CHAPTER II
CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In the previous chapter, a brief introduction, concept of Emotional Intelligence, Conceptual framework of the variables; Parental Involvement and self concept importance of the study, need of the study, genesis of the problem, statement of the problem, objectives, limitations and overall view of the study were presented succinctly. In this chapter, review of the studies carried out in the field of Emotional Intelligence in relation to the study variables described briefly. Review of related literature provides valuable guidance in order to comprehend the problem holistically and the extent of advancement in research field on the topic. It envisages and explores the innovative insight for appropriate methodology and research design. According to Fox (1996) review of related literature encompasses the following functions;

1. Gives conceptual frame of reference for the contemplated research

2. It also helps in understanding of the status of research approach in the problem area.

3. Provides sufficient insight to the research approach, method instrumentation and data analysis;

4. Evaluates the probability of success of the contemplated research and the significance or usefulness of the findings
5. Guides specific information needed to state the definitions, assumptions, limitations and hypotheses of the research.

The review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. The review tells the researcher what has been done and needs to be done (Gay 1990)

For better cognizance, it would be wise to review the related literature under different headings according to the variables taken for the study. The reviews have been gathered through primary sources, database gathered through primary sources, database and internet. Alarmingly it is noticed that very few studies have been conducted on Emotional Intelligence Parental involvement and self concept in Indian sample in spite of immense importance on development of Emotional Intelligence.

The related literature on the study is reviewed under the following three subheadings.

1 Emotional Intelligence and parental involvement

2 Emotional Intelligence and self concept

3 Emotional Intelligence and moderate variables Socio Economic Status, Locality and Gender
2.2 EMOTIONAL INTELLIGENCE AND PARENTAL INVOLVEMENT

Mussen (1960) argues that a child’s perception of their parents may or may not be accurate, but the perception influences their behaviors.

Streit (1979) found in his study that young people who perceive their parents as being loving and controlling while allowing some freedom are not prone to severe problems. He goes on to argue that the most influential factor affecting behavior is perceived love and an adolescent’s self awareness develops in response to the perception of parental love.

David et al (1980) investigated the relationship of adolescent self concept to perceptions of parents in single and two parent families. The sample consisted of 558 children 7th, 8th, 9th grade students from three different school districts in western New York. 346 were drawn from one suburban district, 155 from another and 57 from a rural district. Parent -child Relation Questionnaire Roe.A and Siegelman, (1963). The five subtest reliabilities ranging from 0.71 to 0.90 for mothers and from 0.70 to 0.90 for fathers. Tennessee self concept scales consisting of 90 items. Reliability of the scale is reported to be 0.80 to 0.90 schools to all the students. The results of the study indicates that children from single parent families have lower self concept. There was also a significant relationship between self concept and adolescent’s perceptions of their parents. In addition, perceived love was found to be the best predictor of
self concept in adolescents. The study suggests that the child mother relationship may be the most important factor in the development of self concept.

Saxena, Vandana. (1988) studied about the influence of a family relationship on adjustment and achievements of students. To compare the students having different family relationship with respect to (a) Adjustment (b) Anxiety (c) Achievement motivation (d) Self-concept and (e) Achievement. Methodology: The sample comprised 300 boys and 300 girls of class XI of Agra City, the tools used were Parental Acceptance – Rejection Questionnaire of Jai Prakash And Bhargava, Adjustment Inventory for Schools Students of Sinha and Singh. Indian adaptation of Sarason’s General Anxiety scale of A.Kumar Achievement Motivation Test of R.P Bhargava. Self-concept Test of R.P. Bhatnagar and academic achievements was considered using high schools marks. Major Findings were (1) Family relationship played a determining role in promoting the adjustment of the students significant difference was found among the students having different family relationship regarding Total, Emotional, Social and Educational Adjustment. (2) Boys had better educational adjustment than girls. (3) Anxiety and achievement – motivation was not significantly influenced by family relationship. Girls were more anxious than boys. (4) No significant difference was observed between dimensions of self-concept and family relationship.
Adams et al (1995) observed that when parents read stories to their small children they tend to use more emotionally charged words with girls than with boys. Parents tend to talk more about emotions with their girls than with their boys. Mothers chat about emotional aspects and use more emotional terms than fathers. When they play with their children they express a wider spectrum of emotions with girls. They are also more detailed with girls while describing an emotional state. Both fathers and mothers use an emotional discourse with girls than with boys when discussing sad events. In addition the fathers/mother-daughter relationship situates emotional experiences with a more interpersonal context than the father mother-son relationship.

Martinez-Pons and Manuel (1998) surveyed 11–15 yr olds to assess their perception of their parent's influence on their emotional intelligence (EI) and their own EI, as well as their task orientation (TO), social functioning (SF) and depression symptomatology (DS). Path analysis disclosed a substantial effect of parental modeling, encouragement, facilitation and rewarding on the Ss' EI and important effects of EI on TO, SF and DS were found. The results are interpreted in the light of modern social cognitive theory and recommendations are made for further study.

Verma, et al (1999) investigated whether adolescence is a time of greater emotionality in urban middle class Indian youth. One hundred, 8th graders (mean age 13.2 years) and their mothers (mean age 39.4 years) and fathers
(mean age 43.8 years) provided 13,674 reports on their activities and emotions when signaled at random times by alarm watches over 1 week. Analyses of the data indicated that the negative emotional states of adolescents were related to school stress and inversely related to family and peer variables. These factors may contribute to adolescent emotionality.

Roberts and William L. (1999) investigated parents' responses to the emotional distress of their children (emotional socialization) in relation to children's pro-social behavior and ego resilience in preschool. Meta-analytic techniques were used to combine results across samples (3 from Ontario and 2 from British Columbia). In all, 150 families participated; children's mean age = 4.2 years. Nearly 79% of all comparisons replicated across samples. Consistent with the cognitive-emotional processing model (Roberts and Strayer, 1987), (1) children's ego-resilient and prosocial behaviors were related to rents tolerant, non-punitive responses to emotional distress; (2) partial correlations reported the contention that emotional socialization practices affect outcomes independently of other parenting dimensions. However, consistent with emotion regulation models, parenting practices that emphasized the control of emotional expression were sometimes positively related to temporary measures of competence.

Scharfe (2000) found that maternal expressivity and the child's gender are associated with individual differences in the boys and girls expressivity and
that such differences remain stable over time. Mothers showed themselves to be more expressive towards girls than boys and when children are three years old, mothers are reported more positive affection in girls and more negative affection in boys. Nonetheless, it has been verified that boys tend to be able to speak clearly about emotional states and have an interest in them when they come from families in which the mother and boy hold conversations about emotional states.

Smith et al (2001) explored the relation between both interpersonal (e.g., parent report of socialization of emotional competence) and intrapersonal (e.g., temperament, emotion knowledge, social problem-solving skills) factors and teacher-report of 46 preschool-aged African American children's behavioral regulation strategies when confronted with hypothetical emotionally arousing situations with peers. These children came from diverse SES and parenting backgrounds, with a heavy concentration of children from disadvantaged homes. Measures of children's socio emotional competence and parental socialization practices accounted for a significant amount of variance in teacher-rated measures of behavioral regulation.

