Review of the Related Literature:

INTRODUCTION:

In research work review of related literature is very important and complex aspect. Without study of related literature we cannot complete our research work. Researcher in the field of research wants to get all the information.


The study was designed to investigate the relationship as well as the impact of Emotional Intelligence (EI) on to the perception of role stress of medical professionals in their organizational lives. It was conducted on a sample size of 312 medical professionals consisting of 174 male and 138 female doctors working for privately managed professional hospital organizations. The findings of the study indicate no significant difference in the level of EI and perceived role stress between genders, but significantly negative relationships of EI with organizational role stress for both the gender and the medical professionals as a whole. The study also found EI of both the gender and the medical professionals as a whole to predict significant amount of variance in the total variance in their perceived role stress. The findings of the study have been discussed and interpreted in the light of research findings of other researchers. The findings of the study have got important in academic as well as practical implications and that have been clearly stated. The authors hope that the findings of the study will provide much more respite to the HR professionals of hospital organizations in India to effectively manage the medical professionals.


In recent years leadership and emotional intelligence have become hot topic in management and organization researches. We made an attempt to study the relationship between emotional intelligence and leadership. Emotional intelligence is the ability to perceive and express emotion to stimulate thought, understand and reason. It also regulates emotion in oneself and others. Leadership refers to the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organizations of which they are members.
150 students of 10th 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 revealed 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 0.10 level. Hence findings are just suggestive of the trend.


Child sexual abuse (CSA) is one of the traumatic experiences whose effects are carried into the adulthood. One of the severest impacts of CSA on the survivors is distortion in their emotional experience and expression. This difficulty in dealing with emotions is reflected in the way they experience and express their painful emotions and the coping strategies they develop to deal with the day to day emotion loaded situations. The aspect of personality that deals with emotional experience and expression is called as” Emotional Intelligence” (Mayer and Salovey, 1990). The literature emphasizes the context of the group as a better choice in dealing with the survivors of CSA (Saxe 2005) and in training EI of the individuals. The groups that emphasize emotional experiences and expressions during the group process are encounter groups. At the same time there is dearth of empirical information regarding the influence of encounter group process on emotional intelligence of the women survivors of CSA. Hence this study aimed at understanding “The influence of Encounter Group Process on the Emotional Intelligence of the Women Survivors of Child Sexual Abuse.” The group process, for the purpose of this study was conceptualized with 5 phenomena namely: experiencing and expression of intense emotions, self disclosure, and feedback, dealing with the conflict and group structures. Garvin’s (1987) conceptualization of group structures i.e. communication structure, role structure, leadership structure, power structure and sociometric structure were considered for phenomenon, coping strategies (emotion focused, appraisal focused and problem focused) using qualitative content analysis.
The findings revealed that the women in the group were affected emotionally, cognitively and physically due to the experience of CSA. They shared struggling with feelings like anger, fear and hatredness towards men, sadness and depression, shame and guilt. Their management of these emotions was by avoiding, impulsive outbursts and swallowing. They developed self punishing tendencies and low self esteem. They found themselves becoming more and more withdrawn and unable to share about them even when the situations demanded.


1. The correlation values between parental encouragement and academic anxiety are very low.
2. Academic anxiety is negatively correlated with parental encouragement and positively correlated with emotional stability in girls.
3. The correlation values between parental encouragement and academic anxiety is positive in Hindu boys and negatives in Muslim boys.
4. The correlation between academic anxiety and emotional stability is positive and significant in Muslim boys and negative in Hindu boys.


1. Boys are significantly emotionally stable than girls.
2. There is no significant difference between boys and girls in academic achievement.
3. There is no significant relationship between emotional stability and academic achievement of the students.

People who maintain long term relationships actually live longer than those who are alone understanding and managing emotional resources states understanding and using effective communications skills and the ability to respond to our emotional lives but also to the quality of our physical lives reframing consciousness greater sensory acuity managing emotional resource states an choiring communication skills as well as other relaxation techniques for monitoring the inner emotional life and for maintain a relationship with our as liver are all the strategies we must the emotionally literate to balance the forces as change in the world.


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Dubey Ruchi (2007) A Relationship between Emotional Intelligence and Academic Achievement of Undergraduate Students.

1. It was found that there is not relationship between emotional Intelligence and academic achievement of undergraduate students of Arts and science Standard.
2. The only exception is the Maths group where there was significant positive relationship between Emotional Intelligence score and total aggregate marks.

Sharma, Kanak,(2007) , A Study of Emotional Intelligence among Adolescents in Relation to Adjustment and Defence Mechanism.

1. For leading a happy and contented life a balance between Emotional intelligence and adjustment and defense Mechanism is refused.
2. Teachers Parents and society may provide such guidance and training for the development of these propensities by which adolescents shall be able to lead a happy and contented life and may be successful in professional life too.
3. Emotionally intelligent person are well adjusted as they can perceive and assimilate emotions of self and others and tune in them according to the situations.
4. Emotionality has no relation with defense to the mechanism as emotional Intelligence teaches one to face reality boldly. Whereas defense mechanism is a means to run away from the real life situation in orders to relieve from stress.


