REVIEW OF LITERATURE

1. **H. Sam Sananda Raj and Sajimon, P.P. (2010)** The present study was attempted to study the anxiety and depression on ischemic heart disease (IHD) than the normal population. The purposive sampling method was adopted to select the sample. The sample was consisted of 100 subjects with ischemic heart disease (IHD) patients (n = 50) and normal population (n = 50), (both males and females) was selected from different hospitals represented from Kollam and Trivandrum districts of Kerala State. The tools used were Beck Depression Inventory, State-Trait Anxiety Inventory, General Stress Index and General Health Scale. The study found that there was significant difference between ischemic heart disease (IHD) patients and normal population in depression, state anxiety, general stress, and general health. It was also found that there was significant difference in depression, state anxiety, general stress, quality of life, general health, and life events among the three groups viz, first ischemic episode, second ischemic episode, and three or more ischemic episode.

2. **D. Arora, M. Anand, V.K. Katyal, and V. Anand (2010)** This study focused on psychological problems in individual’s life such as anxiety, depression etc which can prove to be major risk factors for various types of diseases and findings revealed that significant differences exist between baseline and follow-up of acute coronary syndrome patients on state anxiety, trait anxiety and well being.

3. **Alpana Sen Gupta and Ila (2010)** One of the major challenges faced by India is the rapid growth of HIV/AIDS and its devastating impact upon human life. The AIDS patients suffering from severe anxiety and acute depression are unable to adjust within the given environment. The present study aims to assess the role of counselling as an effective technique for reducing anxiety and depression of AIDS patients. The sample comprised of 50 AIDS patients (34 male and 16 female). Purposive sample was used to select AIDS patients from ART Centre of PMCH, Patna. Their age ranged from 20 to 35 years. Beck depression inventory and Anxiety Rating Scale were used to collect data. Findings showed that counselling proved to be very effective therapeutic technique for reducing depression and anxiety of AIDS patients. Gender differences were also observed. Male AIDS patients experienced more depression as compared to females. However, no significant difference was obtained with respect to anxiety.
4. **ShilpaKumari, Shobhna Joshi, and Madhu Jain (2013)** The aim of the present study was to examine the relationships between religiosity, anxiety and pregnancy outcomes. It was hypothesised that (i) religiosity would be negatively related to anxiety, (ii) religiosity would be positively related to healthy pregnancy outcomes and (iii) anxiety would be negatively related to healthy pregnancy outcomes. The study was conducted on a sample of 200 pregnant women (aged 20-30 years) in the third trimester of their pregnancy, which were recruited in the Obstetrics department of the Institute of Medical Sciences, Banaras Hindu University, Varanasi. The assessment of gestational age was based on the last menstrual period. Religiosity and anxiety were assessed using Bhusan’s Religiosity Scale, Rastogi and Tripathi’s State and Trait and Free Floating Anxiety Scale (Hindi version) respectively. The personal data sheet was also used for obtaining information regarding the delivery and health status of the baby from hospital records. The data was analysed with correlation and hierarchical regression. Results indicated that religiosity is significantly negatively correlated with anxiety and positively correlated with pregnancy outcomes, indicating that more-religious women would experience less anxiety and would have healthy pregnancy outcomes. Results also revealed that anxiety is negatively related to healthy pregnancy outcomes.

5. **Jadhav, S. G. and Havalappanavar, N. B. (2009)** The present study is an attempt to find out whether Yoga Intervention has any effect on State and Trait Anxiety and also on the Subjective well-being. Fifty, first year students were selected from Naturopathy and Yogic Sciences Course; on whom; Spielberger’s State Trait Anxiety Inventory and Nagpal and Sell’s Subjective well-being Inventory were administered in the beginning of the academic year and second time after a gap of one year. The data were analyzed by employing mean, SD and ‘t’ ratio. Results reveal a significant decrease in both State and Trait Anxiety levels and positive change in the Subjective Wellbeing of the students.

