Review of literature

1. **Abdul-Azib, A. B. (2006)** Females found to be more proficient in managing and handling their own emotions as well as of others. Contradictory to this, it is found that the males have higher scores than females with reference to managing others—a component of Emotional Intelligence.

2. Short intensive programs may improve participants' goal-focused coaching skills, but not the Emotional Intelligence. Hence the organizations seeking to deepen the impact of “Manager as Coach” training programmes and improve the underlying Emotional Intelligence of participants should use a spaced learning approach over a number of weeks (Anthony M. Grant, 2007).

3. With a purpose of studying the effect of Emotional Intelligence training on peer relationship of the adolescent students, Ajawani (2008) found that the training group genuinely improved more in comparison to those of non-training group with respect to their peer relationship.

4. (Brackett, Mayer, and Warner 2004). Lower Emotional Intelligence in males shows principally the inability to perceive emotions and to use emotion to facilitate thought was associated with negative outcomes including illegal drug and alcohol use, deviant behavior and poor relations with friends.

5. **Bhuian, S. N., and Menguc, B. (2002)** studied the differences in emotional maturity among male and female students studying in a management school. The results revealed that the females are emotionally stronger than the males. The girls score higher with regard to empathy, social responsibilities and interpersonal relationships than boys. They are more sensitive towards their relationships with parents, friends and siblings. All these traits help them to acquire higher Emotional Intelligence as compared to boys. Residential place plays a significant role for the enlargement of emotional development whereas gender does not affect the level of Emotional Intelligence (Dhiman, K., Saha, B., & Mondal, B.C., 2014).

6. **Chiva and Alegre (2008)** examined the relationship between emotional intelligence and job satisfaction. Data was collected from blue-collar employees working for ceramic tile manufacturers in Spain. The results suggested that emotionally intelligent individuals are
more likely to experience high levels of job satisfaction. The results also indicated that Organizational Learning Capability (OLC), defined as a set of stimulating factors that facilitate organizational learning (e.g., experimentation, risk taking, interaction with the external environment, dialogue and participative decision making) played a significant role in determining the effects of emotional intelligence on job satisfaction.

7. **Carr (2009)** has found in her study that Asian students demonstrated higher emotional intelligence total and branch scores than white students.

8. **Christine J. (2000)**’s Employee Early Intervention Program: Promoting social and emotional Competencies in the workplace created a culture of change for individuals and teams. It helped to establish and spread an atmosphere of learning and team-based working.

9. **Desponded (2009)** investigated the impact of emotional intelligence, ethical behavior of peers, and ethical behavior of managers on the ethical behavior of 180 not-for-profit hospital employees in the U.S. The results revealed that emotional intelligence, ethical behavior of peers and of managers had a significant positive impact on ethical behavior of employees.

10. Apart from the residential status, different culture, community it is also found from several studies that the locale of the school and students also influences the level of Emotional Intelligence (Darsana.M, 2007). Residential place plays a significant role for the enlargement of emotional development (Dhiman, K., Saha, B., & Mondal, B.C., 2014).

11. A study was conducted to assess the impact of intervention package on Emotional Intelligence skills of school teachers by **Duhan, Chhikara (2009)** The results revealed a significant difference between pre and post testing assessment of Emotional Intelligence skills in all the four aspects of Emotional Intelligence was found which was also observed in children’s behavior. The teachers were instructed to pass on the learned emotional skills (through intervention) to the children of their classes. It concluded that to inculcate the emotional skills and their appropriate use among children it is must for the teachers to be emotionally intelligent then only they can motivate the children to learn the Emotional Intelligence skills.

12. **Eva Justina Romould (2007)** attempted to enhance the level of emotional intelligence of
B. Ed students through Anagram program and found an increase in the level of emotional self awareness, emotional expression, emotional awareness of others, creativity and interpersonal connections the components of EQ of the B. Ed students from experimental group.

13. **Gowdhaman and Murugan (2009)** have studied the effect of locale (mentioned as community) on the Emotional Intelligence of 300 B.Ed. teacher trainees and inconsistently did not found any significant effect of community on the Emotional Intelligence.

14. An exploratory study of the relationship between Emotional Intelligence and Socio Economic Status was done by Holmes (2007) in which Emotional Intelligence was considered as criterion variable and SES as predictor, and measured by household income, parent education and occupation. Results revealed a significant positive relationship except mother’s occupation and household income.

15. Contradictory to this it is found that adolescent boys and girls differ significantly on Emotional Intelligence and boys were found to be significantly higher than the girls (Uma Devi and Rayal 2004, Hunt and Evans 2004, Kafetsios 2004, Carr 2009). The higher scores of adolescent boys indicate that they are better on interpersonal, intrapersonal, adaptability and stress management skills and their overall general mood (happiness and optimism) are of higher order than the adolescent girls (Mishra and Ranjan, 2008). Boys also possessed high level of Self Awareness, Emotional Stability, Self Development, Value Orientation and Altruistic Behavior. (Joshi.R & Gupta.M , 2010).