Wang Caikang (2002) studied the relationship between parental rearing style and high school students' self-efficacy and emotional intelligence. 161 male students and 148 female students (including 109 only children) (grade 11-12) were randomly selected as the samples from 3 high schools in the Pearl River
Delta of Guangdong province, China. The students were assessed with the Egna Minnen Betraffande Uppfostran (EMBU), the General Self-Efficacy Scale (R. Schwarzer, et al, 1981) and the Emotional Intelligence Scale (N. S. Schutte, et al, 1988). The results show (1) that there were significant gender differences in self-efficacy, i.e. female students' level of self-efficacy was lower than that of male students; (2) that the students that were only children had higher scores in self-efficacy and emotional intelligence; and (3) that the factors parental emotional warm, understanding, protection and interference, or severe discipline of the EMBU had weak positive correlations with the students' self-efficacy and emotional intelligence. The study concludes that parental rearing style has certain effects on high school students' self-confidence and positive emotion.

Tiwari and Srivastava, (2004) conducted a study on schooling and Development of Emotional Intelligence. A sample of 270 primary school children of Gorakphur participated in the study. The tools used for data collection were Emotional Intelligence scale of Schutte's (1997). Perceived Environmental Quality of Home. The data was treated with ANOVA and correlation. It was found that perceived environmental Quality of home as well as school was positively related to EI scores.

Sibia, Anjum et al., (2004), examined the notion of emotional intelligence (EI) in the Indian socio-cultural context. An attempt has been made to discern the
indigenous notion of EI based on the perspectives of people (parents, teachers and children) in the contemporary Indian society, where people exhibit a relational and context sensitive construal of self. Results indicate that Indian view of EI is embedded in its highly valued social concerns, virtues, cultural traditions and practices. These provide a frame for emotional learning and are therefore basic to the notion of EI. Responding to open ended questions, the participants (N=1047) described the emotional qualities desired by them in children and those required to be successful in life. The indigenous view of EI takes into cognizance such factors as social sensitivity, pro-social values, action tendencies and affective states. Results indicate that the Indian view of EI is context sensitive and focuses on the role of family and society in shaping one's emotions.

Perkins and Donna (2004) studied the effect of parenting, emotional intelligence. Early experiences tend to influence internalizing and externalizing behavior. Emotional intelligence of children experiencing harsh discipline was examined, as was whether emotional intelligence mediates the effect of parenting on problem behavior. Sixth-grade students (N = 252) in New Hampshire were tested. Peer rejection, but not friendship, was associated with internalizing. Friended females scored lower in externalizing than nonfriended females and friended males. Children with internal locus of control were less aggressive and depressed. Emotional intelligence was negatively associated with hostile attribution bias and uniquely predictive externalizing, but not
internalizing scores. Parental warmth was not predictive of emotional intelligence over and above parental control. Although no difference in emotional intelligence was found between authoritative and authoritarian parenting, differences were found between both and neglectful parenting. Children experiencing less parental control had external locus of control and higher internalizing scores. External locus of control was associated with internalizing scores.

Dunsmore et al (2004) examined the influence of children’s peer relationships and maternal emotional socialization on children’s development of emotion knowledge. Children’s emotional knowledge was assessed at the beginning (time 1) and end (time 2) of their first semester of kindergarten. Children’s peer interactions were measured through observations and teacher ratings. Mothers’ beliefs about teaching emotion language and emotional expressive styles were assessed through questionnaires. Children with more stable friendships demonstrated greater increases in emotion label knowledge between time 1 and 2. More popular children had greater increases in emotion script knowledge between time 1 and 2, as did children whose mothers believed in teaching emotional language. Results have implications for future research regarding parents’ and teachers’ beliefs about socializing children’s emotional development.
Bennett et al., (2005) carried out a study on individual differences in emotion knowledge were examined among one hundred and eighty four, four year old, predominantly African American children. Cognitive ability and negative emotionality, maternal characteristics (parenting, verbal intelligence and depressive symptoms), environmental risk and child sex were examined as predictors of emotion knowledge. Regression analyses indicated that cognitively skilled children who resided in relatively low risk environments with verbally intelligent mothers possessed greater emotion knowledge. Proximal (4-year) child cognitive ability was a stronger predictor than distal (2-year) cognitive ability. Positive parenting at 4 years was correlated with child emotion knowledge, but this relation disappeared when parenting was examined in the context of other predictors. These findings highlight the potential role of child cognitive ability, along with environmental risk and maternal verbal intelligence, in children’s emotional knowledge and demonstrate the importance of examining a variety of predictors for their unique contribution to emotional knowledge.

Páez et al (2006) reviewed the theory and data that suggest a safe attachment associate to warm parental bonding, to cohesion and to expression familiar, antecedents of a high Emotional Intelligence (EI), as well as to adaptive coping, associate to the well-being. For it, the instruments that try to evaluate the EI, the attachment, the regulation and the well-being were used. The scales were applied in three countries (Spain, Chile and Mexico) to a total of 357
university students (average of 22 years). In general, the results indicate that
the participants with a greater well-being inform a low insecure attachment,
remember a good relation with the family, perceive a greater expression,
emotional in their family and in addition display a greater clarity, regulation
and expression of emotions, as well as a good ability, that is, a greater EI.

Panday K (2006) carried out a study on adolescent girls studying in 9th
standard in four Hindi medium secondary schools of Varanasi city. The
objective of the study was to find out adolescent girls with high moderate and
low emotional intelligence differs on various types of deprivation. The findings
of the study shows that girls having low Emotional intelligence perceive
various insufficiency, meager educational opportunity, unavailability of
reasonable share of pleasant emotional experiences, lack of warmth and
parental care in comparison to girls having high and moderate level of
emotional intelligence.

Oyesoji et al (2006) investigated the relationship among Emotional
Intelligence, Parental involvement and academic achievement of five hundred
senior secondary school students in Ibadan, Nigeria. The sample was drawn
through a randomized process from 10 senior secondary schools. The
participants ranged in age between 14-18 years The study used a questionnaire
titled Student Emotional intelligence and Parental Involvement Rating scale
developed by the researcher. Two hypotheses were tested for significance at
0.05 margin of error; using Pearson product Moment correlation, coefficient and Multiple Regression statistics. Results showed that both Emotional Intelligence and parental involvement could predict academic achievement.

**Agrawala (2006)** carried out study on 100 adolescent girls 13 to 17 years of secondary schools of Varanasi city. The objective of the study was to find out relationship between the deprivation and academic anxiety among girls having different levels of emotional intelligence. The study indicates that the social deprivation and academic anxiety are positively co-related in case of emotionally intelligent girls due to their greater understanding of emotional behavior of their own and others. The parental deprivation and academic anxiety for more emotionally intelligent girls is positively co-related which could be due to the lack of support from parents in academics.