6. **Ghaderi, A.R., Venkatesh Kumar, G., and Sampath Kumar (2009)** The purpose of the paper is to understand and compare the experiences of Stress, Anxiety, and depression among the Indian and the Iranian students. The data is collected from students studying in different departments of University of Mysore, Mysore, studying post-graduate and Ph.D. degree courses. The sample comprised of 80 Indian and 80 Iranian, both male and female students. The Depression Anxiety Stress Scale (DASS) is used to assess depression, anxiety and stress. It is hypothesized that the Depression, Anxiety and Stress level of Iranian students is higher than
Indian students. The 2 x 2 x 3 ANOVA is used for statistical analysis. Interestingly, the findings revealed that the Depression, Anxiety and Stress level of Indian students are significantly higher than those of Iranian students. Furthermore gender differences are not found significant.

7. Rahul. A.G., and Joseph. M.I. (2009) The study provides insight into the variations in the dimensions of free floating anxiety of persons who meditate as compared to persons who do not meditate. The importance of these dimensions is embedded in their ability to bring to the fore those very specific personality factors responsible for the variations in the free floating anxiety by using IPAT Anxiety Scale. The sample consisted of 30 each of male and female university students who were practicing meditation at least for 20 min daily for the past 3 years and matched group of 30 each of male and female students who do not meditate. The results showed the reflection of the low levels of free floating anxiety to all its dimensions only amongst male meditators; however amongst female meditators the significantly low anxiety levels did not reflect comprehensively to all its dimensions. The implications of the observed difference are discussed.

8. Adeyemo and Ogunyemi (2007) In this study they sought to explain the relationship between emotional intelligence and self- efficacy as predictors of occupational stress among academic staff in a Nigerian University. The results indicated that the two independent variables 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.


A meta-analysis of 44 effect sizes based on the responses of 7898 participants found that higher emotional intelligence was associated with better health. Emotional intelligence had a weighted average association of $r = .29$ with mental health, $r = .31$ with psychosomatic health, and $r = .22$ with physical health. Emotional intelligence measured as a trait was more strongly associated with mental health than emotional intelligence measured as an ability. Comparison of three measures of perceived trait emotional intelligence, the EQ-i (Bar-On, 2000), the Assessing Emotions Scale (Schutte et al., 1998), and the Trait Meta Mood Scale (Salovey, Mayer,
Goldman, Turvey, & Palfai, 1995), showed that the EQ-i had a significantly stronger association with mental health than the other measures.

10. Linda M. Cooley (2006) This study investigated the relationship between emotional competence and marital satisfaction. Findings of their study suggested that emotional awareness is particularly relevant to relational outcome because emotions are a critical element in close interpersonal relationships. This laid a foundation for further research on the role of emotional communication in relationships.

relationship with job performance. The resulting analysis indicates that high emotional intelligence does have a relationship to strong job performance; in short emotionally intelligent people make better workers.

11. Namdar, Sahebihagh, Ebrahimi and Rahmani (2008) They found that there is a significant relationship between emotional intelligence score and the students’ satisfaction with life, it seems that improving the quality and quantity of counseling programs for increasing the students’ satisfaction from life, may improve the students’ emotional intelligence. However, lack of research evidences about relationship between demographic factors and emotional intelligence needs further studies.

12. P.A. Jennings, Mark T. Greenberg (2009) With the help of this study the authors proposed a model of the pro-social classroom that highlights the importance of teachers’ social and emotional competence (SEC) and well-being in the development and maintenance of supportive teacher–student relationships, effective classroom management, and successful social and emotional learning program implementation.

13. Joshi and Thingujam (2009) They examined the relationship between emotional intelligence and marital adjustment over and above personality dimensions and social desirability. Results indicated that overall emotional intelligence’s correlation with overall marital adjustment remained significant after controlling for social desirability, extraversion, agreeableness and conscientiousness. Perception of emotion’s correlation with overall marital adjustment, consensus, remained significant after controlling for extraversion and openness. Managing self-emotion’s correlation with overall marital adjustment, satisfaction and cohesion remained significant after controlling for social desirability.
14. **Girdhar A, Saxena S. (2010)** In this study on emotional intelligence it was found that emotional intelligence is, unlike IQ can be improved throughout the life. In a serendipitous fashion, life often gives innumerable chances to tone our emotional competence. In a normal course of a lifetime emotional intelligence tends to increase as we learn to be more aware of feelings, effectively handle distressing emotions, to listen and empathise. To a greater extent, people become more mature as they become more sensitive to the feelings of the other.