16. **Jaeger, A.J. (2003)** has found a significant relationship between Emotional Intelligence score and the student’s satisfaction of their family socioeconomic status among nursing students. Contradictory to this it is reported that the socio economic status did not predict Emotional Intelligence (Jacques. 2009, Gowdhaman and Murugan, 2009).

17. **Jordan et al (2002)** showed that teams with the lowest average Emotional Intelligence significantly improved their process effectiveness and their goal focus over the training period.

18. **Ikay Ulutas and Esra Omeroglu (2007)** studied on the effects of Emotional Intelligence education program on Emotional Intelligence of children and found that Emotional
Intelligence education programme contributed significantly to children’s Emotional Intelligence levels.

19. An Emotional Intelligence Skills Training Program on the Emotional Intelligence Levels of Turkish University Students showed a significant positive relationship between Emotional Intelligence and academic achievement and also between learning styles and academic achievement. The level of Emotional Intelligence of the students was found to be moderately improved and no dominant learning style was found amongst the students.

20. Enhancement of Emotional Intelligence and spiritual intelligence among B. Ed students a study carried out by Joy. S.T (2011) to find out the effect of intervention programme in enhancing their emotional competencies the results revealed that the developed intervention programme is effective in enhancing the level of Emotional Intelligence and spiritual intelligence among the experimental group when compared to control group.

21. An adventure-based intervention on the EI of employees of a multisite dental practice resulted in the positive effect on the participants' EI and that improvements in the 4 branches of EI varied within employee subgroups (Meyer B.B, Fletcher T.B. and Parker S.J., 2001)

22. The intervention programmes are found to be effective in enhancing Emotional Intelligence and thereby promoting meaning and quality in life intra and interpersonally, was reported by Pareek, Mittal, Hingar and Kaur (2005).

23. Mohanty and Devi, L. (2010) in their study, revealed that the education and occupation of parents have positively and significantly affected the interpersonal relationship (EI) of the adolescents. It means that parents having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.


25. Mike S. Eniola (2000) the two interactions – Emotional Intelligence training (EIT) and Self-Regulation training (SRT) in remediating aggressive behavior in adolescence with visual impairment revealed that participants treated with the two interactions EIT and SRT showed significant improvement in their aggressive behavior pattern.
26. **Pilling, B. K., (1994)** found significant association between the developmental facilities available in community surroundings and Emotional Intelligence skills of teachers. The results also revealed that teachers with more developmental facilities like hospital, bank, and market etc., exhibited high level of Emotional Intelligence compared to teachers with low level.

27. **Rao (2001)** developed and implemented an in-service training programme for teachers of Navodaya Vidhyalayas in enhancing their ability in meeting students’ emotional needs. The training inputs helped teachers to look at their own behavior and the impact that they were making on students. This helped them to be more sensitive and caring towards their students.

28. **Richard Harmer, Catherine Lutton’s (2009)** EI intervention programme resulted in improving the self and subordinate ratings of team effectiveness, project team leaders EI, decision making.

29. **Reilly (2005)** in his article suggests that negotiation courses using traditional lectures combined with role plays and simulated exercises can be used to train students in understanding emotion and increasing their Emotional Intelligence. The article defines emotion and emotional intelligence, describes and analyzes one simulated exercise that has proven to be particularly potent in the classroom for teaching both the theory and practice of Emotional Intelligence.

30. The study conducted by **Slaski and Cartwright (2002, 2003)**, showed that the Emotional Intelligence scores of the retail managers i.e., training group increased significantly from pre to post training.

31. **Salami (2008)** investigated the relationships of demographic factors (age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers. Participants were 320 employees (170 males, 150 females) randomly selected from 5 service and 5 manufacturing organizations in Oyo State, Nigeria.

32. **In a study carried out by Sunindijo and Zou (2013)** to study the role of emotional intelligence, interpersonal skill, and transformational leadership on improving construction safety performance, the authors highlighted a close relationship between
emotional intelligence and interpersonal skills. The results show that emotional intelligence is a prerequisite of effective application of interpersonal skills.

33. A study by Singh Araoz CF (2007) revealed that male and female adolescents exhibit same level of Emotional Intelligence, concluding that both male and female adolescents are caring, giving, and supportive and enriching.

34. Assessing on an ability measure of EI, Brackett, Warner and Bosco (2005) found out in their study on 86 heterosexual couples that, female partners were significantly higher on their Emotional Intelligence scores than male partners and that EI scores were uncorrelated within couples. The finding is supported by studies of Vanpool, Alonso and Viswesvaran 2005, Austin, Evans, Goldwater and Potter (2006). Girls are better motivated than boys, because girls have a better driving and pulling forces which result in persistent behavior directed towards certain goals (Saranya and Velayudhan, 2008).

35. Sharma, J. (2005) evaluated the benefits of meditation in regard to EI, perceived stress and negative mental health with cross sectional and experimental studies, found that those participants with greater meditation experience, exhibited higher EI and less perceived stress and negative mental health than those who had lessnone.

36. Wong, Wong and Peng (2010) empirically investigated the potential effect of school leaders’ (i.e., senior teachers) emotional intelligence, on teachers’ job satisfaction in Hong Kong. The results showed that school teachers believe that middle-level leaders’ emotional intelligence is important for their success, and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to job satisfaction.