**Katyal et al (2006)** conducted a study with an objective to determine the level and effect of personal and family characteristics on emotional intelligence among adolescents, gender differences with regard to emotional intelligence among adolescents. This study also aimed to find out the association of personal and family characteristics with emotional intelligence. 150 (One Hundred and Fifty) students of Xth class from different government schools in Chandigarh were selected randomly. Standardized test was used to measure emotional intelligence and personal and family profile schedule was used to assess personal and family characteristics of the subjects. The findings revealed
that majority of boys, girls and the total sample had low emotional intelligence.

It was found that there existed significant association of emotional intelligence with type of family, parents’ educational qualification and mother’s occupation for boys, girls and the total sample. However, non-significant association of emotional intelligence was found with birth order, family income per month, occupation of father and involvement in leisure time activities.

Young et al (2006) conducted a large scale retrospective study with young adults and a smaller study with young children and their mothers and fathers were conducted to identify and investigate various parental influences on emotional understanding of children. The specific purposes of both studies were: (a) to compare the relative influence of different parental factors on emotional understanding; (b) to investigate differences by sex of child and sex of parent and (c) to investigate mediating and moderating relationships among the various parental factors. The parenting factors chosen for investigation were: supportive reactions to children’s emotions, positive expressiveness, negative expressiveness, positive emotion-related beliefs and direct involvement with child. For the first study 248 undergraduate psychology students (mean age = 19.6 years) completed an objective measure of emotional understanding (the Mayer-Salovey-Caruso Emotional Intelligence Test-2, MSCEIT-2) and reported on both their mothers’ and fathers’ past behavior and emotion-related beliefs. The second study involved 52 children (mean age = 42 months) who completed Denham’s (1986) puppet measure of emotional
understanding and their mothers and fathers who reported on their own behavior and emotion-related beliefs. The strongest predictors of children's emotional understanding were supportive reactions to children's emotions and negative expressiveness (a negative predictor). Females were found to have greater emotional understanding than males in both studies. Mothers had more positive emotion-related beliefs as well as more frequent supportive reactions to their child's emotions, involvement with their child and positive expressiveness than fathers. In study one there was evidence that parents were more directly involved and more positively expressive with females and mothers were more negatively expressive with females. With regard to mediation, in study one, mothers' positive emotion-related beliefs were found to have a strong indirect positive effect on females' emotional understanding through increasing mothers' supportive reactions. Mothers' and fathers' negative expressiveness also had an indirect negative effect on females' emotional understanding through its negative effect on parents' reactions to their daughters' emotions. With regard to moderation, fathers' positive emotion-related beliefs were important to males' emotional understanding only when fathers were also highly positively expressive.

aspects of parental behavioral control (parental knowledge, expectation, monitoring, discipline and demanding as well as parental control defined in terms of indigenous Chinese concepts), parental psychological control and parental responsiveness whereas parent-child relational quality included satisfaction with parental control, child's readiness to communicate with the parents, parental trust of the child and child's trust on the parent. Results showed that parenting quality and parent-child relational quality in poor families were generally poorer than those of non-poor family and the differences were more pronounced in paternal parenting quality and father-child relational quality than in maternal parenting quality and mother-child relational quality. Emotional quality of life of adolescents experiencing economic disadvantage was also found to be poorer than that of adolescents not experiencing economic disadvantage. The present findings replicate the previous research findings in the literature and generate a pioneering dataset based on Chinese adolescents at Secondary level in Hong Kong parental involvement, When parents read stories to their small children they tend to use more emotionally charged words with girls than with boys. Parents tend to talk more about emotions with their girls than with their boys. Mothers chat about emotional aspects and use more emotional terms than fathers. When they play with their children they express a wider spectrum of emotions with girls. They are also more detailed with girls while describing an emotional state. Both fathers and mothers use an emotional discourse with girls than with boys when discussing sad events. In addition the fathers/mother- daughter relationship
situates emotional experiences with a more interpersonal context than the father mother-son relationship

Willingham et al (2007). Conducted a study to examine the possible relationship between individual’s perceptions of emotional availability from their parents and their adjustment to college. Differences in parental roles and gender of participants were also discussed. Participants included 153 males (64) and females (89) from one private university and one public university in the Southeastern United States. Their class standing ranged from freshmen to juniors and age ranges were 18 to 21. Participants were asked to complete instruments asking about their perceptions of parental emotional availability (LEAP) and their adjustment to college (SACQ). Regression and co relational analyses were used to analyze the data. The current study found both positive and negative relationships between the variables of emotional availability and college adjustment. Some of these relationships were found to be statistically significant. The most noteworthy finding in the current study was that female participant's perception of mother's emotional availability was significantly related to their social adjustment to college.

Varshney S.P. (2007) studied the effect of parental encouragement on Emotional Intelligence of adolescents. The sample of the study consisted of 100 boys and girls (50 in each group) in the age group between 16-20 years. The students were randomly selected from four intermediate collages of Agra city.
The investigator used S.K Mangal and Shubhra Mangal “Emotional Intelligence inventory” and “Parental Encouragement scale” developed by Sharma. In order to determine the relationship between Emotional Intelligence and parental Encouragement, product Moment co-efficient of correlation between the two variables was computed for both boys and girls. The results reveal that parental Encouragement and Emotional Intelligence were positively correlated both in case of boys and girls. The students who are highly encouraged by their parent have high scores on Emotional Intelligence when compared with their counterpart.

Prashanthi et al (2009) explored the relationship between emotional competence and family Variables. The sample comprised of 240 couple of chittor district of Andhra Pradesh. The tools used were emotional competence scale by Sharma HC and Bhardwaj R (1995) and standardized interview schedule developed to study the family variable of the respondent by the investigator. The results revealed that family income and family type were positively correlated with emotional competence where as family size was negatively correlated with the emotional competence level of the respondent.

Indu (2009) This study was carried out to compare Emotional Intelligence in relation to gender, to study the influence of type of family on Emotional Intelligence. The sample consisted of 502 teacher trainees of Coimbatore district. Emotional Intelligence scale constructed by the researcher based on
Bar-On’s conceptualization of dimensions of EI. Statistical measures used were mean, Standard Deviation, t-test and Analysis of Covariance. The results of the study reveal that family does not significantly influence the Emotional Intelligence.

