the interaction effect of emotional intelligence and need for achievement was not significant.

Mavroveli et al. (2009) in their paper on Exploring the relationship between trait emotional intelligence and objective Socio-Emotional outcomes in childhood examined the validity operationalized by the Trait Emotional Intelligence Questionnaire-Child Form (TEIQue-CF), in primary schoolchildren. The main aim was to examine the construct validity of trait EI in middle and late childhood by exploring its relationships with cognitive ability, emotion perception, and social behaviour. The sample comprised 140 children aged between 8 and 12 years from two English State primary schools. Pupils completed the TEIQue-CF, the standard progressive matrices (SPM), the guess who peer assessment, the social skills training (SST) test, and the assessment of children's emotion skills (ACES) during formal class periods. The procedure took approximately two hours with a short break between assessments. Trait EI scores were positively related both to peer-rated pro-social behaviour and to overall peer competence. They also predicted emotion perception accuracy beyond overall peer competence. As hypothesized in trait EI theory, the construct was unrelated to IQ (Raven's matrices) and academic performance. Trait EI is successfully operationalized through the TEIQue-CF and has important and multifaceted implications for the socialization of primary school children.

Flores (2009) conducted a study on the Relationship between Emotional Intelligence and the Effectiveness of School Principals. The results of the assessment of the emotional intelligence of public school principals, the results of a school quality survey, and students' standardized reading and mathematics test
scores from public elementary, middle, and high schools provided the data for determining if there is a relationship between the emotional intelligence of school principals and the effectiveness of those principals. No predictions regarding the effectiveness of the participating principals could be made from the emotional intelligence assessment data. The inconclusive nature of the results of the study pointed to concerns about the number of participants in the study, the value of using the School Quality Survey data in demonstrating the effectiveness of the school principals, and the limitations on the availability of demographic data of the participating principals.

Arti & Inder (2009) found that Intelligence Quotient is inherent but Emotional Intelligence can be developed and nurtured by developing self awareness, regulating emotions, motivating oneself, cultivating empathy and managing relationships.

Munroe (2009) in the study on correlation of emotional intelligence and instructional leadership behaviours examined the degree to which a relationship existed between emotional intelligence and instructional leadership behaviours. Results indicated a significant relationship between the principals' total scale score of instructional leadership behaviours and the overall emotional intelligence score. Significant relationships with instructional leadership were also observed between the Emotional Competency and Social Competence and the subscales of Social Awareness and Relationship Management. Recommendations for further research include an exploration of the unexpected result that emotional intelligence competencies associated with interpersonal skills were related to instructional leadership but not the competencies associated with intrapersonal skills. This research finding conflicts with the common understanding that we must understand ourselves first, before we understand others.

Akerson et al. (2008) in the study on Early Childhood Teachers' Views of Nature of Science: The Influence of Intellectual Levels, Cultural Values, and Explicit Reflective Teaching, identified the relationship between pre-service teachers' views on nature of science and their cultural values, such as those at the
dualism position holding achievement more highly for scientists than those at other positions. The values of pre-service teachers held personally were different from those they held as important for scientists.

Ogunyemi (2008) conducted a study on Measured Effects of Provocation and Emotional Mastery Techniques in fostering Emotional Intelligence among Nigerian adolescents investigated the effects of provocation and emotional mastery programmes at fostering emotional intelligence. The study also aimed to establish whether gender will moderate the effects of the two techniques on emotional intelligence skills of adolescents. The study employed a pretest-post-test control group design using a 3 x 2 factorial matrix. Data were collected using the Emotional Intelligence Scale (EIS). Findings from the study revealed that the treatments differentially and significantly affect participants' levels of emotional intelligence. Gender, as well as gender and treatment were found not to have any significant effects on participants; levels of emotional intelligence. On the basis of the findings, the study advocated for the integration of emotional intelligence as school subject in secondary school curriculum.