15. **Cliffe J. (2011)** He explored the relationship between emotional intelligence and educational leadership by drawing on the responses of seven female secondary school head teachers to emotional intelligence domains as defined by Goleman (1995). While ‘positive’ correlations were found, notably that these head teachers had been able to, knowingly or subconsciously, make intelligent use of emotions; the issue of ‘negative’ aspects or the ‘dark side’ of emotional intelligence is considered.

16. **Chong Maria, Abdullah (2008)** They investigated the relationship between emotional intelligence (EI) and university adjustment and academic achievement of 250 first year students attending various undergraduate programs at a Malaysian public university. Findings from this study showed that there is significant and positive relationship between students’ EI and their overall university adjustment, academic adjustment, social adjustment, personal-emotional adjustment, students’ attachment to university, and academic achievement. Results also indicated that throughout a period of one semester, students’ overall adjustment and academic achievement was found to be significantly predicted by their Emotional Intelligence.

17. **Sjöberg and Lennart (2007)** In this study it was hypothesized that Emotional intelligence is an important factor in successful life adjustment, among them the successful achievement of a well-balanced life with little interference between work and family and leisure. Emotional intelligence was positively related to salary both for men and women, and at different levels of educational achievement. Those high on Emotional Intelligence tended to be less concerned with economic success.

18. **Katz, Hessler and Annest (2007)** They studied the emotional competence in children exposed to domestic violence (DV). It also examined the hypothesis that children's emotional competence mediates relations between DV and children's later difficulties with peers and behavioral adjustment. Emotion dys-regulation mediated the relationship between DV at the age of five and children's negative peer group interactions, social problems, and internalizing and...
externalizing problems at the age of 11. Results are discussed in terms of the impact of DV on children's emotional development and the role that different aspects of emotional competence play in children's socio-emotional adjustment.

19. **Abdullah and Chong (2008)** They studied that Academic adjustment dimension is the highest predictor for academic achievement followed by the personal-emotional adjustment dimension. Furthermore findings of the study indicated that there were significant differences in students’ overall adjustment level based on their gender and academic achievement. Male students’ overall level of adjustment was found to be higher compared to female students. Research findings also indicated that emotional intelligence contributed the highest overall effect on students’ academic achievement. In conclusion, this study shows that students’ psychological attributes such as emotional intelligence, coping, and social support have a positive impact on academic achievement through their overall adjustment as mediator.

20. **SreekalaIddanur (2010)** The present study assesses the Emotional Intelligence level of teacher educators of Barak Valley region in the Indian state of Assam. The results show that the group under study possessed average Emotional Intelligence. The gender and locality of the teacher educators did not make any differential influence on their Emotional Intelligence.

21. **Singaravelu (2008)** He concluded in his research study that the emotional intelligence of student teachers (pre-service) at primary level in Puducherry is high. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional
intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

22. **Joseph, D. L., & Newman, D. A. (2010)** This study utilized the two main frameworks of EI: (a) as a narrow, theoretically specified set of constructs pertaining to the recognition and control of emotion (i.e., ability-based EI), and (b) as an umbrella term for a broad array of constructs that are connected only by their nonredundancy with cognitive intelligence (i.e., mixed-based EI). Results revealed that the relation between self-report ability EI (e.g., EIS, WLEIS, and WEIP) and performance-based ability EI measures (i.e., MSCEIT and its predecessor MEIS) is only .12, which suggests that these measures may be measuring different constructs. A similarly low correlation is found between performance-based EI and self-report mixed EI (e.g., EQ-i). However, the correlation between self-report ability EI and self-report mixed EI is substantial (.59), indicating that these measures may tap into a similar construct. Regarding EI and job performance, the "mixed-based" measures of EI explained variance beyond cognitive ability and personality. On the other hand, the relationship between ability-based EI and job performance was inconsistent (e.g., EI positively predicts performance for high emotional labor jobs only). Based on the findings, the main implication for EI practitioners in organizations is to choose the EI measure very carefully as different measures seem to predict different things and some may have adverse impact due to gender and race subgroup differences.