Sung and Helen (2010) studied the influence of culture on parenting practices of East Asian families and emotional intelligence of older adolescents: A qualitative study. Academic success among East Asian students is well known and almost stereotypical. Yet the attention to emotional well-being continues to be minimal. The discrepancy between academic success and social/emotional difficulties appears to be a problem among East Asian adolescents. This qualitative grounded theory study examines how the cultural influences in parenting practices of East Asian parents impact the different aspects of emotional intelligence in older adolescents. Twenty older adolescents (ages 16—19) and their mothers, from Chinese and Korean heritage living in the Southern Bay area in California participated in the study. The main form of data collection was through formal, in-depth and open-ended interviews and administration of standardized emotional intelligence questionnaires. The repeating themes related to parenting sibling relations have an impact on parent/child interaction. In addition, acculturation and practices were correlated with very low, medium and high emotional intelligence levels. Distinct attitudinal and perceptual differences between adolescents with very low and high EQ were found.
Marjorie et al., (2010) investigated the academic success in adolescence: relationships among verbal IQ, social support and emotional intelligence. The objective of this study was to examine, by gender, whether emotional intelligence (EI), peer social support and family social support partially mediated the influence of verbal IQ on Grade 10 grade point average (GPA) for 192 students (96 male, 96 female). For male students, EI and peer social support predicted GPA and EI mediated the association between verbal IQ and GPA. For female students, EI, peer social support and family support predicted GPA but did not mediate the association between verbal IQ and GPA. This study further examined whether subscales of EI (intrapersonal, interpersonal, adaptability and stress management abilities), peer social support and family social support (emotional, socializing, practical, financial and advice) added to the prediction of GPA after verbal IQ, gender and socioeconomic status were controlled. Adaptability, stress management and practical family social support each added to the explanation of variability.

Lui, Mung Mei, (2010) explored the role of emotional intelligence in predicting parenting self-efficacy, academic self-efficacy, academic achievement and school attendance among a sample of adolescent mothers. A battery of instruments was administered to a sample of 108 high school students who were enrolled in the Employment Leading to Education and Career Training (ELECT) Program. The students ranged from 16 to 21 years of age. Emotional intelligence was assessed with the Bar-On Emotional Quotient:
Short Version (EQ-i:S) and self-efficacy variables were measured with the Self-Efficacy for Learning Form-Abridged (SELF-A) and the Parenting Sense of Competence Scale (PSOC). Moderate and significant correlations were found between emotional intelligence and both parenting and academic self-efficacy measures. Despite a positive relationship with academic self-efficacy, emotional intelligence was not found to correlate with student achievement or school attendance, with the exception of Social Studies achievement. The investigation of length of time parenting revealed no relations with parenting self-efficacy beliefs or school outcome variables such as grade point averages or attendance. Results also indicated that the level of involvement from the child’s father did not correlate with this sample of adolescent mothers’ perception of parenting satisfaction.

**Meenakshi. Kamalpreet Kaur.** (2010) The present study was undertaken to study social and emotional intelligence of school going adolescents in relation to working status of mother. A total of 100 school going adolescents (50 children of working mothers and 50 children non-working mothers) within the age of 13 to 16 years from three schools of Patiala district of Punjab were selected as a sample. Data was collected by social intelligence scale by N.K. Chaddha and Usha Ganesan and Mangal Emotional Intelligence inventory by S.K. Mangal. The data obtained was analyzed statistically and the study revealed that school going adolescents of working Mother have significantly more socially intelligent than their counterparts. School
going adolescents of working and non working mothers do not differ significantly in their social intelligence irrespective of gender. There is positive and significant relationship between social intelligence and emotional intelligence for the total group as well as in school going adolescents of working mothers. But this relationship is not significant in case of school going adolescents of non working mothers.

2.3 EMOTIONAL INTELLIGENCE AND SELF CONCEPT

Sudha and Nirmala (1984) administered measures of emotional maturity and self-confidence to 160 male and 170 female high school students to determine the relationship between the two. Four factors were examined for their effect on self-confidence: sex, age, type of school and level of emotional maturity. Analysis showed that females were more self-confident than males. Younger subjects were more self-confident than were older Ss. Ss from private schools were more self-confident than those in government or corporation schools. Ss with higher emotional maturity also had high levels of self-confidence.

Leiter M.P (1992) indicated that individuals with high self-efficacy tend to use active coping strategies. Whereas those with low self-efficacy tend to employ avoidance strategies’ and have a greater tendencies to worry.

Bandura’s (1989) According to Bandura’s theoretical analysis, perceived self-concept is people’s beliefs about their capabilities to produce designated levels
of performance that exercise influence over events that affect their lives. A strong self-concept enhances human accomplishment and personal well being in many ways; people with high assurance in their capabilities approach difficult tasks as challenges to be measured rather than as threats to be avoided. They approach threatening situation with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishment, reduces stress and lowers vulnerability to depression.

**Multon, Brown and Lent, (1999).** Observed that people who doubt their capabilities shy away from difficult tasks, which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter and on all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties; they fall easily to stress and depression.

**Bandura** (2000) has pointed out that people with high confidence in their capabilities handle stress related factors effectively and approach difficult task as challenges to be mastered rather than as threats to be avoided.

**Curtis, Lillian Salter**(2000) represented an innovative effort to explore a specific area of a secondary guidance program, the goal being to enhance high school students' knowledge of self and others. This action oriented guidance
research was designed to assist with program development and evaluation using the Missouri Comprehensive Model Guidance Program as the main framework. Through the use of curriculum intervention methods, lessons were presented to students in this study. These presentations were centered around the five components of emotional intelligence. This study began with an orientation for students in the targeted classes. After gathering the necessary consent, three treatment groups were established. They included a large non-traditional English/Social Studies class, a small Psychology class and a small group of gifted student volunteers. Following collaboration with their teachers, appropriate guidance lessons were developed. Six sessions for each treatment group were planned. Curriculum designs which reflected an extension of classroom topics were built. Three Self Rating assessment tools were as pre and post test measures. Comparisons were made to determine if guidance outcomes revealed any significant gain following curriculum intervention. Statistical analyses were conducted using paired t scores and ANOVA. Variables studied represented Missouri guidance competencies, multidimensional self concept scores and emotional intelligence traits. Overall, participants did show some improvement on nearly all variables measured using raw score summaries from pre and post tests. However, statistically significant gain occurred on (4) competencies within the groups. The competency statement "I can deal with life then I feel down and the EQ trait Managing Emotions" showed gain within each group. Among the groups, the only variable showing significant gain was on the Self Concept Score. As a
whole, the gifted group was the only treatment group showing gain on at least one variable for each survey.

**Wang and Caikang (2002)** Studied emotional intelligence and the relationship with general self-efficacy and coping style of juvenile delinquents. 228 (Two hundred twenty eight) juvenile delinquents (aged 11-22 yrs) (294 males and 24 females) in jail in Guangdong province, China, completed the Emotional Intelligence Scale (EIS, P. Salovey and J. D. Mayer, 1990), the Chinese version of the General Self-Efficacy Scale (GSES), the Short Coping Style Scale (SCSS), the Internal/External Control Scale (J. B. Rotter, 1966) and the Center for Epidemiological Studies Depression Scale (CES-D, L.S. Radloff). The juvenile delinquents had lower scores of emotional intelligence than age-matched middle school students. The emotional intelligence of juvenile delinquents was positively related to self-efficacy and coping style, but there was no relation between psychological control and depression.