Jaeger & Eagan (2007) in their article on Exploring the Value of Emotional Intelligence: A means to Improve Academic Performance, stated that the academic model of success in higher education often neglects the role of non-cognitive variables, including Emotional Intelligence (EI). As higher education educators turn their attention to learning, scholars are focusing on the role of EI and other non-cognitive variables in enhancing learning. Although learning takes place both inside and outside the classroom, this specific study addresses learning as it relates to academic performance. To explore the role of non-cognitive factors in predicting academic performance, this study utilizes an initial sample of 864 first-year students at a research university. The research addresses the value of EI in predicting academic performance as measured by cumulative grade point average (GPA). The role student affairs professionals play in the non-cognitive development of students, specifically EI, could enhance student performance inside and outside the classroom.
Drew (2006) conducted a study on the Relationship between Emotional Intelligence and Student Teacher Performance to determine whether Student Teacher Performance (STP), as measured by a behaviour-based performance evaluation process, is associated with Emotional Intelligence (EI), as measured by a personality assessment instrument. The results indicated that EI, as assessed by the BarOn EQ-i, and College Supervisors' assessments of STP are related. However, data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility. Finally, implications for those involved in the selection and preparation of teacher candidates are described.

Lee & Olszewski (2006) in the study on Emotional Intelligence, Moral Judgement and Leadership of Academically Gifted Adolescents examined the level of emotional intelligence, moral judgment, and leadership of more than 200 gifted high school students who participated in an accelerative academic programme or an enrichment leadership programme through a university-based gifted institute. Major findings include that on emotional intelligence, gifted males were comparable to students in the age normative sample, while gifted females lagged behind the norm group. Regardless of gender, gifted students had higher scores on adaptability but lower scores on stress management and impulse control ability compared to the normative sample. On moral judgment, gifted students were comparable to the level of individuals with master's or professional degrees, and they showed an above-average level of leadership compared to the normative
sample. No differences were found in students' scores on the 3 scales by the type of programme.

Patil (2006) conducted a study on Emotional Intelligence among student teachers in relation to Sex, Faculty and Academic Achievement. The results showed that there was no significant relationship between Emotional Intelligence and Achievement.

Cote & Miners (2006) conducted a study on Emotional Intelligence, Intelligent Quotient and Job Performance. They found that the association between EI and job performance become more positive. Employees with low IQ get higher task performance and organizational citizenship behaviour directed at the organization, the higher their Emotional Intelligence.

Linares et al. (2005) in their study on Developing Cognitive-Social-Emotional Competencies to enhance academic learning examined intervention effects of a universal prevention program offered by classroom teachers to public elementary school students. The Unique Minds School Program (M.B. Stern, 1999) is a teacher-led program designed to promote cognitive-social-emotional (CSE) skills, including student self-efficacy, problem solving, social-emotional competence, and a positive classroom climate, with the dual goal of preventing youth behavioural problems and promoting academic learning. During two consecutive school years, 119 students and their teachers were assessed in the fall and spring of Grade four and again in the spring of Grade five. As compared to students in the comparison school, students in the intervention showed gains in student self-efficacy, problem solving, social-emotional competencies, and math grades. Incremental gains within CSE domains were found after one and two years of intervention.

Paulso & Brackett (2004) conducted a study on Emotional Intelligence and Social Interaction. They found a positive relationship between the ability to manage emotions and the quality of social interactions, supporting the predictive and incremental validity of an ability measure of emotional intelligence. They found that there is a positive relationship between Emotional Intelligence and
Academic Achievement, and Achievement Motivation and Academic Achievement. Male and Female, Arts and Science Student teachers do not differ in Emotional Intelligence and Achievement Motivation.

Manojkumar (2004) conducted a study on the Emotional Intelligence and College Adjustment among Pre-service Teacher Trainees of Kannur district of Kerala state. The study revealed that there exists no relationship between Emotional Intelligence and College Adjustment. The results showed that the male and female teacher trainees do not differ significantly in their Emotional Intelligence, but the rural teacher trainees were found to be more emotionally competent than their urban counterparts.

Perry & Stacey (2002) made a study on the Levels of Emotional Intelligence among Beginning Teachers. The study discussed the development of a new measure entitled, reactions to teaching situations to indicate the levels of Emotional Intelligence among beginning teachers. The measure was found to have acceptable reliability and a range of individual differences were reported. Gender differences were found where female teachers reported greater likelihood of demonstrating Emotional Intelligence compared to male teachers.

Bar-On (2000) conducted a study to find out the gender difference in Emotional Intelligence. The study found that men and women did not differ on the total emotional intelligence but women have higher empathy, interpersonal relationships and social responsibility; while men scored higher on self-actualization, assertiveness, stress tolerance, impulse control and adaptability.