1. It is evident that T-ratio is significant at 0.05 level.
2. This means there is significant difference in emotional intelligence of Higher Secondary and low achievement in environment studies, low achievers in this subject exhibited less emotional intelligence.
3. Emotionally intelligent students may be more emotionally stable and sensitive to this environmental issues than their less emotionally counter parts, this can facilitates their learning about the environment. this finding draws indent support from the views of golden (1996) that 80% of persons success in life depends on emotional intelligence. therefore, the curriculum makers should prepare the content of EVS in such a may that students use their emotional intelligence.

Kasinath, H.M. (2008), Motivational Correlates of Emotional Intelligence of Secondary Teacher's Trainees.

1. The finding has identified emotional intelligence as the single most facts predicating and happening in life.
2. It is the capacity to create positive outcome in your relationship with others and with yourself. Positive outcomes include joy optimism and success in work school and life.

Kaur Surinder Jit . & Kaur Harjit (2008), Effectiveness of Training of Emotional Intelligence on Adolescent Student: A Pilot Study.
1. The study found that on the contrary, the value of $t=762$ for irritability/urban hosting and $t=16.36$ for emotional exhaustion which were significant at $P<.01$ level showed that training of EI on the subjects was significant at $p<.01$ level showed that training of EI on the subject was effective in reducing the irritability and emotional exhaustion means score of the subjects in the post training session.

2. The potential of training was obvious in effective management irritability and emotional exhaustion of the subject science.

**Jayanta Anindya (2009), Life Satisfaction of Old Age Home Residents in India: A Study of Orissa.**

1. He concluded that the feeling of satisfaction of the old age home residents forms an important dimension of study of elderly.
2. The paper examines the lives of the residents of six old age homes in Orissa (a state in India) and probes the issue of life satisfaction of the residents.
3. The study also attempts to understand the lives of the residents within the framework of two major theories in social gerontology, namely the -9- disengagement theory and the activity theory.
4. While disengagement theory deals with disengagement from societal and family roles, activity theory contends that engagement in various roles facilitates the elderly to adjust to the later years of their life.
5. The study found that the residents were quite satisfied with the prevailing arrangement at the old age homes. Since a majority of them were very poor and had very low expectations, they were happy and satisfied with whatever they had got.

**Vyas, Charu (2008), A Comparative Study of Anxiety, Emotional Maturity, Security Insecurity among Adolescents of Co-Education and Unisex Education Schools.**

The statistical evaluation of various hypotheses has revealed the presence of:
1. Insignificant difference in anxiety of adolescence boys coming from coeducation and unisex education school.

2. Insignificant difference in anxiety of adolescent girls coming from coeducation and unisex education school.

3. Insignificant difference in anxiety of adolescence Boys and Girls coming from coeducation and unisex education school.


5. Thus, there is no significant difference in Anxiety, Emotional maturity and security - Insecurity of Boys and Girls coming from coeducation and unisex education school.

**Manoharan, Louis R. John and Doss I. Christie (2007 ), Emotional Maturity of Post-Graduate Students in Pondicherry Region.**

1. The study was undertaken with the objective of identifying the level of emotional maturity of Post Graduate students in Pondicherry region.

2. Hence they are moderately sound in their personality integration and independence.

3. The emotional maturity of P.G. students is influenced by sex, class and group.

4. The level of emotional maturity of female students is higher than that of the male students.

5. It is also to be noted that students of the second year are more mature than those of the first year.

6. It is also found from the table that there is significant positive relationship between the group chosen for study and level of emotional maturity: Arts group students have higher numerical score than the science students –which means science students have greater emotional maturity.
Nanda P.K. and Chawla Asha (2009), Impact of Age and Family Type on Emotional Maturity of Urban Adolescent Girls.

1. The results showed that it is very clear that type of family definite has impact on emotional maturity.

2. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family.


1. The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents.

2. The results revealed that the adolescent children of homemakers have significantly higher self concept.

3. It was also noticed that children of employed mothers have Higher Secondary emotional maturity and female children of employed mothers are highly achievement oriented.

Gossop (1978) and Teasdale (1971) To Evaluate the Relationship between Emotional Intelligence and Addiction.

Showed that drug dependent groups had typically Higher Secondary levels of psychoticism, together with increased scores on neuroticism. They also had lower level on extraversion than controls.

Gossop and Eysenck (1980), To Evaluate the Relationship between Emotional Intelligence and Addiction.
found similar results on a larger study comparing drug addicts and controls. In addition the results showed low L scores (low social desirability).

Oscar-Berman (1990) To Evaluate the Relationship between Emotional Intelligence and Addiction.

were the first to draw attention to the fact that alcohol addicts, especially those suffering from Korsakoff’s syndrome, have difficulties in identifying and decoding emotions mediated by facial expressions. Recently, a Belgian team has confirmed this result in several publications. In their studies, alcohol patients, examined shortly after a detoxification treatment, scored lower on the EFE test than the healthy control group or people suffering from OCD (Kornreich, 2001).