**Burbach, Mark E (2005)** tested the relationship between emotional intelligence and full-range leadership as moderated by cognitive style and self-concept. This study examined the effect of an ability-based measure of emotional intelligence as a predictor of full-range leadership style. The moderating effects of leaders’ cognitive style and direction of self-concept (internal vs. external) on the relationship between emotional intelligence and full-range leadership style were also examined. The analyses were conducted
Spence, Gordon et al (2004), reports that personal goals vary in the extent to which they are integrated with core aspects of the self. Goal self-integration was measured by asking 95 students to rate their reasons for adopting eight personal strivings. In addition, the trait emotional intelligence (EI) and emotional well-being of participants was measured, in order to determine the influence of goal self-integration and trait EI on each individual’s sense of well-being. A correlational analysis indicated that individuals who report high levels of trait EI also construct more congruent, self-integrated personal goal systems. General linear modeling, however, indicated that global trait EI and goal self-integration were poor predictors of global emotional well-being. Despite this finding, two subscales: mood regulation (EI) and identified regulation (goal self-integration) were found to predict emotional well-being. This result indicated that emotional experience is influenced, in part, by one’s
ability to regulate emotions and by establishing personal strivings that are congruent with core values or personal convictions. It is tentatively concluded that trait EI and goal self-integration are both related to emotional well-being; however further research is needed to identify which of subcomponents has the greatest influence.

Chan (2001) studied on Emotional Intelligence, Social Coping and Psychological Distress among Chinese Gifted Students in Hong Kong. The relationships among emotional intelligence, social coping and psychological distress were investigated in a sample of 624 Chinese gifted students in Hong Kong. A mediation-effect model specifying that emotional intelligence had an effect on psychological distress mediated by social coping was hypothesized and tested using structural equation modeling procedures. For comparison, a direct-effect model and a direct-and-mediation-effect model were also fitted to the data. The results indicated that the mediation-effect model provided an adequate and good fit, suggesting that the effects of self-relevant and other-relevant emotional intelligence on psychological distress were mediated by avoidant coping and social-interaction coping, respectively. Implications of the findings for enhancing emotional intelligence of students and in promoting the use of adaptive social coping strategies for their psychological well-being are discussed.
Adeyemo, D. A., (2005) studied on Emotional Intelligence, Religiosity And Self-Efficacy as Predictors Of Psychological Well-Being among Secondary School Adolescents In Ogbomosho, Nigeria. The study investigated emotional intelligence, religiosity and self-efficacy as predictors of psychological well-being among secondary school adolescents. The study made use of stratified random sampling in selecting 292 adolescents from ten (10) secondary schools in Ogbomoso, Oyo State, Nigeria. The sample age ranged between 13 - 20 years. Four instruments were used, namely: General Self-Efficacy Scale, Well-being Manifestation Measurement Scale; The Wong and Law Emotional Intelligence Scale (WLEIS); and Religiosity Scale. Data analysis involved the use of multiple regression and Pearson Product Moment correlation. The results indicated that the three independent variables as a block were effective in predicting psychological well-being of adolescents. On the basis of the finding, it was suggested that teachers should Endeavour to teach rudiments of emotional intelligence to the students while school counselors and psychologists should develop programmes to foster emotional intelligence and self-efficacy.

Upadhyaya (2006) conducted a study on 78 student –teachers, studying in Ewing Christian college Allahabad. The findings of the study indicate that student-teacher with low Emotional Intelligence are more uneasy and worried about future and failures. They are less cautious, irregular and like to take more rest; restrain others; feel tired; uninterested and conformed to the opinion or accepted path taken by most people. Whereas students – teachers with high
Emotional Intelligence are more competent, have more self confidence, hard working, help others constructive way are motivated, energetic and full of enthusiasm.

**Manhas and Gakhar** (2006) studied non cognitive correlates of Emotional Intelligence of adolescents studying in XIth class. The sample consisted of 400 male and female adolescence from government and private higher Secondary schools situated in urban and rural areas of Jammu and Kashmir. The tools used were Emotional Intelligence scale- Khera and Sarabjit Kaur,(1999) Self-concept Questionnaire–Saraswat (1992) Mental Health Battery -Singh and Gupta(1988) Bisht Battery of stress scale-Bisht (1998). The data was analyzed using descriptive statistics, product-moment coefficient correlation and t-ratio. The results indicate that there is positive significant correlation between Emotional Intelligence and self-concept (r=0.625), which is significant at 0.01level. The reason may be that both have common components like temperament, educational and intellectual ability self-regulation and self awareness. The study also indicates significant difference in the Emotional Intelligence of boys and girls. Girls are found to be higher in their scores than boys. Adolescents studying in private schools were higher in their Emotional Intelligence compared to adolescents studying in government school.

**Andrea Penrose** (2007) studied on Emotional intelligence and teacher self efficacy: The contribution of teacher status and length of experience Practicing
teachers and principals in selected Government schools in Victoria provided data on their levels of emotional intelligence and teacher efficacy beliefs. The data supported the theoretical expectation of a linkage between emotional intelligence and teacher self-efficacy. Regression analyses showed that neither gender nor age moderated this relationship. However, length of teaching experience and current status add significant direct effects on predicting teacher self-efficacy but did not moderate the relationship between emotional intelligence and teacher self-efficacy. These findings are significant as this now demonstrates a relationship between levels of emotional intelligence in teachers, their self-efficacy beliefs, and teacher effectiveness.

Habibah Elias, Rahil Mahyuddin, et al. (2007) studied on Emotional Intelligence of at Risk Students in Malaysian Secondary Schools. At-risk students in this study are those with low academic achievement and with behavioral problems. The study utilizes the descriptive survey method. The sample of this study comprised of 688 secondary school students who are at-risk and their average age was sixteen. Findings indicate that the mean EQ of at-risk students were rather low (mean = 57.67, SD = 0.26). The mean scores for the three sub-scales of EQ among the students were 18.91 for Emotional Self-Awareness (ESA), 14.94 for Emotional Expression (EE) and 24.18 for Emotional Awareness of others (EAO). Research findings also indicate significant gender differences (t = 4.103, p < .05) in EQ scores among at-risk students with female students obtained a higher mean compared to the males.
In addition results also found positive and significant correlations between EQ and the following variables namely academic achievement ($r=.195, p<.05$), self-esteem ($r=.361, p<.05$), achievement motivation ($r=.354, p<.05$), Mathematics self-efficacy ($r=.310, p<.05$) and English self-efficacy ($r=.498, p<.05$). The implications of the findings are discussed in terms of educational opportunities for at-risk students.