23. **Farh, C. I., Seo, M., & Tesluk, P. E. (2012)** A sample of 212 professionals from various organizations and industries indicated support for the effect of EI, above and beyond the influence of personality, cognitive ability, emotional labor job demands, job complexity, and demographic control variables. More specifically, results showed that EI related more positively to performance under a high managerial work demands context of jobs that require management of diverse individuals, functions, and lines of business, potentially because such job contexts activate and allow high-EI individuals to act in emotionally intelligent ways that facilitate their performance. The results indicate that the relationship between EI and performance is not direct; thus, managers should recognize that selecting emotionally intelligent employees or training employees' EI may not lead to higher performance outcomes in all situations, but investing in the EI of employees working in jobs characterized by high managerial demands may be a good thing to do.
24. **Ogoemeka, Obioma Helen (2011)** This study proposed theoretical models of EI by Mayer and Salovey (1997), and Creativity by Edward de Bono (2001) were discussed in detail. Third, the authors summarize research concerning the relevance of EI and Creativity to indicators for personal and school success. Some recommendations for developing EI and Creativity at school and implication for future educational policies were given. Style revealed significant difference for LA. Furthermore, with different background variables, only the factor of parents marital status was not significantly different in the EI of Senior secondary school students in Oyo. Birth order showed no significant difference in those students’ EI. A positive and modest correlation was found between EI scores for students in both Ondo and Oyo.

25. **Kathaleen Cavallo (2006)** More than fourteen hundred employees took part in a one hundred and eighty three question multi-rater survey that measured a variety of competencies associated with leadership performance including those commonly referred to as Emotional Intelligence. Results showed that the highest performing managers have significantly more “emotional competence” than other managers. There was strong inter-rater agreement among Supervisors, Peers, and Subordinates that the competencies of Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst differentiate superior performers. The high potential managers received higher scores in the emotional competencies by Peers and Supervisors, but not by Subordinates. Some gender difference was found, with Supervisors rating Females higher in Adaptability and Service Orientation, while Peers rated Females higher on Emotional Self-Awareness, Conscientiousness, Developing Others, Service Orientation, and Communication. Direct reports scored Males higher in Change Catalyst.

26. **Rebecca Abraham (2004)** The author theorizes that emotional competencies (including self-control, resilience, social skills, conscientiousness, reliability, integrity, and motivation) interact with organizational climate and job demands or job autonomy to influence performance, as represented in the form of 5 empirically testable propositions. Self-control and emotional resilience are considered to delay the onset of a decline in performance from excessive job demands. Social skills, conscientiousness, reliability, and integrity assist to promote trust, which in turn may build cohesiveness among the members of work groups. Motivation may fuel job involvement in environments that promise psychological safety and psychological meaningfulness. A combination of superior social skills and conscientiousness may enhance the
self-sacrifice of benevolent employees to heightened levels of dependability and consideration. Finally, emotional honesty, self-confidence, and emotional resilience can promote superior performance, if positive feedback is delivered in an informative manner, and can mitigate the adverse effects of negative feedback.

27. Delphine Nelis, Ilios Kotsou, Jordi Quoidbach and Michel Hansenne, (2009) This study investigated, using a controlled experimental design, whether it is possible to increase Emotional Intelligence. Participants of the experimental group received a brief empirically-derived Emotional Intelligence training (four group training sessions of two hours and a half) while control participants continued to live normally. Results showed a significant increase in emotion identification and emotion management abilities in the training group. Follow-up measures after 6 months revealed that these changes were persistent. No significant change was observed in the control group. These findings suggest that Emotional Intelligence can be improved and open new treatment avenues.

28. Melinde Coetzee, Nico Martins, Johan S Bisson, and Helene Muller (2006) A study was conducted to analyse the responses of a sample of 107 South African leaders in the manufacturing industry to measures of the three constructs. The Myers-Briggs Type Indicator (MBTI), the Culture free Self-esteem Inventories for Adults (CFSEI-AD), and the 360° Emotional Competency Profiler (ECP) were administered. Positive relationships were found between the three constructs. The self-esteem construct appeared to be a more reliable predictor of emotional competence than the MBTI personality preferences. The findings of the study make an important contribution to the expanding body of knowledge concerned with the evaluation of personality variables that influence the effectiveness of leaders.