Abisamra (2000) in the study on Emotional Intelligence and Academic Success found that there is a relationship between Emotional Intelligence and Academic Achievement and concluded that emotionally intelligent people are more likely to succeed in academic circles. The study also revealed that the patterns of Emotional Intelligent levels did not vary much over the transition period and girls seemed to indicate higher levels of Emotional Intelligence than boys.

Goleman (1998) conducted a study on Emotional Intelligence. He proposed twenty-five competencies of emotional intelligence namely emotional self-
awareness, accurate self-assessment and self-confidence, self-control, trust
worthiness, conscientiousness, adaptability, innovation, achievement drive,
commitment, initiative, optimism, understanding others, developing others, service
orientation, leveraging diversity, political awareness, influence, communication,
conflict management, leadership, change catalyst, building bond, co-operation and
team capabilities.

Bhatia (1984) conducted a study on the Emotional, Personal and Social
Problems of Adjustment of Adolescents under Indian Conditions with special
reference to Values. It was found that family atmosphere was more tensed and
unhappy for girls in the Indian environment. In many families parents were more
favourably inclined towards boys. A good majority of adolescents stated that they
were proud of being Indians, mainly because of their rich cultural heritage and
strong family ties. Adolescents were hesitant to favour sex instruction in schools
and they claimed that the greater freedom at college gave them more self-
confidence.

Bhatnagar (1984) in the study of Some Family Characteristics as related to
Secondary School Student Activism, Values, Adjustment and School Learning
found that the students belonging to large families had less activism tendencies,
better adjustment, higher values (educational, personal and material) and better
school learning. The broken family was positively related to activism, poor
adjustment, and higher personal and materialistic values, while the intact family
was positively related to educational and social values. The socio-economic status
was found to be significantly related to activism, educational and materialistic
values and school learning. Correlations of Emotional Intelligence with the other
measures were in accordance with theoretical expectations, for example, positive
with life satisfaction and negative with depression proneness. Most of these
correlations remained significant when the effects of personality were controlled
for. These results and regression modeling show that Emotional Intelligence
accounts for variance in these measures did not account for personality.
Barton, et al. (1972) conducted a study to assess the Relative Importance of both Ability and Personality variables in the Prediction of Academic Achievement. They found that Intelligent Quotient together with the personality factor called conscientiousness, predicted achievement in all areas. What they tested under personality was among others whether the student is reserved or warm-hearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or sociably bold, tough-minded or tender minded, zestful or reflective, self-assumed or apprehensive, group dependent or self sufficient, uncontrolled or controlled, relaxed or tense. Most of these factors are included in the components of emotional intelligence.

2.4 Summary of the Studies Reviewed

The studies on experiential learning (Fruman & Sibthorp, 2013; Bergsteiner et al. 2010; Huerta & Schoech, 2010; Kolb & Kolb, 2010 & 2009; Dhilwayo, 2008; Rone, 2008; Joanna & David, 2008; Beard et al. 2007; Klude, 2007; Stavenga et al. 2006; Powell & Wells, 2002; Miettinen, 2000; Patricia et al., 2000; Yan, 1999; Travers, 1998; Cantor, 1995; Specht, 1991; Sugarman, 1985) showed favourable results in terms of developing different skills, personal competencies, improvement of achievement level in different subjects, etc. Most of these studies are conducted abroad and a very few Indian studies are noticed. The experimental studies conducted on this model revealed that experiential class demonstrated retention of knowledge more time than the conventional mode of teaching. Some of the case studies showed that experiential learning integrates students’ academic studies with opportunities for direct learning.

The studies conducted on different Learning Styles (Manolis et al. 2013; Yenilmer, 2007; Stock-Eley, 2007; Solan et al., 2004; Ishiyama & Hartlaub, 2003; Mc Glim, 2003; Hweng & Henson, 2002) proposed by Kolb and other thinkers showed that the reflective component of the learning cycle overcome students’ lack of reflection of their learning. Understanding the learning styles of learner
enable the teacher to frame the teaching-learning process suitable to the students belongs to particular learning styles.