**Yuch-Chin Ma** (2007) studied on A Study of Vocational High School Students' Emotional Intelligence, Self-Concept and Academic Performance: Also on The Influence of Homeroom Teacher’s Emotional Intelligence The main purpose of this study was to understand whether students’ emotional intelligence, self-concept and academic performance would influenced while they got along with their homeroom teacher. This study adopts Stratified Random Sampling, selecting the subjects from vocational high school students in Tainan country. A total of 331 (male 211, female 120) vocational high school students from nine classes of the 10th, 11th, 12th grades were sampled to respond to “Scales of Homeroom Teacher’s Emotional Intelligence”, “Scales of Student’s Emotional Intelligence” and “Scales of Self-Concept ”, in which the students were guided by four male homeroom teachers and three female homeroom teachers. Subjects will be tested two times every six months, to explore whether their emotional intelligence, self-concept and academic performance will be influenced during the six months of getting along with their homeroom teacher. The employed methods included Descriptive
Statistics, t-test, one-way ANOVA, Pearson Correlation Analysis and Regression Analysis. The main findings of this study were as follows:

- There are positive correlations between the students’ emotional intelligence (before and after the test)-the understanding of emotion, the expression of emotion, the adjustment of emotion and the employment of emotion and their self-concept (before and after the test)-the self of family, morality, society, identity, criticizing, physiology and psychology.

- There are positive correlations between the students self-concept (before the test)-the family’s self, the moral self and their academic performance (after the test)-English. There are also positive correlations between the students’ self-concept-the self contentment, the self criticizing and their academic performance.

- There are positive correlations between the students ‘academic performance (before the test) - English and their self-concept (after the test)-the moral self. There are also positive correlations between the students’ academic performance-mathematics and their self-concept--the family’s self and the self criticizing.

- There are positive correlations between the homeroom teacher’s emotional intelligence and the students’ academic performance (before and after the test). But there are no positive correlations between the homeroom teacher’s emotional intelligence and the students’ emotional intelligence (before and after the test) and their self-concept (before and after the test).
Part of the students’ emotional intelligence (before the test), their self-concept (before the test), their family’s income and academic performance (after the test) is influenced by their homeroom teacher’s emotional intelligence.

Kelly B.T. Chang (2007) studied on Effective Strategies for Teaching Emotional Intelligence In Higher Education. The purpose of this study is to promote emotional and social learning in higher education by describing the design of the intervention used in the study mentioned above. Strategies for supporting student growth throughout the semester will also be explained in detail. Recognizing the importance of self-directed change for young adults, proven self-modification techniques (Watson & Tharp, 2006) were taught to help students design and implement their own plans for change. The intervention used a two-level approach to EI. The first level is a set of basic EI abilities (Mayer, Salovey, & Caruso, 2000) that every student should possess in order to function emotionally and socially. The second level is a collection of competencies that have been identified by researchers as possible outcomes of emotional intelligence (Bar-On, 2000; Cherniss, 2000a; Matthews, Zeidner, & Roberts, 2002). Whether students value, implement, or feasibly change the competencies in this second level depends on the students’ context, so they were encouraged to work on a competency that best fits their own situation. Students were taught self regulation strategies to use for their own plans to improve an emotional competence of their choice.
Darsana (2007) studied relationship between Emotional Intelligence and self-concept of urban and rural boys and girls and government institutions and private institutions. The investigator has adopted normative survey method. The study has been conducted on sample of 387 higher Secondary school students. The study reveals that there is no marked relation between components of Emotional Intelligence and self-concept for the whole sample and subsamples boys, girls urban, rural and government institutions.

Mavroveli, Stella; et al., (2007), studied emotional intelligence, psychological well-being and peer-rated social competence in adolescence. The trait emotional intelligence (trait EI or trait emotional self-efficacy) framework provides comprehensive coverage of emotion-related self-perceptions and dispositions. In this study, the researchers investigated the relationship between trait EI and four distinct socio-emotional criteria on a sample of Dutch adolescents (N = 282; 136 girls, 146 boys; mean age = 13.75 years). As hypothesized, trait EI was positively associated with adaptive coping styles and negatively associated with depressive thoughts and frequency of somatic complaints. It was also negatively associated with maladaptive coping styles, in boys only. The discussion focuses on the operationalisation of trait emotional self-efficacy in adolescents.

Adeyemo and Bola Ogunyemi (2007) carried out a study to find out the interactive and relative effects of Emotional Intelligence and self-concept on
occupational stress of University academic staff. It made use of simple random sampling in selecting 300 academic staff from all the eight faculties of the institution. The study sample responded to three valid and reliable instruments that is Emotional Intelligence scale, general perceived self-efficacy scale and occupational stress scale. Data analysis involved the use of Pearson correlation and multiple regression procedure to investigate predictive capacity of the independent variables on the dependent variable. The results indicated that the two independent variables, when taken together, were effective in predicting occupational stress. Each of the variables contributed significantly to the prediction of occupational stress with self-efficacy making higher contribution to the prediction of occupational stress. On the basis of this finding, it is suggested that Emotional Intelligence programming and self-efficacy intervention techniques will benefit teachers immensely in coping with stress.

Moran, Seana; (2009) Giftedness in intrapersonal intelligence. The Purpose is an internal compass that integrates engagement in activities that affect others, self-awareness of one’s reasons and the intention to continue these activities. We argue that purpose represents giftedness in intrapersonal intelligence, which processes information related to self, identity, self-regulation and one’s place in the world. Purpose is an extraordinary achievement. It is an ideal that young people are expected to accomplish by the end of high school, yet in our mixed methods study, only 26% of our sample overall (N=270 youth age 12-22) expressed a purpose. Still, purpose can be achieved precociously. Some
youth achieve purpose much earlier than the norm: 11 6th graders in our sample showed a purpose.

Niradhar Dey (2009) examined the influence of Emotional Intelligence on academic self-efficacy and achievement. The sample of the study consists of 150 undergraduate students of Raipur in the state of Chhattisgarh, India. Two valid and reliable instruments were used to assess Emotional Intelligence and academic self-efficacy. Pearson's product moment correlation and hierarchical regression analysis were used to analyse the data. The result of the study indicated that Emotional Intelligence and academic self-efficacy significantly correlated with academic achievement.

2.4 EMOTIONAL INTELLIGENCE AND MODERATE VARIABLES

Socio Economic Status, Locality (urban and rural) and Gender

Chouhan.V.L. and Bhatnagar.T (2003) assessed Maturity, Emotional expression and Emotional quotient of adolescent male and female students, the study was based on a sample of 120 male and female adolescent who were randomly assigned to all the experimental groups. Statistical techniques like mean standard deviation and "F" ratio were used to analyze the data. The results indicate that Females have Higher skill for Emotional expression than
the pre adolescents. Females have a higher degree of Emotional quotient than their male counter parts.