29. Rita Saini (2012) This research has been performed with the aim of determining the relation between emotional intelligence (EI) and Self-Concept of the senior secondary school students. In gathering the data the descriptive method has been used and the measuring tools of Self-Concept Questionnaire (SCQ) developed by Dr. Raj Kumar Saraswat (1984) and Emotional Intelligence scale (2005) developed by Dr. Rambir Sharma have been used. The results obtained from Pearson Correlation showed that there is a positive significant correlation between emotional intelligence (EI) and self-Concept (r =0.3). It was also found that female students were better than male students with regard to their Self-Concept and emotional intelligence.
30. Nwadinigwe, I.P and Azuka-Obieke, U. (2012) The study revealed that there is a positive relationship between emotional intelligence skills and academic achievement such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement. Thus, there is the need to inculcate the development of emotional intelligence skills into the school curriculum. This is considered important because of its impact in improving the academic achievement of students. The findings of this study may assist stakeholders in the education sector in developing a better understanding of the effects of emotional intelligence on the academic achievement of senior secondary school students.

31. Gurdeep Kaur and Mr. Amrik Singh (2013) The research was carried out on random sample of 60 teacher trainees of Abohar tehsil (Punjab). The researcher used standardized tools for the study. The conclusion was that social intelligence and spiritual intelligence are highly related to each other if emotional intelligence and life satisfaction are having constant. If Spiritual Intelligence is held constant it has some effect on correlation between other measures. If Spiritual Intelligence is held constant the relationship between other measures is considerably affected. If both Social Intelligence and Spiritual Intelligence are held constant the effect of both the variables can be observed to be considerable.

32. Nilay (Başok) Yurdakul, Müjde Ker-DincerAndZ.BerilAkinciVural (2008)
Achieving excellence in the education process depends on the ability and effectiveness of educators in integrating their analytical, emotional and spiritual quotient. The competence of educators in this regard is of great importance if the students are to be guided in the best way possible. This paper dwells on the search for excellence in developing the communication skills of educators. The authors intend to discuss IQ, EQ, and SQ altogether from the perspective of communication in order to point to the significant role they play in improving educators’ communication skills.

33. Shikha Mishra (2014) Main objective of the present study was to explore the relationship of Creative Thinking of high school students to their Emotional Intelligence. A sample of 200 students of ninth class was drawn from the seven randomly selected schools of Shimla city (district Shimla) of Himachal Pradesh. The technique of product moment correlation was used for the analysis of data and significance of coefficients of correlation was tested by computing t-values. The results revealed that high school students who were more Empathetic were also high
on their Originality. The other dimensions of Emotional Intelligence SA, ME, MO, E, & HR did not bear any significant relationship with Fluency, Flexibility, Originality and Composite Creativity.

34. FatanehNaghavi, MarofRedzuan (2012) Present study showed that emotional intelligence is meaningful associated with gender differences. The review is started with the definition of emotional intelligence and this is followed by a review on the emotional intelligence, as well as the effects and interaction of gender differences. Then, an overview of the paper is included a demonstration of the influence of gender differences on emotional intelligence is also given. Finally, as conclusion it is important to realize that girls are higher than boys in emotional intelligence, but high emotional intelligence in boys is a better predictor for achievement.

35. VinaiViriyavidhayavongsand SatitaJiamsuchon (2011)The study finds that most of the managers had at least moderate EQ scores in the areas of self-awareness, self-regulation, self-motivation, empathy, and social skills and had at least moderate leadership effectiveness and that EQ factors are related positively to leadership effectiveness, with social skills as the most important factor. In all, EQ contributed 52.2 percent of the variance in leadership effectiveness. It was also found that supervisors and managers had similar EQs but that senior managers had a different EQ profile. Not all managers were found to have adequate levels of EQ and leadership effectiveness and it is recommended that the organizations develop training programs to enhance their managers emotional sensitivity, and be engaged in the six strategies for increasing EQ proposed by Weisinger (1998): Developing an enhanced level of self-awareness; managing emotions; motivating oneself; developing effective communication skills; developing interpersonal skills; and helping others help themselves.