A meta-analytic study assessing health behaviors and emotional intelligence found that higher emotional intelligence was significantly associated with better health. Studies have established a negative relationship between emotional intelligence and alcohol consumption (Austin, Saklofske, & Egan, 2005).

Kornreich (2002) To Evaluate the Relationship between Emotional Intelligence and Addiction.

have pointed out that the ability to identify emotions is tightly and negatively associated with interpersonal problems, and these problems seem to be a mediating factor between emotional identification deficits and alcoholism. Matyassy (2006), in their study on Hungarian alcoholic patients, have examined decoding capacity for emotions. They found no difference between alcoholic patients and the control group described by a maximum extent of social drinking.
Saklofske (2007), To Evaluate the Relationship between Emotional Intelligence and Addiction.

in their recent study had found no relationship between alcohol use and Emotional Intelligence measured by the Assessing Emotions Scale (AES) (Schutte, 1998). However, on the other hand, Austin (2005) presented a negative correlation between the intensity of alcohol consumption and Emotional Intelligence measured by means of AES.

Tsaousis & Nikolaou (2005), To Evaluate the Relationship between Emotional Intelligence and Addiction.

found a weak negative relationship between the factor “Understanding and Reasoning of Emotions” and alcohol use. However, in the study, there was no correlation between the total score of Emotional Intelligence and the daily amount of alcohol consumed. Brackett & Mayer (2003), applied Bar-On (1997) “The Emotional Quotient Inventory” and found negative relationship between the quantity of alcohol consumed and the perceived level of Emotional Intelligence while Austin (2005) using same inventory did not confirmed any relationship.

Trinidad & Johnson (2002), To Evaluate the Relationship between Emotional Intelligence and Addiction.

carried out a study on an adolescent population in which they found significant negative relationship between the ability of Emotional Intelligence and the quantity of alcohol consumed.

Brackett, Mayer, & Warner (2004), To Evaluate the Relationship between Emotional Intelligence and Addiction.

applied performance test along with the EQ-I have found significant relationship especially for men.
Reay (2006) To Evaluate the Relationship between Emotional Intelligence and Addiction.

compared polydrug ecstasy users and polydrug nonecstasy users with regard to their emotional and social intelligence and other aspects. They found those using ecstasy scored lower on all measures than polydrug nonecstasy users. They also scored lower on the questionnaire AES as well, which had been employed for the assessment of Emotional Intelligence.

Trinidad & Johnson (2002); Trinidad, Unger, Chou, Azen, Johnson (2004); Trinidad (2004 & 2005) To Evaluate the Relationship between Emotional Intelligence and Addiction.

had investigated the relationship between smoking and Emotional Intelligence in several studies with adolescents. They applied a version of the Multifactor Emotional Intelligence Scale developed for adolescents (AMEIS) (Mayer, 1997) and found a lower level of Emotional Intelligence was associated with the first incidence of smoking at a younger age and with more intensive smoking.


The purpose of this study was to evaluate the effectiveness of an EI leadership development program. The study was unique in utilizing a random assignment control group design. Participants were 162 managers from nine different companies. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. Trained moderators led the groups during year 1, but during year 2 a group member served as moderator. The outcome measure was the Emotional Competence Inventory (ECI), a multi-rater measure of social and emotional competencies. Outcome data were collected before the program started, one year later, and two years later. Results indicated that after two years the intervention group had improved more than the controls on all ECI variables. The study offers recommendations for future research on the mechanisms underlying the process-designed group strategy and contextual factors that optimize results. The main implication of the study is that leadership development based on a process-designed group strategy appears to be more economical and consistent in its delivery than more traditional approaches such as workshops or executive coaching.
Statement of the Study

A Study of Emotional Intelligence among Higher Secondary School Students of Gujarat State in Context to Certain Variables

Defining the Key words

Study

“A study is a written document, describing the findings of some individual or groups this accord with the recent.”

“A setting of the mind, of thoughts upon a subject, hence application of mind to book, arts or science or to any subject for the purpose of acquiring knowledge.” Study is careful attention, critical examination and investigation of any subject, event, etc.

Emotional

“A psychological state that arises spontaneously rather than through conscious effort and is sometimes accompanied by physiological changes; a feeling.”

Intelligence

“Intelligence is nothing if not an institutionalized black market in perishable commodities”

“The capacity for understanding; ability to perceive and comprehend meaning”

Emotional Intelligence

"The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions”

Higher Secondary School

Twelfth grade or senior year, or grade twelve are names for the final year of the higher secondary school. Most students who pass out of class 12 are 17-18 years old. With the introduction of separate entrance examinations in to various degrees and law courses or take admission in colleges for bachelor degrees in Arts, Science or in Commerce.
**Student**

A *student* is a learner, or someone who attends an educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a *pupil* in English (or an equivalent in other languages). In its widest use, *student* is used for anyone who is learning.

**Variable**

Variable means to vary, change, not constant. According to Matheson; “Variable is any condition in a scientific investigation which may change in quality and/or quality.” According to Kerlinger; “Variable is a property that takes on different values…..a variable is something that varies.”