Shanwa V.K (2003) has carried out a study on correlates and Nurturance of Emotional Intelligence in primary school children. The objectives of the study are to develop a measure of Emotional Intelligence appropriate for primary school children in India; (ii) to examine the difference in Emotional Intelligence in children belonging to various eco-cultural groups; (iii) to examine the relationship between EI on the one hand and academic achievement, attention and social functioning of children, on the other, (iv) to nurture emotional intelligence in a selected group of children. The statistical techniques Mean Standard Deviation and ANOVA and inter correlations were computed. The sample consisted on 200 children studying in urban and rural schools of fourth standard. A Hindi version of multifactor Emotional Intelligence scale (CMEIS), at tension test and academic achievement is to collect data. The studies indicated that the rural children emerged as having higher Emotional Intelligence in comparison to their urban counter parts overall girls had higher Emotional Intelligence than boys. As a group rural boys achieved the highest score on the overall Emotional Intelligence due to their better performance on the assimilation of emotions. Rural girl were better at understanding and relation of emotions. While urban girls are better at identifying emotions. Academic achievement showed positive correlation with one component of Emotional Intelligence.
Pandey, R. and Tripathy, A.N (2004) Explored development of Emotional intelligence on hundred children from Five age groups 5-6 years, 8-9 years, 11-12 years, 14-15 years, and 17-18 years. The results indicated that there was an increase in EI with age and females were more proficient in managing and handling their own Emotions as well as of others.

Tyagi, S.K. (2004) explored the relation of secondary teachers to gender and age. The objective of the study was to compare the level of EQ of male and female secondary teachers. The sample consisted of 500 secondary teachers (350 male and 150 female) belonging to secondary school (urban and rural) from Dhule district Maharashtra. The tool used for the study was emotional intelligence test developed by Chadha and Singh. The data were analyzed with the help of mean S.D and 't' test. The findings indicate that level of emotional intelligence is low and of gender and age.

Ghazali and Siti Raudzah (2004) have carried out a study on Posttraumatic stress disorder, emotional intelligence and gender differences among refugee children from the Middle East (Iraq, Lebanon, Palestine). This study investigated relationships among the severity of symptoms of PTSD, emotional intelligence and gender differences in refugee children from the Middle East after their exposure to war in their native countries (Iraq, Lebanon, or Palestine). Participants were 17 male and 13 female children, aged 12-17. Fifty percent of the participants were recruited from the Arab Community Center for
Economic and Social Services Community Mental Health Clinic (ACCESS) in Dearborn, Michigan. The remaining respondents volunteered to participate in this study after being contacted by leaders of their communities. Pearson product-moment correlation was used to determine relationships among variables. A t-test of independent means was used to analyze mean differences between groups. Findings suggested that as the severity of PTSD increased, emotional intelligence decreased. There were no significance differences between female and male children on the PTSD severity scale. Results also revealed that male children generally scored higher on the emotional intelligence test. A significant difference was found between male and female children in using emotion subscales.

Yousefi, Farideh (2004) The purpose of this study was to investigate emotional awareness among Iranian high school students and to examine possible sex differences in emotional awareness. The participants were 388 gifted and non gifted students. They completed the Levels of Emotional Awareness Scale-A. Analysis showed girls had significantly higher scores than boys in the total sample. The mean score on emotional awareness of gifted girls was significantly lower than that of non gifted girls. Potential implications of these findings are offered.

Zhang, Qiuyan; et al.,(2004) The Relationship between Emotional Intelligence and Coping Style in Middle-school Students. The objective of the
study was to find out the relationship between emotional intelligence and coping style in middle-school students. Methods: 1281 middle-school students were measured by a questionnaire of EIS (Emotional Intelligence Scale) and CSSMSS (Coping Scale for Middle School Students). Results: (1) In the emotional intelligence score, the students coming from city were higher than those from villages and towns and children from a single child family higher than children having siblings. Further analysis showed primary middle school students had gender differences, while senior high school students did not; (2) The common styles of middle school students coping with frustration and trouble were problem-solving, withdrawal, tolerance, abreaction, help-seeking and fantasy. (3) Emotional intelligence was positively correlated with six coping styles ($r = .072 \sim .459$) and problem-solving, help-seeking and withdrawal were main contributing factors to emotional intelligence. Conclusion: Mood of middle school students is influenced by many factors including their coping style.

Devi, L. Uma; Rayulu, T. R.; (2005) Studied levels of emotional intelligence of adolescent boys and girls Individuals from different social segments of the society are exposed to varied environmental stimuli. One still find extensive as well as intensive variations in the degree of exposure to the variety of environmental stimuli which are conductive to proper functioning of non-cognitive abilities responsible for individual’s success in life. The present study was taken up to understand the emotional intelligence levels of adolescents of
15+ to 18+ years by using the emotional intelligence inventory developed by the investigator. Sample consisted of 224 adolescents (112 boys & 112 girls) selected from coeducational junior colleges located in Hyderabad city. Results revealed that majority of the boys and girls fell in to an average and above on emotional intelligence levels. Significant difference was noticed in interpersonal skill component of boys and girls favoring girls. Results on dimension wise emotional intelligence showed that girls surpass boys on self awareness, empathy, social responsibility and problem solving. Adolescent boys and girls did show similar scores on other 11 dimensions of emotional intelligence and on total emotional intelligence levels. It is interesting to note that younger adolescents were high on interpersonal skills than older adolescents. It is surprising to note that group of study did not show any relationship on emotional intelligence levels of adolescents.

Katyal S and Awasthi (2005) investigated gender differences in Emotional Intelligence among adolescence of Chandigarh. The study consists of sample of 150 students of Xth class from different Government schools in Chandigarh were selected randomly for assessment of gender differences in emotional intelligence. The data was collected through standardized Emotional Intelligence test. The findings reveal that majority of boys girls and the total sample had good followed by low emotional intelligence. Girls were found to have higher emotional intelligence than that of boys. However the difference touched only 0.01 level, hence findings are just suggestive of the trend. The
relationship between the female sex and emotional competences are closely linked since childhood due to a socialization that is in closer touch with feelings and their nuances.

Harrod, Nicholas R.; Scheer, Scott D. (2005) An exploration of adolescent emotional intelligence in relation to demographic characteristics. Emotional intelligence (EI) was measured in 200 youth ages 16-19. EI scores were compared to demographic characteristics of the individuals (age, sex household income, parents' level of education and location of residence). Findings indicate that EI levels were positively related to females, parents' education and household income. The study did not show significant relationships between adolescent EI and location of residence or age. EI scores were significantly different between females and males, with females reporting higher EI levels. A one-way ANOVA showed no significant differences between EI scores and age, location of residence and household income. Significant differences were found based upon EI scores for parents' education; as they increased, so did EI levels. In a linear regression model, with demographics as the independent variables and EI as the dependent variable, father's education and sex were both predictors. The results will guide future studies to determine the factors behind adolescent EI formation and development.

Tapia & Marsh II (2006) This study has affirmed that women tend to be more emotionally expressive than men, that they understand emotions better and that
they have greater ability as regards certain interpersonal skills. Women for instance recognize other people emotions better or more perceptive and have greater empathy.

**Patil B and Kumar A (2006)** carried out a study on a sample of 302 student teachers studying in four colleges of Education in Kolnapur district. The data was analyzed using by using appropriate statistical analysis such as t-ratio and product moment coefficient of correlation. The result shows that there is no significant difference between emotional intelligence of male and female students teachers.