Studies on social skills, competencies and social intelligence (Pelayo & Galang, 2013; Lindsay, 2013; Sandel, 2012; Winser et al. 2010; Cummings et al. 2009; Allen, 2009; Blanco-Venga et al. 2008; Castejon et al. 2008; Talavera et al. 2008; Hillaker et al. 2008; Deepamol, 2007; Elana et al. 2007; Sijoy, 2007; Hussain et al. 2007; Reddy et al. 2007; Lam, 2006; Hemalatha & Kumaran, 2006; Terry, 2005; Daniel & Nathalie, 2003; Simon & Kevin, 2002; Coover & Murphy, 2000; Kath et al. 1994; Kosmitzhi & John, 1993; Marvin & Debre, 1993; Patnam et al. 1989; Johnson & Johnson, 1989) compared these components with learning process, achievement and socio-emotional adjustment revealed that the students need support system from parents, teachers and peers. A few experimental studies different methods showed positive influence in developing social skills, competencies and social intelligence among teachers and students.

The studies conducted on emotional intelligence and competencies (Lawrence & Arul, 2013; Rivers et al. 2013; Perez-Escoda et al. 2012; Cliffe, 2011; Esturgo-Deo, 2010; Radnitzer, 2010; Clark, 2010; Afoslabi, 2009; Mavroveli et al. 2009; Flores, 2009; Arti & Inder, 2009; Munroe, 2009; Akerson et al. 2008; Ogungiyemi, 2008; Jaer & Eagan, 2007; Drew, 2006; Lee & Olszewski, 2006; Patil, 2006; Cote & Miners, 2006; Linares et al. 2005; Paulso & Marc, 2004; Abisam, 2000; Goleman, 1998; Bhatia, 1984; Bhatnagar, 1984; Barton et al. 1972) showed the relationship between these variables with academic achievement, personality traits, socio-economic background, etc. A very few studies are conducted in Indian situation and majority are abroad studies. The study conducted by Goleman (1998) identified the major competencies of emotional intelligence. A value based study was conducted by Bhatia (1984). Most of the studies in this area concluded with the positive influence of emotional intelligence and related variables on achievement and socio-emotional qualities.

From the above studies it is concluded that Emotional Intelligence is highly recognized as a predictor of success in work life. The benefit of emotional
intelligence to students and teachers is self-evident. It is also observed that differences were identified in emotional competencies of different categories. The studies revealed that Emotional Intelligence is a strong predictor of academic success. Combining Emotional Intelligence with academic success and social competencies is the essential key to develop successful students in today’s troubled world. A very few studies are noted from the Indian situation, particularly in Kerala state context with respect to socio-emotional competencies of the secondary school students and this necessitate to carry out the present research study for developing the socio-emotional competencies of the secondary school students.

2.5. Conclusion

The review of related literature on various subjects highlighted that it is high time now to adopt some new innovative techniques of teaching so as to make learning process more interesting and thereby increasing the achievement level. From the above studies it can be concluded that there are many studies related to Experiential Learning, Social Skills, Social Intelligence and Emotional Intelligence. The researcher has enlightened the background for research through the survey of related studies. The studies cited above helped the investigator to plan a suitable methodology for the present study. And this can be made possible by implementing different models of education especially experiential learning models in the school level itself.

After reviewing the research studies related to different areas of education, it can be concluded that, most of the models and methods in classroom practices are effective in academic achievement, emotional intelligence, social skills and competencies. It is also evident from the studies that while comparing models of experiential education with that of traditional method, the former is more effective.

The present study rests chiefly on the assumption that developing socio-emotional competencies of children is a pre-requisite for solving the life/social/emotional conflicts and dilemmas related to practical life. The
importance of experiential education is that, it centers on certain ways of learning to cope with the conflicts that the children face. The studies conducted earlier were attempts to understand the preferences of children with respect to their emotionality, social concern, skills and competencies, etc.

A critical review of the studies covered in this chapter reveals that most of the studies were conducted on the general areas of experiential education. The investigator could not find any study directly related to Socio-Emotional Competencies and its development through experiential learning. The review of the studies showed that there was less number of experimental studies in the area of experiential education and Socio-Emotional Competency development. It is clear that this area requires more studies in developing Socio-Emotional Competencies and skills through suitable strategies including Kolb’s Experiential Learning Model.

The methodology of the study is presented in the next chapter.