**Usha (2007)** this study was carried out to find the extend of relationship between Emotional Adjustment and Family Acceptance of the child on Academic achievement. The study was conducted on 700 students studying in IX standard the sample was drawn from three districts of Kerala. The findings revealed that there exists a significant relation between Emotional Adjustment and Family Acceptance. No significant difference was noticed between Emotional Adjustment of Boys and Girls. Urban pupils were found superior to rural pupils in their Emotional Adjustment and Family Acceptance.

**Tirath Singh (2007)** this study was carried out to find the effect of shaktipat meditation on emotional maturity of student teachers. The experiment was conducted on 140 student teachers of B. Ed. For data collection, Emotional maturity scale prepared by Yashvir singh and Bhargava(1990), Socio Economic
Scale developed by Rajeeve Bhardwaj (revised in 2001) were used. Analysis by ANCOVA revealed that there was a significant effect of Socio-Economic Status on emotional maturity. The data showed that upper middle class and lower class are emotionally mature than upper middle upper lower class. Data also showed that students belonging to rural were more emotionally mature than urban areas.

Alumran, Jihan I.A; Punamäki, Raija-Leena; (2008) the first aim of this study was to examine gender and age differences in emotional intelligence (EI) and coping styles amongst a sample of Bahraini adolescents. The second aim was to investigate how gender, age, academic achievement and emotional intelligence would explain the variations in the adolescents’ coping styles. Participants were 312 Bahraini adolescents who were randomly selected from intermediate schools and secondary schools and the University of Bahrain. Participants completed the Bar-On Emotional Quotient Inventory: Youth Version-Short Form (EQ-i:YV) and the Adolescents’ Coping Styles Scale (ACS) - General Short Form. Results showed that gender, but not age, was significantly associated with both EI and the coping styles of Bahraini adolescents. Girls showed higher levels of Interpersonal emotional intelligence and Non-Productive coping styles than boys. EI significantly contributed to the variance in all three coping styles including Problem Solving, Reference to Others and Nonproductive coping styles. Academic achievement accounted for
the variance in social coping (Reference to Others) and gender for the variance in the Non-Productive coping.

**Chen, Lee-Chou (2008)** Emotional intelligence measurements and adaptive index of junior high school students. The purposes of this research are to construct the Scale of Emotional Intelligence suitable for use with junior high school students, to develop an adaptive index for their EI measurements and to compare the Els of students with different backgrounds (region, school, grade, sex, family structure, parental educational level and profession). From a sample of 2,029 junior and senior high school students, factors and indices for the EI Scales were determined through analysis of various items and factors. Reliability, validity and norm of the Scales were then examined upon the scales’ completion. Results of the research show that EI Scales are capable of effectively measuring 5 separate abilities: emotional cognition, emotional expression, positive inspiration, emotional regulation and emotional reflection. Emotional regulation and emotional reflection differ among students from different regions. The average values for emotional cognition, emotional expression and positive inspiration differ among students from different grades. Students with different birth order also differ in total EI scores and in individual EI scores. Female students tend to have higher EI total scores and in each individual EI scores than male students. Finally, parental educational level or profession was not related to EI scores
Rovnak, Amanda M (2008): This study investigated the psychometric properties of the Emotional Quotient Inventory: Youth Version (Bar-On & Parker, 2000) to assess the stability of the instrument from pretest to post test and across gender. The subscales of the instrument were examined as they relate to demographic variables. Additionally, the mood scale of the instrument was studied as it relates to subscales of the School Climate Survey (Halderson, Kelley, & Keefe, 2002) and demographic variables. This study was conducted to add to the body of knowledge about emotional intelligence, its measurement and its application for school and mental health counselors. The data used in this investigation were collected as part of an evaluation of the Red Flags Depression Awareness Program, a school-based prevention program developed by the Mental Health Association of Summit County and adapted for the Ohio Department of Mental Health (ODMH). Participants in the study included seventh and eighth grade students from 19 schools. Of the pretest sample, 684 students reported their gender (male = 50.9%, female = 49.1%) and 604 students reported their ethnicity (Caucasian = 70.4%, African American = 16.5%, other = 13.1%). The majority of the students in this study (86.3%) attended public schools and 13.7% attended parochial schools. The research design was ex post facto with hypotheses and tests of alternative hypotheses. Findings of Kaiser Factor Matching suggested that the factor structure of the EQ-i:YV is stable between males and females, as well as from pretest to post test. Significance was found for six of the nineteen regression analyses, indicating that there were significant differences between males and females on
interpersonal subscale scores and the positive impression subscale of the EQ-i:YV. In both instances, females scored higher than males. Additionally, the interaction between gender and mood was significant in predicting the academic orientation and the behavioral values subscales of the school climate survey. The overall results of this investigation suggest that the EQ-i:YV is a stable measure of emotional intelligence. This information may be beneficial to school counselors, mental health counselors, or other professionals interested in the construct of emotional intelligence as it applies to adolescents.

Hassan (2009) conducted a study to identify the emotional intelligence level among school students in rural areas, relationships between emotional intelligence and anxiety, as well as relationships between emotional intelligence and academic achievement. It involved a sample of 223 forms 1 and forms 4 students. Process of data collection was administered by using a set of questionnaire which includes a self-report measure of emotional intelligence adapted from Schutte Self-Report of Emotional Intelligence (SSRI) and Beck Anxiety Inventory (BAI). T-test analysis showed that there were no significant differences for the emotional intelligence level within all students between ages 13 and 16. However, there were significant differences for the emotional intelligence level among female students in accordance to age. The results showed that there were significant differences for emotional intelligence level among all students between both genders. Mean score of emotional intelligence within female students appeared to be higher than male students.
Emotional intelligence was also significant positively in correlation with academic achievement of all variables including students’ age and gender.

**Ruchi (2009)** carried out a study on Emotional Intelligence in relation to gender and social category. The sample for the study comprised of 185 Arts stream undergraduate students of university of Allahabad. Findings of the study revealed that females are more emotionally intelligent than male students.

**Dulumoni (2009)** made an attempt to understand the Emotional Intelligence level of Gauhati University in relation to Gender, Area and stream and also find out whether there is any significant difference between male and female, rural and urban arts and science students in their level of Emotional Intelligence. The study was conducted on a sample of 220 post graduate students. The tests were with appropriate statistical techniques. The findings of the study were there is no significant difference between male and female students and arts and science students, however significant is found in Emotional Intelligence of rural and urban students.

The review of related literature described above, acquainted the researcher with the current progress and position of the study. The researcher came across through the reviews that most of the studies indicates that Emotional Intelligence is the key for success in academic progress, healthy relationships, individual and social developments. It was observed that various
studies are having a common consensus that Emotional Intelligence is influenced by various factors like family background, parental influence, self concept, locality and gender.

2.4 CONCLUSION:

The next chapter methodology is devised to explain about the variables of the study, Operational definitions of the variables, Hypotheses, Tools used for the collection of the data and Statistical technique applied.